Foundations For Learning

Foundation Phase
Literacy
Lesson plans

First term

Grade 1

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Table of Contents

1 Introduction 4

2 Literacy (Home Language) 9
- Oral / Listening and Speaking 9
- Phonics / Handwriting 9
- Reading 10
- Writing 14
- Homework 14
- Use of Themes / Contexts 15
- Resources 15
- Group Teaching / Group Work 16

3 First Term
- Overview of Lesson Plans 19
- Overview of Assessment Tasks 21
- Suggestions for orientating learners entering school for the first time 22
- Lesson Plans
  - Week 1: Overview 27
  - Week 1: Lesson plans 28
  - Week 2: Overview 37
  - Week 2: Lesson plans 38
  - Overview of Assessment Task 1 45
  - Week 3: Overview 47
  - Week 3: Lesson plans 48
  - Week 4: Overview 59
  - Week 4: Lesson plans 60
  - Overview of Assessment Task 2 68
  - Week 5: Overview 69
  - Week 5: Lesson plans 70
  - Week 6: Overview 79
  - Week 6: Lesson plans 80
  - Overview of Assessment Task 3 88
  - Week 7: Overview 89
  - Week 7: Lesson plans 90
  - Week 8: Overview 97
  - Week 8: Lesson plans 98
  - Overview of Assessment Task 4 105
  - Week 9: Overview 107
  - Week 9: Lesson plans 108
  - Week 10: Overview 117
  - Week 10: Lesson plans 118

4. Annexures
- Annexure 1: An example of one day's Literacy lesson 126
- Annexure 2: An example of a Phonics Plan for Grade 1 128
- Annexure 3: List of 100 Most Common High Frequency Words 129

INTRODUCTION

BACKGROUND

The **Foundations for Learning Assessment Framework** which was distributed to all schools during 2008 contained "milestones" for each grade. These milestones explain the content (knowledge, concepts and skills) embedded in the Learning Outcomes and Assessment Standards of the NCS, and indicate the expected level of achievement of learners at the end of each term. This document contains **Lesson Plans** based on the milestones.



How do these Lesson Plans link to the Curriculum and the Foundations for Learning Campaign?

These **Lesson Plans** have been developed using:

- The NCS Learning Outcomes and Assessment Standards as the starting point
- The Milestones and
- Government Gazette 30880 of 14 March 2008, which outlines the Foundations for Learning Campaign, details the minimum expectations for the teaching of Literacy and Numeracy (Languages and Mathematics) as well as providing timetabling and resourcing suggestions.

The following **table** provides an example of how these three documents are linked for Grade 1 Literacy (Home Language):

Learning Outcomes	Milestones for Literacy Grades 1- 3	Government Gazette: Daily Teacher Activities for Literacy Grade 1	Grade 1 time allocation in Gazette
LO 1 Listening LO 2 Speaking	• Oral	• Oral work at the beginning of the day • Listening and Speaking	20 minutes daily
LO 3 Reading and Viewing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Reading • Phonics	• Shared reading or shared writing • Word and sentence level work • Group, guided and independent reading/writing	1 hr 20 minutes daily
LO 4 Writing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Writing • Handwriting	• Shared reading or shared writing • Word and sentence level work • Group, guided and independent reading/writing • Handwriting • Writing	



How do I use the time allocated for Literacy?

The Government Gazette No 30880 provides the following breakdown of the formal teaching allocations for Numeracy and Literacy in the Foundation Phase per day:

Grade	**Daily total for Numeracy**	**Daily total for Literacy**	**Home Language Literacy**	**First Additional Language Literacy**	Allowance should be made for reading for enjoyment for 30 minutes per day
Grade 1	1 hour 30 minutes	1 hour 50 minutes	1 hour 40 minutes	10 minutes	
Grade 2	1 hour 30 minutes	1 hour 50 minutes	1 hour 30 minutes	20 minutes	
Grade 3	1 hour 45 minutes	2 hours	1 hour 30 minutes	30 minutes	

The Gazette further guides teachers by detailing the different aspects of language that should be contained in the Daily Teacher Activities, together with a time allocation.

Government Gazette: **Daily Teacher Activities for Literacy Grade 1**	**Daily Time Allocation in Gazette**	**Weekly Time Allocation in Gazette**
• Oral work at the beginning of the day.	10 min per day	50 min per week
• Listening and Speaking	10 min per day	50 min per week
• Reading and Writing Focus Time: o Shared reading or shared writing o Word and sentence level work o Group, guided and independent reading/writing.	60 min per day : o 15 min o 15 min o 30 min	5 hours per week
• Handwriting	10 min per day	50 min per week
• Writing	10 min per day	50 min per week
• Reading for Enjoyment	30 min per day	

However in practice:

- Because language activities are closely linked, certain activities often go together, for example, during the Reading and Writing time while some learners are busy doing writing, the teacher is doing group reading. Similarly, although there is a focussed time for Oral, Listening and Speaking learners will also be developing these skills during Reading and Writing.

- Activities can be "chunked" so that instead of 2 X 10 minutes per day for Writing you may want to combine two days so that you have a 20 minute lesson.
- It is unnecessary to "*teach to the clock*" and stick rigidly to the times on a daily basis. On some days for example you may want to spend longer on a Shared Reading activity and less time on Phonics. On another day you might shorten the written activities in favour of a longer Oral session. However over the week you should try to balance the times to cover the allocations.
- Activities can be done in a different order. For example, Phonics can be linked with Handwriting and may often take place before the Shared Reading time. However it's good to also vary the lessons.
- Look for opportunities to integrate both within Literacy and across the other two Learning Programmes (Numeracy and Life Skills. A number of the activities can be linked to a theme / context so there are many overlaps with the other Learning Programmes. Integration then takes place naturally.



How, then can these lesson plans help teachers? What do they provide?

These Lesson Plans are intended to assist teachers to pace their teaching, give them guidance when planning their assessment tasks and provide suggestions to enrich teaching practice. If you follow these lessons systematically you will cover the curriculum and reach the milestones for Grade 1.

However they are not intended to be prescriptive and teachers are not expected to abandon good practice in order to blindly follow the Plans.

The Plans provide:

- **An overview of the term,** together with an **Assessment Overview,** broken into weekly units. The Overview covers 10 weeks of work and provides a useful termly checklist. (You might want to compare this with your Work Schedule and your Phase Learning Programme and ask yourself questions such as: *Does your Work Schedule include similar content? Do you reach approximately the same point at the end of each term*? *How does this compare to your Assessment Plan?*) .

- **An overview for each week** This helps you to see the content covered in the week's lesson plans, to see how it is paced and to make use of specific lesson plans. Learning Outcomes and Assessment Standards have been included. The latter have been numbered as AS1, 2, 3 etc.. No sub-bullets are indicated.

- **Individual lesson plans for each week** There are **10 weekly Lesson Plans for each term**. Each week's Plan provides **Daily Activities** for the **different components of Literacy**, corresponding to the milestones. These are.
  - **Oral + Listening and Speaking**
  - **Phonics + Handwriting,**
  - **Reading**
  - **Writing.**

  The lessons for the week are broken down into daily steps providing teachers with a breakdown of content and suggestions for implementation. *However the Plans are not prescriptive and allow you to use your own way of presenting the lesson. They are rich in practical ideas drawn from Best Practice and as such can enrich implementation in the classroom*.

- **Suggestions for the Assessment Tasks** for each term for each of the components are shown at the end of Week 2 (Assessment Task 1), Week 4 (Assessment Task 2), Week 6 (Assessment Task 3) and Week 8 (Assessment Task 4).

ADAPTING THE LESSON PLANS

Remember: Every class and learner is unique. There can be no "one size fits all". Learners progress at different speeds and learn in different ways and you, as the class teacher, are best able to pace teaching and learning to the needs of your learners. **You can introduce new material in another order as long as you reach all the milestones for Grade 1.** For example in Phonics the Lesson Plans provide ONE order for the introduction of new sounds. But you are free to follow your own sequence as long as it is systematic and thorough.



How do teachers marry the activities in the Learner's Books and their own material with these Lesson Plans? Do the Lesson Plans replace the Learner's Books and Teacher's Guides?

These Lesson Plans should be used together with approved Teacher's Guides, Learner's Books and Reading Books, They are not intended to replace the Teacher's Guides and Learner's Books or the material you have developed yourself. The Lesson Plans do not provide actual worksheets, workcards or reading material for learners:

Approved Teacher's Guides should pace the work for the year so that all the Learning Outcomes and Assessment Standards are covered. There will therefore be similarities between the Teacher's Guides and Learner's Books and these Lesson Plans. However the order of content may be presented somewhat differently so you will need to compare and marry the content. **Remember that ultimately you are the decision maker.**



LITERACY (HOME LANGUAGE)

This section explains the key points of each component of Literacy.

ORAL / LISTENING AND SPEAKING

Learners come to school at the beginning of grade 1 able to speak their home language and possessing knowledge derived from their home environment. However because home environments differ the knowledge learners bring to school also differs. The Oral / Listening and Speaking time provides a good opportunity to access this prior knowledge and link it to "school knowledge".

The attention span of young learners is very short. Rather than one long weekly lesson many teachers start every day with a **brief oral activity** with learners sitting on the carpet/floor. During this time you can:

- Talk about the day, date, the weather chart, learners who have birthdays and any special happenings for the day.
- Hear a few learners share their news / show and tell about a picture or object; (try to hear every learner's news at least once every two weeks). Until learners are able to compose their own news, one of the learner's news can be written as a short sentence on the board. This is a valuable opportunity to demonstrate that the written symbols on the page represent spoken language, revise individual letter sounds already taught, explain how letters form words / separate words make a sentence, the spacing between words, punctuation, spelling etc. It can also be a tool for the initial teaching of reading. On some days of the week learners can copy and illustrate this news.

Being able to **listen** effectively is a key to learning which explains why it is a Learning Outcome on its own. However, unlike speaking, most learners' listening skills are not well developed and specific attention needs to be given throughout the Foundation Phase to improve their listening skills. The Oral / Listening and Speaking component includes ideas for focussed Listening Activities.

PHONICS / HANDWRITING

Before starting to teach individual sounds and handwriting learners need to follow a **pre-reading / pre-writing programme** to develop phonemic awareness, auditory / visual discrimination and memory, gross / fine motor and hand-eye coordination, body image, laterality and figure-ground perception. Annexure 1 explains these terms.

Phonics and handwriting have been linked as the teaching of the letter sound and how to write it go together. The lesson plans are structured so that on a particular day the same letter is taught in phonics as in handwriting. This helps learners to link the sound of the letter to its visual form. Teachers have different views on the order in which to teach the sounds. No specific sequence is recommended. It will depend upon the language and the teacher's preference. However it makes sense to teach the more frequently used sounds first. Teachers should also bear in mind letter formation so that, for example, one might choose to teach the letter *c* before *a* and the letter *l* before *h* and *b*. These Lesson Plans include one order of teaching the sounds – but teachers should use the order that they find most effective for them. Similarly the pace of introducing the letters depends upon the needs of learners. The Lesson Plans suggest introducing two new sounds a week during the first two terms. Many teachers like to introduce the initial sounds fairly quickly so that learners can use them as a tool for decoding words. The Milestones suggest at least ten initial sounds by the end of the first term and the remainder by the end of the second term.

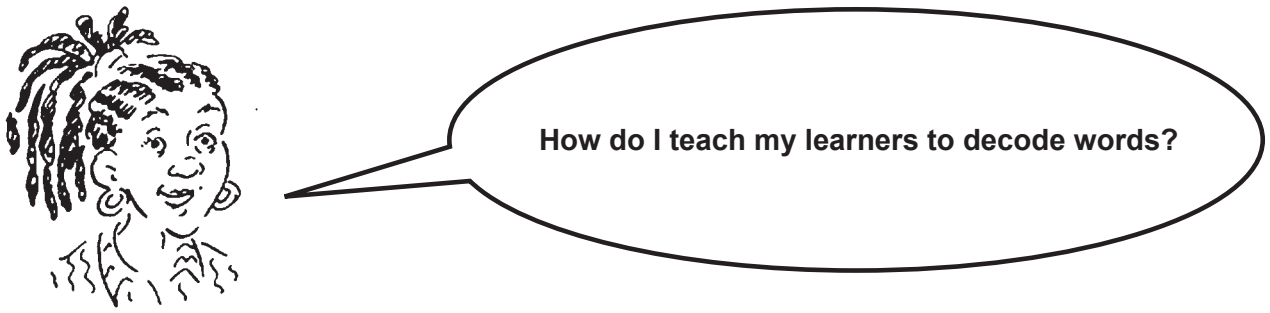
Handwriting means the legible formation of letters, words and numerals. It is essential that learners master the skills of handwriting, because although handwriting may be supplemented by technical aids such as the computer, it can never be replaced completely. Handwriting is a skill of fine motor control and can only be learnt by continual practice. Although learners will develop their own writing styles in later years, it is essential that initially they are taught the correct pencil grip, how to form the letters, the starting point, size, shape, direction of movement and how the letters are positioned on/ spaced between the lines.

Young learners often find difficulty in copying from the blackboard as their eyes need time to refocus from the board to the page in front of them and their short-term visual memory may not be well developed. It helps to give learners writing strips containing a row of letters for the learners to copy during Handwriting.

READING

Although Reading and Writing are indicated as separate components they are closely linked. We "*write to read and read to write*". The National Department of Education's Teacher's Handbook, '*Teaching Reading in the Early Grades'*, provides details of the Reading and Writing Focus Time, explaining how learners will be involved with written tasks at the same time as the teacher is working with different reading groups.

To learn to read learners need (a) skills to decode/make meaning of words, and (b) plenty of practice.



There are many **approaches to the teaching of reading**. Most teachers use a **combination** that focuses mainly on the following:

- the phonics approach - based on teaching learners to use sounds to decode words
- the 'whole word' or 'look and say' approach based on the principle of recognizing an individual word "on sight" through the use of continued repetition of a word . Words that appear frequently in text (High frequency words) can be learnt in this way. (*English, unlike many languages, contains a large percentage of irregular words ie words that are not spelt as they sound.)*

However there are many other approaches that, if used wisely, can enhance learners' ability to read. These approaches include:

- the language experience approach
- the sentence approach
- the story approach
- the psycholinguistic approach

Using an eclectic approach means that you choose a variety of approaches that complement one another. This approach will cater for the needs of all your learners. During Group, Guided Reading time for example you can teach learners other word attack skills such as:

- reading to the end of the sentence
- rereading the sentence
- or using the picture

These strategies help learners to use their understanding of the rest of the sentence, their knowledge of grammar or the context to 'predict' the meaning of unknown words.



How do I give my learners sufficient practice in reading?

No one can become a fluent reader by reading for only a few minutes a day. We learn to read by reading. You need to use several different ways to get learners to read during the school day. These can include a **combination** of Shared Reading (reading as a class), Group Guided Reading, Paired Reading and Independent Reading. All of these are included in the Lesson Plans.

Shared Reading

In a Shared Reading lesson the teacher reads with the class or a group, using a large book that has big print. (These texts can be obtained commercially or can be made by the teacher using sheets of flipchart paper or even written onto the board.) The teacher introduces and models reading the text and then re-reads the book with the learners reading along with the teacher. There are plenty of opportunities to develop reading skills, eg you can discuss the story and the illustrations, make predictions, develop listening and comprehension skills and increase vocabulary. The story can become the starting point for a number of activities lasting several weeks. (Note: Textbooks or multiple copies of texts eg photocopies of texts you have written, can also be used for shared reading, as long as every learner is looking at the same text.)

Group, Guided Reading

Learners need to read texts that suit their level of competence (not too simple/not too difficult). They are not all ready to read the same texts at the same time. This is where group reading comes in. Learners can be grouped according to their reading ability, into 4 - 5 groups, with the teacher working with each group at least twice a week (at least three times a week with weaker groups, if possible).

Group reading does not require any special readers. Although there are group reading schemes on the market a variety of different readers can be used, even a single, longer reader. Working with a small group, the teacher is able to revise words and sounds already taught, listen to the learners read either individually or together, discuss the text and ask questions to check comprehension, model new reading strategies and teach new words. Weaker groups can work more slowly and get more support from the teacher.

Independent Reading

Providing opportunities for learners to read books on their own also develops fluency, provided that the books are easy enough for the learners to read without help. Short books with predictable text and colourful illustrations are ideal. Some teachers like to give learners individual reading to do at home –to reread the group reading book or read simple, 'fun' books. This extra reading practice, done on a regular basis every day, plays an important role in learning to read. (see the paragraph on Homework)

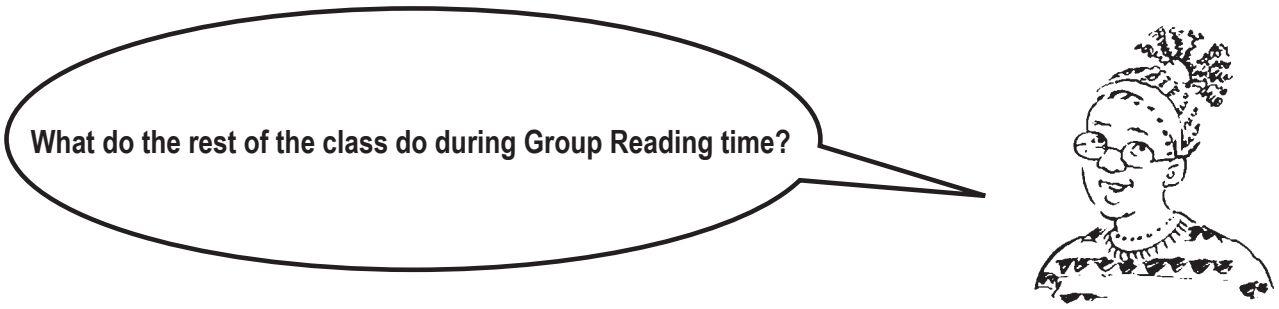
Paired Reading

Another way of giving learners reading practice is to have learners read in pairs, using either similar or mixed reading levels. They can reread their class or group readers, simple 'fun' books or supplementary readers. This paired reading can take place at any time, anywhere, as a class reading activity (learners can sit in pairs inside or outside of the classroom to read together or take turns to read), or while other learners are busy doing other work eg two learners who have completed their tasks can read together.

"Read alouds" by the teacher

A final and vital component of a balanced reading programme is the reading aloud (story-time) by the teacher. This develops a whole range of language skills (including those of reading) in a meaningful context and is at the heart of a balanced programme for literacy. Through "read alouds" teachers can create in learners a love of reading and a passion for stories:

Independent or paired reading as well as "read alouds" by the teacher are all very suitable for the time spent on Reading for Enjoyment.



Listening to two or more Guided Reading groups will take at least half an hour every day. Learners need to be involved in either independent writing or reading activities. These activities need to be such that learners both know what they have to do and can do it without interrupting the teacher, asking for help. Training learners to get on with work on their own takes considerable time and patience. The learners need to know which tasks they have to do and, possibly, the order in which they have to complete them. The level of difficulty of the tasks should be such that they don't need help from you.

If you think your learners will battle with a particular task – wait until you have time to help them or your group reading sessions will be continually interrupted as, for example, when learners start writing their own news and need help with spelling every word!

During the first term the tasks have been kept simple, short and quite repetitive. Often learners will be expected to complete 2 or at the most 3 tasks per day, copying class news from the board and drawing a picture and completing readiness, phonics or word building activities. It helps to have some routine initially so that the order of tasks remains the same and learners gain confidence in working through more than one activity independently, rather than having to continually ask the teacher, "*What do I do next?"*

WRITING

Initially in grade 1, until learners have mastered the skill of handwriting, their "written" work is in the form of pictures. The Lesson Plans provide for the teaching of the letter formation to be completed by the middle of the second term, with at least half of the most frequent letters having been taught by the end of the first term. Learners need to learn to write their names as soon as possible so try to help each learner to form the letters in his/her name correctly – it is very difficult to correct afterwards. Even during the first term learners can copy a single word or short phrase so that by April they can copy a short sentence from the board.

By the end of the Grade 1 year, all learners should be able to compose at least one sentence of their own news so a lot of time should be spent on word and sentence building. You can use writing frames (providing sentence-starters) to help learners get going. Initially they can add a single word to complete a sentence, then a phrase and finally they can write a full sentence. You need to model how to write a sentence, leaving spaces between words and using punctuation. Learners can also write captions, lists, messages, recipes, as well as filling in missing words in sentences etc. Spelling is usually a problem so give each learner an A5 book to use as a personal dictionary.

An **example of a full day's Literacy lesson** has been provided as an annexure to show how the different components can be linked.

HOMEWORK

Children need plenty of practice in order to learn to read. Some teachers like to send reading books or reading cards home with learners to reread at home. Even if there is no one literate at home an adult or older sibling can give encouragement while the learner reads and then talk to the learner about the pictures. Try to avoid sending home new reading texts. It is better for learners to have a short reading passage that they can read well and show off to their family. Learners have been known to teach their "gogos" to read, as they become proficient readers themselves in the process! The lack of literacy at home should not stop learners doing homework – encouragement and making sure learners do their work are most important.

USE OF THEMES / CONTEXTS

The National Curriculum Statement for Languages suggests that Language and Literacy teaching and learning can be organised around themes or contexts. This fits in with traditional practice especially during the early stages of Grade 1. A single theme or context can be used for 2 – 3 weeks or even longer. The discussions using a conversation poster and the Shared Reading book activities can easily be linked to a theme or context which can also serve as the starting point for the teaching of Phonics. These Lesson Plans do not prescribe any particular theme or context although individual activities have sometimes been built around a theme or context. However teachers are free to use themes / contexts if they feel that they are appropriate.

RESOURCES

The Government Gazette No 30880 gives a list of recommended resources for Literacy which schools should endeavour to provide. In addition to exercise books, Learner's Books, Workbooks and basic stationery which most schools already provide, the following are highlighted as being especially important for Grade 1:

- charts providing basic vocabulary to help learners with spelling words
- pictures and posters for visual literacy and as a starting point for discussions and vocabulary development
- Big Books with enlarged text and colourful illustrations
- readers, both graded readers for group reading and "real" readers for pair and independent reading

Big Books with enlarged texts and vivid illustrations are perfect for doing Shared Reading with the whole class or a group. Ideally each teacher needs one copy of approximately 10 – 12 different Big Books to use over the year although two teachers could share if necessary. Textbooks also provide stories and poems and these should also be used for some Shared Reading. However they lack the enlarged text and illustrations of Big Books that enable teachers to model early reading, by pointing to words and features of sentence construction.

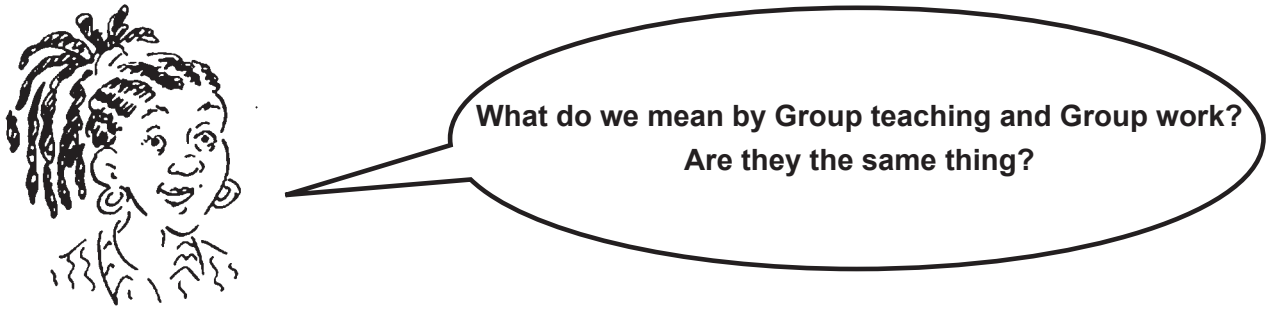
Graded Readers are used during group reading. A number of publishers produce reading schemes in different languages containing sets of short readers (between 18 – 48 pages) with the reading level being graded across a grade from simple to more difficult. Each class needs approximately 10 – 12 copies of each reader so that every learner has his or her own book. Not every school presently has such sets, having only a single, longer reader for each learner which is meant to last for the year. Until the school can order new reading books the teacher can still do group reading by using the single reader, preparing and working through one chapter at a time.

Independent reading books, or 'supplementary readers' / "real" books, are ideal for learners to read on their own or in pairs as they have predictable text. Many publishers produce packs of small, very short readers with, for example, one copy of 10 different titles. It would be best to buy one copy of a number of different sets – making sure that the reading is at a more simple level than that in the group readers.

Finally, teachers need to have access to lots of books to **read aloud** to their learners. This is very much up to the teacher to choose books that she enjoys reading and that are suitable for her learners. In addition to books at the school she could also borrow from a public library which may allow teachers or schools to borrow a number of books for several weeks at a time. She can also tell traditional stories that she knows and build up her own personal collection of children's stories.

GROUP TEACHING / GROUP WORK

Learners come to school with very different levels of readiness for formal teaching and learning due to variations in age, sex, ability and attendance at a Grade R or pre-school. Some children have special needs that should be identified in the first years of school so that differentiated learning can take place at an early age. Teaching and working in groups is a powerful tool to cater for learners' diverse needs. Group teaching and group work are also ideal for multi-grade and multi-phase classes.



Group teaching means different things to different people. It is not just rearranging the desks into groups.

You can either:

- teach the whole class the same lesson BUT differentiate the activities by:
  - giving the SAME task to every group for them to work on together or by
  - giving DIFFERENT tasks to either individuals or groups of learners; these tasks can either be at the same level or at varying levels of difficulty.

  This works well for collaborative learning and where there are not huge differences between the levels of learners.

  OR
- teach learners in same ability groups so that they are taught at a pace that is comfortable for them. The quicker learners can be challenged and extended and the weaker learners can benefit from more time, support and attention in a small group situation. The learners do not need to be all at the same stage of learning and the activities given to the learners can be varied to meet their needs. Those with special needs can be supported in this way.

  To do this you will need to divide the learners into same-ability groups for certain activities.

How and when can we do group teaching in Literacy?

- In Reading
  - Begin teaching sight words and sentences as a class. Once learners' levels of reading ability are evident divide them into approximately four same-ability groups, taking each group at least twice a week, and working with them at their level. This allows the learners to read books at a pace that is comfortable for them and for you to teach appropriate reading strategies. Weaker learners may need additional support in phonics while more able learners are ready for more advanced reading strategies.
  - Learners can read in pairs with someone who is either at the same or a different level of reading in a non-threatening situation. Repeated oral reading improves fluency.

- In Shared Reading and Writing
  - The Lesson Plans contain many examples of activities where learners work together either in pairs or with those at their table to do shared reading, shared writing or word/sentence level work. As learners become more proficient writers they can use their peers to assist with commenting on and editing their writing.

FIRST TERM OVERVIEW

During the first term there will be a focus on developing learners' reading and writing skills through the teaching of phonic sounds, sight words, and handwriting. Aim for all your learners to be able to read one or two simple sentences from their reading book and copy a sentence from the board by the end of the term:

<table>
<tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th></tr>
<tr><td rowspan="6">Oral (Listening & Speaking)</td><td colspan="3">Discussion on weather, birthdays, date, class and school activities etc</td><td colspan="7">Discussion on weather, birthdays, date, class and school activities, describing object or picture etc</td></tr>
<tr><td colspan="10">Learners tell daily news / daily recording on the board</td></tr>
<tr><td colspan="9">Focussed listening activity</td><td>Discussion on oral story</td></tr>
<tr><td colspan="5">Revision of sight words as a class</td><td colspan="5">Revision of sight words in reading groups</td></tr>
<tr><td colspan="10">Daily reading aloud of story / poem</td></tr>
<tr><td colspan="10"></td></tr>
<tr><td rowspan="6">Phonics & Handwriting</td><td colspan="5">Auditory discrimination / Phonemic awareness</td><td colspan="5"></td></tr>
<tr><td colspan="10">Singing / acting out repetitive songs</td></tr>
<tr><td colspan="2"></td><td>First 2 phonic sounds taught c, a</td><td>2 new phonic sounds taught d, s + daily phonics revision</td><td>2 new phonic sounds taught i, r + daily phonics revision</td><td>2 new phonic sounds taught n, m + daily phonics revision</td><td>2 new phonic sounds taught t, l + daily phonics revision</td><td>2 new phonic sounds taught b, o + daily phonics revision</td><td>2 new phonic sounds taught h, e + daily phonics revision</td><td>1 phonic sound taught u + daily phonics revision</td></tr>
<tr><td colspan="5"></td><td>Word building _an</td><td>Word building _at</td><td>Word building _ot and _in</td><td>Word building ha_ and _en</td><td>Word building _up and _ut</td></tr>
<tr><td colspan="3">Readiness activities: Gross & fine motor / hand-eye coordination</td><td colspan="7"></td></tr>
<tr><td>Handwriting: large patterns + own name</td><td>Handwriting: patterns + own name / date</td><td>Handwriting: c, a + name / date</td><td>Handwriting: d, s + name / date</td><td>Handwriting: i, r + name / date</td><td>Handwriting: n, m + name/ date</td><td>Handwriting: t, l + name/ date</td><td>Handwriting: b, o + name/ date</td><td>Handwriting: h, e + name/ date</td><td>Handwriting: u + name/ date</td></tr>
</table>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Reading	Discussions / activities using a **conversation poster** based on a **theme or context**		**Introductio**n / discussion of new **theme or context**	Discussions / activities using a **theme or context**		**Introductio**n / discussion of a **picture** based on **new theme or context**		Discussions / activities using a **picture** based on a **theme or context**		
	Discussion s / activities using a **Shared reading book** (First book)		**Introduction** of new **Shared reading book** + activities	Activities using **Shared reading book** (Second book)			**Introduction** of / activities on new **Shared reading book**	Activities using **Shared reading book** (Third book)		Preparation & presentation of mini play using **Shared reading book** story
	Class teaching of common sight words					Teaching of common sight words in reading groups				
		Class / group reading activities using individual **sets of sight words in a packet** + **each** learner's **"My First Reading Book"**								
	Readiness activities: Visual perception / discrimination / visual memory, laterality, spatial orientation		**Start of group reading**	**Group reading** **First group starts reading a book**	**Group reading** **Second group starts reading a book**	**Group reading**	**Group reading** **Third group starts reading a book**	**Group reading**	**Group reading** **Fourth group starts reading a book**	**Group reading**
				Paired reading						

Writing	Readiness activities: Visual discrimination / body image / figure-ground		Illustrating "My First Reading Book" sentences						
		Copying / illustrating class news							
	Shared reading book activities								
		drawing / labelling activities	Sequencing of sentences / words in a sentence		Drawing / labelling + Sequencing of sentences	Sequencing words in a sentence	Matching pictures and words activity	Word / sentence building activities based on a mini play	
	Activities based on a theme or context								
	Drawing pictures / tracing words	Drawing / labelling pictures		Drawing / labelling + completion of a sentence	Matching pictures and words activity	Drawing / labelling pictures	Word / sentence building"		

OVERVIEW OF ASSESSMENT TASKS

	ACTIVITIES THAT CAN BE USED FOR ASSESSMENT			
	ORAL, LISTENING & SPEAKING	**PHONICS & HANDWRITING**	**READING**	**WRITING**
WEEK 1				
WEEK 2	Daily News and Story time			Picture showing personal news
WEEK 3	Daily News and Story time	Phonemic awareness activities Handwriting	Group Reading	
ASSESSMENT TASK 1 COMPLETED				
WEEK 4	Daily News, Group reading and Story time		Group Reading	
WEEK 5	Daily News, Group reading and Story time	Phonics revision worksheet Handwriting	Group Reading	Copying/illustrating personal news Drawing & labelling picture
ASSESSMENT TASK 2 COMPLETED				
WEEK 6	Daily News, Group reading and Story time		Group Reading	Class discussions on a picture
WEEK 7	Daily News, Group reading and Story time	Phonics revision worksheet Handwriting	Group Reading	Class discussions based on a Shared Reading book Copying/illustrating personal news
ASSESSMENT TASK 3 COMPLETED				
WEEK 8	Daily News, Group reading and Story time		Group Reading	
WEEK 9	Daily News, Group reading and Story time	Phonics revision worksheet Handwriting	Group Reading	Copying/illustrating personal news
ASSESSMENT TASK 4 COMPLETED				
WEEK 10				

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

Suggestions for orientating learners entering school for the first time

Grade 1 is such an exciting year for young children. They enter school with great expectations – they are going to learn! However, the first few days at school are crucial. During the first week the tone is set for the rest of the child's school life. You need to make sure that this first school experience is a really good one.

One of the ways to do this is to ensure that teaching and learning starts on the very first day. Each child must go home after the first day and be able to say "I learnt to read today!" and then proudly read the one word s/he learnt that day. They must also say "I learnt maths today" and show the parents how for example they can write the numeral "1".

It is also very important that school beginners are orientated towards school before starting formal education. For example, you need to make sure that the child's dominance is established, that basic perceptual skills are developed, and so on. Please read the page on the basic skills used in a Readiness programme. There you will find a brief description of what a child should be able to do before being ready to cope with the demands of formal schooling. Therefore in the first two weeks you should be using a School Readiness Programme to establish the emotional, social and cognitive levels of your learners. You will then know which children are ready to move on to more formal lessons and which children need a longer orientation to school. This is especially important for those children who have been disadvantaged by social, emotional and political circumstances so as to release their potential. For example, children learn to distinguish between sounds, forms, colours and sizes long before they come to school. This is the beginning of mathematics. Playing with a ball, for example, helps the child to develop knowledge of that particular shape and its properties. In the same way, by helping to set the table the child is learning one-to-one correspondence. By spending time now (possibly more than just two weeks) ensuring that all learners have the basic concepts and skills necessary to begin formal learning, you make sure that your educational outcomes are achieved. All concept formation is based on language and so we can say that by learning language, the child is beginning to form concepts.

A school readiness programme on its own is not enough to ensure the learning occurs. You also need to consider:

- the physical aspects of your classroom – Is it clean? Is it safe? Is the furniture suitable? Are there pictures on the wall? Is the classroom welcoming? etc.
- a child's name is important to them – it identifies who they are. All children should have their own name card at the place where they must sit, as well as their name on a piece of cardboard which can be hung around their necks. Then, when you talk to a child, you can call him/her by his/her name.
- having clearly identifiable areas in the room – book-shelves, place to keep school bags, a nature/ interest table, a place where books and pencils are kept, a carpet or mat (or space) where children can sit as a group (for example, when they do oral work at the beginning of the day, or when you read a story at the end of the day)
- establishing a classroom routine during the first week. This means that although there are lessons for Literacy and Numeracy, the focus will be on helping children develop a routine. Lessons should be short and cognisance must be taken of the limited attention span of children at this time of the year.
- keeping a balance between whole class and small group activities. Learning to work as a group is an essential skill and should be introduced on the first day i.e. seating the children in groups and letting them work in a group.
- looking at the child holistically – physical development (e.g. gross and fine motor muscle development), social and emotional development (e.g. does the child make friends?), language development and cognitive development.

DEFINITIONS OF SOME CORE TERMS FOR SCHOOL READINESS

Word	Definition
1. Perception	Using the senses to acquire information about the surrounding environment or situation
2. Visual perception	Acquiring and interpreting information through the eyes. Accurate visual perception enables the child to read, write and do mathematics.
3. Visual discrimination	The ability to see similarities, differences and details of objects accurately
4. Visual memory	The ability to remember what the eyes have seen and the correct sequence in which things have been perceived
5. Auditory perception	Acquiring and interpreting information through the ears. Accurate auditory perception enables the child to give meaning to what is heard
6. Auditory discrimination	The ability to hear similarities and differences in sounds
7. Auditory memory	The ability to remember what the ears have heard and the correct sequence in which things have been perceived
8. Gross motor movements	Movements of the large muscles of the body, e.g. walking, kicking, throwing
9. Fine motor movements	Movements of the small muscles of the body e.g. tasks that involve using the fingers like holding a pencil, tying bows
10. Hand-eye co-ordination	The hands and eyes working together when performing a movement, e.g. throwing or catching a ball
11. Body image	A complete awareness of one's own body, i.e. how it moves and how it functions
12. Laterality	Showing an awareness of each side of the body, e.g. which hand is waving
13. Dominance	Preferring to use one hand or side of the body, i.e. either right or left dominant
14. Crossing the mid-line	Being able to work across the vertical mid-line of the body, e.g. being able to draw a line from one side of the page to the other without changing the tool from one hand to the other
15. Figure-ground perception	Being able to focus attention on a specific object or aspect while ignoring all other stimuli. The object of the attention is therefore in the foreground of the perceptual field while all the rest is in the background e.g. being able to read one word in a sentence
16. Form perception	The ability to recognise forms, shapes, symbols, letters, etc. regardless of position, size, background, e.g. can recognise a circle because of its unique shape
17. Spatial orientation	The ability to understand the space around the body, or the relationship between the object and the observer, e.g. the hat is on my head

Your time table for the <u>first three days</u> of school may look something like this:

7.30 – 8.30	Welcoming learners as they arrive, showing them where to sit, giving them their name cards to wear. Make sure there is a picture for them to colour in while you are busy with new arrivals.
8.30 – 9:00	***Oral:*** • Class discussion: day, date. • Focused listening activity (practical using action songs and fun games)
9:00 – 9:15	***Toilet routine***: • Line up the learners and take them to the toilet
9:15 – 9:30	***Handwriting***: • Fine motor coordination activities
9:30 – 10:00	***Numeracy:*** • Weather chart • Discuss the routines and "rules" of the classroom – toileting, eating, play etc. and why there needs to be rules. • Readiness activity: visual discrimination
10:00 – 10:30	PLAY TIME Learners go outside and eat their food
10:30 – 10:40	***Toilet routine:*** • Take the learners to the toilet and let them wash their hands. • Line up girls and boys, shortest to tallest
10:40 – 10:55	***Phonics:*** • Singing / acting out repetitive action rhyme or song
10:55 – 11:30	***Reading:*** • Teach one or two sight words per day using flashcards and games • Readiness activities: visual discrimination
11:30 – 12:15	***Life Skills- Outdoors:*** • Physical development : gross motor movements
12:15 - 12:45	***Tidy up and Story:*** • Tell / read / reread short stories

For the first two weeks the learners are settling into the school and adapting to the formal routine. Therefore specific Literacy, Numeracy and Life Skills times may not be adhered to during this period. This time-table will help you to plan activities for the first 3 days, looking at the learner holistically. You will find that both the Literacy as well as the Numeracy Lesson Plans for Week 1 have included activities which can be done in these three days, although this Timetable provides a guide as to what to do.

Your time table for the <u>first full week</u> may look something like this:

8.00 – 8:30	***Oral:*** • Class discussion: day, date, special happenings • Learners tell daily news/teacher records either class or one learner's news on the board • Informal revision of sight words taught so far • Focused listening activity (practical using action songs and fun games)
8:30 – 8:40	***Toilet routine***: • Line up the learners and take them to the toilet
8:40– 9:10	***Handwriting***: • Patterns and fine motor coordination activities
9:10 – 10:00	***Numeracy:*** • Weather chart, birthday chart • Marking the register • Oral : counting, concept development • Readiness activity: visual discrimination
10:00 – 10:30	PLAY TIME Learners go outside and eat their food
10:30 – 10:40	***Toilet routine*** • Take the learners to the toilet and let them wash their hands. • Line up girls and boys, shortest to tallest
10:40 – 10:50	***Phonics:*** • Phonemic awareness activity: initial sound recognition • Singing / acting out repetitive action rhyme or song
10:50 – 11:30	***Reading:*** • Readiness activities: figure-ground perception • Teach / revise 1 – 2 words per day using flashcards and games • Show and discuss around a theme such as *Me, Myself* possibly using a conversation poster, writing key words, sentences on card
11:30 – 11:50	***Life Skills - Outdoors:*** • Physical development: gross motor movements/body image
11:50 – 12:15	***Writing:*** • Readiness activities • "My Body" worksheet • Drawing myself and copying "I am…"
12:15 - 12:45	***Tidy up and Story:*** • Read and discuss a Big Book, using it to demonstrate reading • Tell / read / reread short stories

For the first two weeks the learners are settling into the school and adapting to the formal routine. Therefore specific Literacy, Numeracy and Life Skills times may not be adhered to during this period. This Time-table will help you to plan integrated activities for the first full week to ensure that teaching and learning takes place. You will use the Lesson Plans for Week 1 from both Literacy and Numeracy during these first eight days.

FIRST TERM: WEEK 1 OVERVIEW

ALTHOUGH THE ACTIVITIES HAVE BEEN SEPARATED INTO THE FOUR COMPONENTS, THE ACTIVITIES IN THE LITERACY LESSON SHOULD BE INTEGRATED, ESPECIALLY DURING THE FIRST TWO WEEKS. THE LEARNERS ARE NEW TO FORMAL SCHOOLING AND TIME HAS TO BE SPENT ORIENTATING THEM TO SCHOOL, THE CLASSROOM AND SCHOOL ROUTINES AND HELPING THE LEARNERS TO FEEL HAPPY AND CONFIDENT IN THEIR NEW SURROUNDINGS. AS A RESULT THE PACE OF TEACHING AND LEARNING IS SLOWER THAN LATER IN THE TERM.

NOTE: At the beginning of the year schools usually open for learners in the middle of the week and not on a Monday. This first week's programme provides work for the first full week as well as the previous short week ie + / - 8 days in total.

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 3 **LO 2** AS 1, 2	• Listens to simple instructions and responds appropriately • Listens to stories with interest • Says poems and rhymes and does the actions • Talks about personal experiences eg tells news	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, marking the register etc • Learners tell daily news/teacher records either class or one learner's news on the board • Informal revision of sight words taught each day • Focused listening activity (practical using action songs and fun games) • Tell / read / reread short stories
PHONICS / HANDWRITING **LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1, 2	• Distinguishes aurally between different initial sounds in words • Holds pencil and crayon correctly • Writes from left to right • Forms lower case letters correctly according to size and position ie starts and ends in the right place (patterns only)	Phonics: • Phonemic awareness / auditory discrimination activities: eg initial sound recognition • Singing / acting out repetitive action rhyme / song Handwriting: • Patterns and gross / fine motor / hand-eye coordination activities
READING **LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1,2, 3	• Holds the book the right way up and turns the pages correctly • Uses pictures to talk about the story • Uses pictures to predict what the story is about • Recognises own name • Reads book as a whole class with teacher (shared reading)	• Readiness activities eg visual discrimination (the same/different) • Teach / revise 5 – 10 words using flashcards and games • Show and discuss around a possible theme using a conversation poster, writing key words and sentences on card • Read and discuss a Big Book, using it to demonstrate reading
WRITING **LO 4** AS 2	• Draws pictures to convey a message eg about a personal experience	• Readiness activities - visual perception eg identifying / outlining picture + body image ("My Body" worksheet) • Drawing myself and writing or tracing "*I am…*"

WEEK 1	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 1, 2
MILESTONES	• Listens to simple instructions and responds appropriately • Listens to stories with interest • Says poems and rhymes and does the actions • Talks about personal experiences eg tells news
RESOURCES	• day chart, month chart, weather chart, birthday chart etc • story books to read to learners

DAILY ACTIVITIES

FIRST DAY:

- Begin the day by greeting everybody, discussing classroom routine, toilets, playtime etc
- Individual learners who feel confident can tell their news, who they are etc
- Tell a short story and then sing a song with the learners joining in and doing the actions for the song.

DAILY FROM THE SECOND DAY:

- Begin the day by discussing the day chart, month chart, weather chart, birthday chart, special happenings, linking to a theme or context such as "*Me*".
  Tip: *Introduce the different charts during the next few days, one new one each day – but don't miss a birthday!*
- Learners tell daily news.
  Tip: *Some learners may be too shy to speak in front of the rest of the class at the beginning of the year. Have them tell you their news on their own, perhaps before school.*
- Record either the class news or one learner's news on the board or a chart, pointing out how individual letters make a word. You can add a simple picture.
  Tip: *Learners do not necessarily come to school knowing how to draw and colour in so they need guidance on this. You don't have to be an artist! Simple stick figures are easy to draw. It's also a good way to link with the teaching of colour in Numeracy.*
- **Often during the first two weeks:** Short, focussed, listening activities: Use action songs and fun games involving responding to instructions.

DAILY: Read at least one story and / or poem. Your school may be lucky enough to have books with pictures but no words (a number of publishers produce such books). If so, together with the learners, you can "read" the pictures in the book, modelling how to hold a book, reading the left page followed by the right page, turning over pages etc.

ASSESSMENT: No formal, recorded Assessment. However **informal, unrecorded assessment** of learners' listening and speaking skills are important at this time. Note specific problems.

WEEK 1	**PHONICS / HANDWRITING**
LO/ASs	**LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1, 2
MILESTONES	• Distinguishes aurally between different initial sounds in words • Holds pencil and crayon correctly • Forms lower case letters correctly according to size and position ie starts and ends in the right place: (patterns only)
NOTES	During the first few weeks of school learners need to follow a Readiness programme. • In Phonics this focuses on developing auditory discrimination by doing listening and speaking activities involving Phonemic Awareness. • In Handwriting learners need to develop their Pre-writing skills, especially fine motor and hand-eye co-ordination, by doing practical activities and drawing patterns.
RESOURCES	• Materials for activities to strengthen finger muscles: eg beads, plasticine, playdough, magazine or newspaper, building blocks or other construction materials, small objects for sorting • Wax crayons, blank paper, • Small chalkboards and chalk

DAILY ACTIVITIES

FIRST THREE DAYS:

There will be no formal phonics and handwriting lessons. Learners should be:

- drawing big patterns on paper using crayons,
- drawing and colouring in pictures from a worksheet or Learner's Book,
- trying to write or trace their own name and
- singing action rhymes and songs, putting in the actions.

FIRST FULL WEEK:

PHONICS (Daily):

- Development of auditory discrimination / phonemic awareness (aural recognition of individual sounds and how these sounds make words):
  - activities focusing on the recognition of initial sounds: eg "Do these two words start with the same sound – *saw* & *sit*?" and
  - activities focusing on the recognition of the number of syllables in a word: eg Say your name and clap your hands for each syllable - *Man-dla, Jan-et*
- Singing and acting out of a repetitive action rhyme or song. (This helps to develop phonemic awareness, gross motor co-ordination, an understanding of body image and left – right directionality.)

HANDWRITING (Daily)

Before learners begin formal writing they need to develop Pre-writing skills. Learners must develop their fine motor and hand-eye co-ordination skills in order to write legibly. During the first few weeks, in order to strengthen their finger muscles, they can thread and sort beads, make models in plasticine and playdough, tear out shapes from a magazine or newspaper, build things with bricks or other construction materials, sort small objects, trace letters or pictures etc.

At the same time they should begin drawing patterns. Teach the formation of the various patterns (starting and ending points, direction of movement). There are several different patterns involving:

- downstrokes eg ı l ı l ı l ı l ı l ı l
- clockwise and anti-clockwise movements eg c c c c c
- diagonals eg / / / / VVVVVV and
- direction changers eg s s s s

- Learners practise by writing first in the air and then with their fingers on the desk or in sand or by using chalk on small chalkboards.
- Learners then write on blank paper, preferably using wax crayons: 1 or 2 rows of patterns, their name (if possible) - copying what you have drawn on the board.

NB *Many Grade 1 learners may not be aware that:*
(1) we write from left to right across the page,
(2) we begin writing next to the margin, and that
(3) we start at the top left-hand corner of the page and finish at the bottom right-hand corner.
(4) Similarly, ensure that learners are using the correct pencil grip. (The pads of the thumb and the forefinger should lightly grip the barrel about 2cm above the point while the middle finger supports the barrel.)
You will need to constantly check these four points during the first weeks of school.

ASSESSMENT: No formal recorded assessment.

Informal: unrecorded assessment of: learners' oral responses in the phonemic awareness activities and their written patterns. Note specific problems.

WEEK 1	**READING**
LO/ASs	**LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1, 2, 3
MILESTONES	• Holds the book the right way up and turns the pages correctly • Uses pictures to talk about the story • Uses pictures to predict what the story is about • Recognises own name • Reads book as a whole class with teacher (shared reading)
NOTES	A "**readiness" programme for reading** focuses mainly on developing Visual and Auditory Perception and Discrimination. The Phonics component includes a number of auditory activities while the Reading component provides visual perception and discrimination activities. Although learners need to work through this programme it does not prevent you, the teacher, from beginning to teach sight words. Introduce 1 or 2 words every day to the whole class, preferably in a sentence, revising them often. Choose the words the learners will need most: (1) those for their first reading book (2) high frequency words for reading / writing simple sentences. There will be no formal group reading activities at this stage. There are usually three parts to the Group Reading component: • Revision and teaching of new words • A shared reading / writing activity using a book with enlarged text or a conversation poster • Drawing / writing activities: initially these are mainly Readiness activities. • **NB: The drawing / writing activities for the day are summarised under the Writing component.**
RESOURCES	• For display around the classroom: labels, sentences, charts, posters and books + name cards on learners' desks • Flashcards • Readiness worksheets for visual discrimination and perception, either made by the teacher or in a Learner's Book or Workbook • Book for Shared Reading eg a Big Book with enlarged print and colourful pictures

DAILY ACTIVITIES

FIRST THREE DAYS:

- Create a "print-rich" environment in your classroom from the first day. Learners need to be made aware of the words in their environment – on food packages, shop and street signs, advertisements, newspapers and books, and of course at school. They have to see the link between the spoken and the written word to understand the need to be able to read and write. This is why explicit modelling of reading and writing is so important. Try to make your classroom a literacy environment by displaying labels, sentences, charts, posters and books around the room.

- **On DAY 1** of school introduce reading and writing by reading stories to the learners and teaching sight words:
  - Show / teach 1 or 2 words (eg I, am) using flashcards and games.

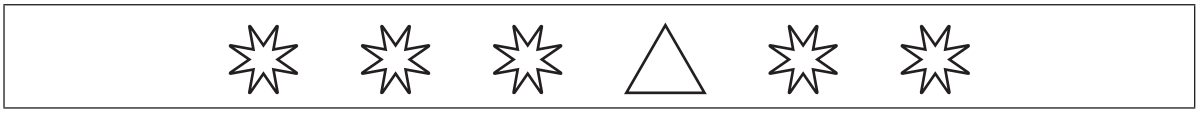
  - Read / show pictures / tell a short story.
    Tip: *Always begin by showing learners the cover of a book, pointing out the title, speaking about the picture, asking learners what they think the book will be about etc. As you read, pause sometimes to ask learners why something happened, predict what will happen or link it to their prior knowledge and experience eg "Did that ever happen to you?"*

- Do a Readiness activity eg a visual discrimination worksheet – circling and colouring in all the pictures in a row that are the same, eg.



Tip: *Introduce this activity by doing a practical example with objects and then with pictures on the board. Make sure learners understand what you mean by "the same".*
Initially the differences need to be very noticeable. Later the differences can be less eg a row of identical cats but with five facing to the left and one to the right.
The ability to see this difference in direction is essential for learners if they are to see the difference between, for example, ***b*** *and* ***d****. Learners who cannot see this difference in direction are the ones who reverse their letters and numerals.*

- **On DAY 2 of school**, revise the word(s) taught on the first day and teach 1 or 2 new word(s); on a strip of card write a short phrase or sentence using the words taught on the first day, eg *"I am Linda*". It is more meaningful to learners for a word to be in a sentence; you could put the new word in a different colour so it stands out.
- Talk about the classroom, labeling a chair, table, window door, board, cupboard etc.
- Continue with Readiness activities eg another visual discrimination worksheet – circling all the pictures or shapes in a row that are the same and colouring in the picture or shape that is different, for example:



- Tell, read or reread a short story.

- **On DAY 3 of school,** revise the word(s) taught the previous day and teach new word(s), again using flashcards. Write a short phrase or sentence using the words taught so far.
  Tip: *Leave these short sentences on the board to reread each day.*

- Make a life-size picture of a person: Tape 2 sheets of flipchart paper together and spread it on the ground. Choose one learner to lie down on top of it and trace around him/her. Tape the outline onto the board and draw in the face and clothes. Have learners tell you the names of the different parts of the body and write the words on strips of card. End by doing action rhymes and sing songs to teach the words for parts of the body.
- Continue with Readiness activities eg a visual perception worksheet – joining the dots to make a shape or figure and then colouring it.
- Tell, read or reread a short story.

FIRST FULL WEEK

DAY 1:

- Revise words and sentences taught during the first few days and teach new word(s) using flashcards and games; write a short phrase or sentence using the words taught so far.
  Tip: *By now you should have 2 or 3 very short sentences written on the board or on strips of card. Leave these on the board and read them with the class every day or ask different groups to read them eg all the boys / girls / a group at a particular table. For the next week or two continue writing sentences using the words you have taught. This can provide initial reading material for the learners.*
- Talk about My Body using the big picture drawn during the first week. Either give learners a worksheet with the shape of a body or use one from a Learner's Book to outline and then colour in AND / OR repeat Friday's whole class activity with learners working in groups of 5 - 8 each, outlining and colouring in a lifesize figure they draw on flipchart paper.

DAY 2:

- Continue to revise words and sentences taught the previous week and then teach new word(s).
- Begin Shared Reading:
  - Introduce a Big Book or one with enlarged text, preferably with a story linking with a theme or context such as "*Me"*.
  - Talk about the cover to introduce the story topic and access learners' prior knowledge and experiences.
  - Then read the book slowly, discussing the pictures, encouraging prediction, asking questions to ensure comprehension and helping learners to link with what they know already.
  - At the end of the book learners can comment on the story, the ending, the character they liked most etc.

    Tip: *Many learners may not be familiar with reading books so the emphasis at the beginning of the term is to show them that we read from left to right, from the top to the bottom of the page and how we turn pages. Big Books are an excellent way of demonstrating initial reading to learners. The same book can be used for 2 – 3 weeks to teach different reading skills and sight words, as well as being a starting point for drawing and writing activities.*

    If your school hasn't bought such books you could make your own using flipchart paper. Learners enjoy listening and joining in with these stories as they become familiar with the words. It is especially useful in teaching learners for whom English is not their Home language.

- Do a Readiness activity eg a visual discrimination worksheet – circling all the pictures, shapes or letters that are different from the one in a block in the margin, eg

b	b d b d d

Tip *For the Readiness programme you can use either your own worksheets or activities in a Learner's Book.*

DAY 3:

- Revise words and sentences taught so far / teach new word(s) using flashcards and games.
- Shared Reading activity:
  - Using the Big Book read the previous day, reread the story pointing to the words, inviting learners to join in where they can. Encourage further discussion before, during and after the reading. Write the names of 2 or 3 of the characters on card or on the board.
  - Explain the drawing task for the Writing session based on the Big Book story or your theme. You could use an activity from a Learner's Book or ask the learners to draw what they liked best about the story.
- Readiness activity. eg visual perception worksheet – learners outline and then colour in a picture.

DAY 4:

- Revise words and sentences taught so far / teach new word(s) using flashcards and games.
- Shared Reading activity
  - Reread the story in the Big Book. Encourage learners to join in where they can. Together with the learners, write a short sentence about one or two of the characters in the story. Try to include some words that they have already learnt.
- Readiness activity eg visual discrimination worksheet – circling all the letters that are facing a different direction.

DAY 5:

- Revise words and sentences taught so far / teach new word(s) using flashcards.
- Play games to revise (1) names of the parts of the body using the labels you made in a previous lesson and (2) directionality, eg shake your left hand, stand on your right foot.
- Working on paper or using a worksheet, ask learners to draw themselves and write or trace "*I am* …." below their picture. Make sure they write their name on the paper.
- Do a Readiness activity eg visual perception / crossing the midline worksheet – one that involves drawing a line from left to right, row by row, down a page – mimicking the movement of the eyes as they read.

Note: in addition to the reading and writing focus time, there should be time for reading for enjoyment. During this time you can read aloud to the learners.

ASSESSMENT: Informal, unrecorded assessment of: learners' responses to questions and their ability to concentrate.

WEEK 1	WRITING
LO/ASs	**LO 4** AS 2
MILESTONES	• Draws pictures to convey a message eg about a personal experience

DAILY ACTIVITIES

At the beginning of Grade 1 learners' writing / drawing activities will be mainly readiness tasks and handwriting activities involving pattern formation.

The following summarises the writing / drawing tasks for the first 8 days:

FIRST THREE DAYS: Readiness activities and patterns

FIRST FULL WEEK:
DAY 1: (1) Formation of patterns in the Handwriting lesson (2) Readiness activity and (3) My Body worksheet during Reading/Writing time.

DAY 2: (1) Formation of patterns in the Handwriting lesson (2) Readiness activity during Reading/Writing time.

DAY 3: (1) Formation of patterns in the Handwriting lesson (2) Readiness activity and (3) activity from Shared Reading book during Reading/Writing time.

DAY 4: (1) Formation of patterns in the Handwriting lesson (2) Readiness activity and (3) drawing a picture of themselves and writing or tracing "I am…." during Reading/Writing time.

DAY 5: (1) Formation of patterns in the Handwriting lesson (2) Readiness activity during Reading/Writing time.

ASSESSMENT: No formal, recorded Assessment

Informal: unrecorded assessment of: readiness activity worksheets

FIRST TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,3 **LO 2** AS 1, 3	• Listens to simple instructions and responds appropriately • Listens to stories with interest • Says poems and rhymes and does the actions • Talks about personal experiences eg tells news • Listens without interrupting	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, theme topic etc • Learners tell daily news / teacher records either class or one learner's news on the board • Informal revision of sight words taught so far • Tell / read / reread short stories Once during the week • Focused listening activity (whispering game)
PHONICS / HANDWRITING **LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1, 2	• Distinguishes aurally between different initial sounds in words • Holds pencil and crayon correctly • Writes from left to right • Forms lower case letters correctly according to size and position ie starts and ends in the right place: (patterns only)	Phonics: • Auditory discrimination & perception / phonemic awareness activities: eg initial sounds/ breaking into syllables • Singing / acting out repetitive action rhymes / songs Handwriting: • Patterns and gross / fine motor / hand-eye coordination activities
READING **LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1,2, 3	• Holds the book the right way up and turns the pages correctly • Uses pictures to talk about the story • Uses pictures to predict what the story is about • Recognises own name • Reads book as a whole class with teacher (shared reading)	• Readiness activities eg visual discrimination & perception and figure ground • Teach / revise +/- 5 words per week using flashcards and games; **each learner is given a set of sight words in a packet for word building.** • **Each learner starts his / her own "My First Reading Book"** • Discussions around a theme or context using a conversation poster, writing key words, sentences on card • Read and discuss a Big Book, using it to demonstrate reading and writing.
WRITING **LO 4** AS 2	• Draws pictures to convey a message eg about a personal experience	• Readiness activities eg hand-eye coordination / visual perception Once during the week: • Drawing a picture of own news

WEEK 2	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 1, 3
MILESTONES	• Listens to simple instructions and responds appropriately • Listens to stories with interest • Says poems and rhymes and does the actions • Talks about personal experiences eg tells news • Listens without interrupting

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the day chart, month chart, weather chart, birthday chart, special happenings, linking to a theme or context such as "*Me*".
- Learners tell daily news – with every learner telling news at least once during the week. **Assess a few learners every day as part of the Oral component of Assessment Task 1.**
- Record (3 or 4 times during the week) either the class news or one learner's news on the board, explaining how letters make a word and the need for a space between each word in a sentence. Either you or a learner can add a simple picture.
- On Day 5 (Friday) learners can draw their own picture for news in their exercise books so explain this task to them. If this is the first time learners have worked in their exercise books you will need to spend time showing them where to begin in the book and on the page. If learners cannot write the date you can write it for them.
- Briefly revise recently taught sight words using flashcards.

ONCE DURING THE WEEK: Focused listening activity: eg the whispering game

DAILY: Reading aloud of a story or poem.

ASSESSMENT: Formal: recorded Assessment Task 1: During News & Story time, rate the learners, recording any specific problems you have noticed, against the following milestones:

- Listens to simple instructions and responds appropriately
- Talks about personal experiences eg tells news
- Listens without interrupting

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

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

WEEK 2	**PHONICS / HANDWRITING**
LO/ASs	**LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1, 2
MILESTONES	• Distinguishes aurally between different initial sounds in words • Holds pencil and crayon correctly • Forms lower case letters correctly according to size and position, ie starts and ends in the right place: (patterns only)
RESOURCES	• For Handwriting: blank books (A5L books or A4 books cut in half), wax crayons or beginner pencils

DAILY ACTIVITIES

PHONICS: (Daily)

- Development of auditory perception & discrimination / phonemic awareness, through for example:
  - activities focusing on the recognition of initial sounds: eg "I spy" game – finding words beginning with a specific letter.
  - activities focusing on the recognition of the number of syllables in a word: eg say your name and clap your hands for each syllable *Man-dla, Lon-di*
- Singing / acting out of a repetitive action rhyme or song.

HANDWRITING (Daily)

- Begin the Handwriting lesson by doing a fine motor / hand-eye co-ordination activity every day. (See Week 1 for ideas.)
- Continue to teach the formation of patterns:
  - downstrokes eg ı ı ı ı ı ı ı ı ı ı
  - clockwise and anti-clockwise movements eg c c c c c
  - diagonals eg / / / / VVVVVV and
  - direction changes eg s s s s
- Learners practise by writing first in the air, with their fingers on the desk or in sand or by using small chalkboards.
- Learners write in their books: the date (if possible), 1 or 2 rows of patterns and their name - copying what you have written on the board. **NB** At this time in the year learners need to do written patterns every day.

  Tip: *Many teachers start by using blank books (A5L books or A4 books cut in half) as initially learners find it difficult to write on lines or in the big A4 books. Wax crayons or beginner pencils are easier for learners to hold until their fine motor co-ordination is developed.*

- *Remind learners to:*
  (1) write from left to right across the page,
  (2) begin at the margin,
  (3) start at the top left-hand corner of the page, finishing at the bottom right-hand corner and
  (4) use the correct pencil grip. (The pads of the thumb and the forefinger should lightly grip the barrel about 2cm above the point while the middle finger supports the barrel.)

Watch out for and give extra support to left-handed learners to ensure that they are holding the crayon / pencil the correct way.

ASSESSMENT: No formal, recorded assessment

Informal: unrecorded assessment of: learners' oral responses in the phonemic awareness activities and their written patterns.

The first few weeks of Grade 1 focus on the "Readiness" Programme in both Numeracy and Literacy. The activities for developing visual and auditory perception and fine and gross motor coordination cut across both Learning Programmes so an integrated approach should be followed.

The activities may need to be extended for longer where learners have not been to Grade R or for some learners who you can see have discrimination or co-ordination problems.
It can also be useful as a Baseline Assessment.

NB: Problems in reading and writing can result from poor visual and auditory discrimination and weak hand-eye co-ordination – so don't skip them!

WEEK 2	**READING**
LO/ASs	**LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1, 2, 3
MILESTONES	• Holds the book the right way up and turns the pages correctly • Uses pictures to talk about the story • Uses pictures to predict what the story is about • Recognises own name • Reads book as a whole class with teacher (shared reading)
RESOURCES	• Individual sets of word cards. See below for details on how to make the cards. • Blank A5L jotters to use as learners' My First Reading Book
NOTES	Two different activities are introduced this week to help to prepare learners for formal reading from a book: • Providing learners with **individual sets of cards** containing the words they are learning • Starting a "**My First Reading Book**" for each learner using an A5L jotter.

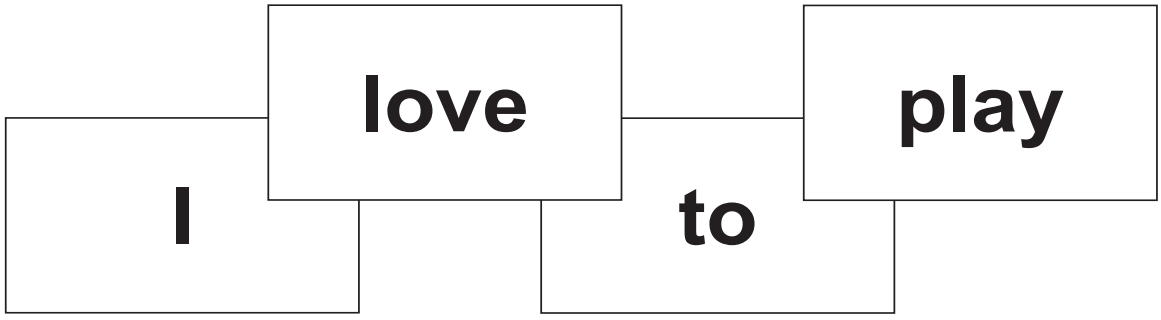
DAILY ACTIVITIES

DAY 1:

- Continue to revise words and sentences taught so far while introducing new word(s) using flashcards and by doing **activities using individual sets of word cards.**

  Tip: *You will have to prepare for this activity beforehand.*

  - *You will need one set of cards for each learner. Fold an A4 sheet of paper into 16 rectangles and write the words you are teaching in the rectangles.*
  - *Photocopy this sheet using either thin card or photocopy paper.*
  - *Either cut the sheets into separate words yourself or give the learners the task, storing each learner's words in envelopes or small plastic packets (the size of bank bags).*
  - *Although this takes time to prepare you can use these sets of words for many activities. Play games to identify the different words, do word building etc. As every learner has his / her own set of words they are all actively learning and you can check who is not coping.*
  - *Only give them the words you have taught so far, adding new words every day.*



DAY 2:

- Begin by revising the words and sentences taught so far and teaching new word(s) using both flashcards and the individual sets of word cards. Don't forget to give the learners the new words to add to their sets every day.
- Write *"I love"* on the board (or use a flashcard) and discuss with learners what they love eg food, TV, family members etc. You could write / draw some of their suggestions on the board.
- Shared Reading activity
  - Reread the previous week's story in the Big Book, as well as the short sentences about the characters in the story written the previous week. You could discuss with learners what they think those characters might love.

- **Start a "My First Reading Book" for each learner.**
  - Give each of them a blank A5L jotter. Each day from now on, until the learners start formal reading from a book, either you or the learners can write a single word, short phrase or sentence in this book, adding a picture.
  - Begin by asking learners to write *"I love"* on the first page of the book and then draw pictures of things that they love. Help those who cannot copy the words or write the words for them. Remind them to write their name on their book. (This is Task 2 for Writing).

    Tip: *By writing a new word, phrase or sentence in this book every day the learners develop their own reading book which they can read alone or in pairs to each other. Some schools go even further and write their own short stories which they photocopy and paste into the reading book.*
- Continue doing Readiness activities eg a figure ground worksheet containing 2 or 3 outlines of pictures. Learners have to outline and colour in only one of the pictures, ignoring the other outlines.

DAY 3:

- Revise words / sentences taught so far / teach new word(s) using flashcards and the individual sets of word cards. Add a new word, phrase or sentence to the learner's "My First Reading Book" for them to illustrate.
- Shared Reading activity
- Reread the Big Book with learners joining in where they can. By now they should be fairly familiar with the story so ask them to tell you the story. Together, write 2 or 3 short sentences on the board or on strips of card as a summary. The activity helps learners to see how to compose sentences. Afterwards read the sentences, firstly with the whole class, and then with different groups eg with the boys and then the girls.
- Do a Readiness activity eg visual perception activity – doing a jigsaw (cut out pictures from a magazine and cut each into 4 – 6 pieces for learners to reassemble and glue onto paper.

DAY 4:

- Revise words and sentences taught so far / teach new word(s) by:
  - using flashcards
  - doing group activities using the individual sets of word cards, eg playing a game of Snap (learners play in pairs, taking turns to put down one of their word cards in front of them, facing upwards; when their card matches the one in front of their partner they must say *"Snap"*. The first to say the word is the winner.)
  - adding a new word, phrase or sentence to the learner's "My First Reading Book" for them to illustrate.
  - Reread the Big Book and the sentences summarising the story you and the learners made the day before. Ask individual learners to point to specific words in the sentences.
  - Write *"I love to"* on the board and ask learners what they love to do, eg playing soccer with their friends. Write some of the words on the board eg play, run, swim, eat. Give each learner a sheet of paper or a worksheet, ask them to copy or trace *"I love to"* and draw pictures of some of the things they love to do. (This is the third writing activity for the day.)

    Some learners may be able to finish the sentence, eg *"I love to play"*. Help those who cannot copy the words. Remind the learners to write their name on their sheet of paper.

You can display this work in different ways by either:

- Putting it on the walls of the classroom
- Stapling +/- 10 sheets together with a cover page to make a simple reading book, OR
- Making a zigzag frame by taping five or six A4 sheets of card together (VVV) and either stapling or fixing the learners' work to both sides with prestick. You can use the zigzag frame over and over again to display work.

DAY 5:

- Keep on revising the words and sentences taught so far and teaching new word(s) using flashcards and the individual sets of word cards. Every day add a new word, phrase or sentence to the learner's "My First Reading Book" for them to illustrate.
- Reread the Big Book and the sentences summarising the story you and the learners made. But make it fun by putting the sentence strips in the wrong order so that the sentences don't make sense. Discuss what's wrong, have them put them in the correct order and then reread them.

ASSESSMENT: No formal, recorded assessment
Informal: unrecorded assessment of: activities using individual sets of words

WEEK 2	WRITING
LO/ASs	**LO 4** AS 2
MILESTONES	• Draws pictures to convey a message eg about a personal experience

DAILY ACTIVITIES

During the second week of Grade 1 learners' writing / drawing activities will still be mainly readiness tasks and handwriting activities involving pattern formation, sometimes with drawing activities linked to the reading.

The following summarises the writing / drawing tasks for Week 2:

DAY 1: (1) Formation of patterns in the Handwriting lesson (2) Readiness activity during Reading/Writing time.

DAY 2: (1) Formation of patterns in the Handwriting lesson (2) Readiness activity and (3) Writing or tracing "*I love*" and drawing pictures of things they love during Reading/Writing time.

DAY 3: (1) Formation of patterns in the Handwriting lesson (2) Readiness activity during Reading/Writing time.

DAY 4: (1) Formation of patterns in the Handwriting lesson (2) Readiness activity and (3) Writing or tracing "I love to" and drawing pictures of things they love to do during Reading/Writing time.

DAY 5: (1) Formation of patterns in the Handwriting lesson (2) Readiness activity and (3) Drawing own news during Reading/Writing time. **Written component of Assessment Task 1**
Tip: *Try to find the time to ask learners to tell you about the picture they have drawn for news, and if possible, write that news in a short sentence for them to read.*

ASSESSMENT: Formal: recorded Assessment Task 1: Use the learners' pictures showing their news to rate them, recording any specific problems identified according to the following milestone:

- Draws pictures to convey a message eg about a personal experience

Informal: unrecorded assessment of: Readiness activities

SUGGESTED ASSESSMENT TASKS: TASK 1: WEEKS 2 / 3

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 2** AS 1	• Listens to simple instructions and responds appropriately • Talks about personal experiences eg tells news • Listens without interrupting	Wks 2 & 3	• Use news & story time to assess learners' speaking skills (4 - 5 learners per day)
PHONICS / HANDWRITING **LO 1** AS 6 **LO 3** AS 5 **LO 4** AS 1	• Distinguishes aurally between different initial sounds in words • Holds pencil and crayon correctly • Writes from left to right	Wk 3	• Use learners' responses to phonemic awareness activities to assess learners' recognition of phonemes • Use one Handwriting lesson to assess the drawing of patterns
READING **LO 3** AS 1, 3	• Holds book the right way up and turns pages correctly • Uses pictures to talk about the story • Recognises own name	Wk 3	• Assess learners' reading from their "My First Reading Book" during Group Reading time
WRITING **LO 4** AS 2, 3	• Draws pictures to convey a message eg about a personal experience	Fri Wk 2	• Use the pictures learners draw of their own news

The *National Policy on Assessment and Qualifications for Schools in the General Education and Training Band* contains the requirements for formal, recorded assessment for Grades R – 3 (see page 11). For Literacy learners are required to complete four Assessment Tasks per term – 16 in total for the year.

The Policy also provides the rating scale to be used for recording and reporting, which is as follows:

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

FIRST TERM WEEK 3 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,3 **LO 2** AS 1, 3	• Listens to simple instructions and responds appropriately • Listens without interrupting • Talks about personal experiences eg tells news • Says poems and rhymes and does the actions	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, **using a large picture or conversation poster etc** • Learners tell daily news / teacher records either class or one learner's news on the board • Informal revision of sight words taught so far • Once during the week: Focused listening activity (drawing a simple picture)				
PHONICS / HANDWRITING **LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1, 2	• Distinguishes aurally between different initial sounds in words • Identifies letter-sound relationships in single sounds: (letters ***c*** & ***a)*** • Holds pencil and crayon correctly • Writes from left to right • Forms lower case letters correctly according to size and position ie starts and ends in the right place: (letters ***c*** & ***a)***	• Phonemic awareness activity: word blending • Singing/acting out repetitive action rhymes and songs **NB Beginning of formal teaching of phonics and handwriting – two sounds / letters per week**				
		Phonics: introduce ***c*** Handwriting: letter ***c***	Phonics: activity with ***c*** Handwriting: letter ***c***	Phonics: introduce ***a*** Handwriting: letter ***a***	Phonics: activity with ***a*** Handwriting: letter ***a***	Phonic revision activity with ***c, a***
READING **LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1,2,3	• Holds the book the right way up and turns the pages correctly • Uses pictures to talk about the story • Uses pictures to predict what the story is about • Recognises own name • Interprets pictures to make up own story ie reads the picture • Reads book as a whole class with teacher (shared reading)	• Revise sight words/ teach new words / adding words and sentences to the learners' "First Reading Book" **NB Beginning of working in groups for reading**				
		Reread previous week's Shared Reading Book Group reading: Groups 3 & 4	Introduce new Shared Reading Book Group reading: Groups 1 & 2	Work around a theme or context Group reading: Groups 3 & 4	Activity using Shared Reading Book Group reading: Groups 1 & 2	Dramatizing the Shared Reading Book story Reading: working with individual learners
WRITING **LO 4** AS 2, 3	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Contributes ideas for a class story (summary of Shared Reading book)	• Continue with readiness activities if needed • Illustrating words and sentences in "First Reading Book"				
		Copying and illustrating of class news	Drawing character from the Shared Reading book	My family picture / labeling	Activity based on Shared Reading book	Copying and illustrating of class news

WEEK 3	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 1, 3
MILESTONES	• Listens to simple instructions and responds appropriately • Listens without interrupting • Talks about personal experiences eg tells news • Says poems and rhymes and does the actions

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the day chart, month chart, weather chart, birthday chart, special happenings or around the theme or context.
- Learners tell daily news – with every learner telling his/her news at least once during the week. **Assess a few learners every day as part of the Oral component of Assessment Task 1.**
- Record (approximately 3 times during the week) either the class news or one learner's news on the board, explaining how letters make a word and the need for spaces between the words in a sentence. Either you or a learner can add a simple picture. On Monday and Friday the learners will draw a picture for news, so give them guidance on which book, page to use, how to write the date etc. (Task 1 for Writing)
  NB: *Learners need to be shown how to work systematically through a book, page by page. Otherwise they might write anywhere in a book!*
- Quick revision of recently taught sight words using flashcards.

ONCE DURING THE WEEK:

- Focussed listening activity: You could describe a simple picture for the learners to draw, giving one instruction at a time eg "Today we're going to draw a funny face. Draw a round circle. Draw two eyes. Draw a big, smiling mouth. Draw two big ears. Use a purple crayon to draw hair. Now turn to your partner and tell him/her all about your funny face. Don't forget to write your name at the top of your picture."
  Tip *Display the pictures on a wall of the classroom. They can be used in a later activity for labelling the parts of the face.*

DAILY: Reading aloud of a story or poem

ASSESSMENT: Formal: recorded Assessment Task 1: During News, singing of action songs & Story time rate the learners, recording specific problems, against the following milestones:

- Listens to simple instructions and responds appropriately
- Listens without interrupting
- Talks about personal experiences eg tells news

WEEK 3	**PHONICS / HANDWRITING**
LO/ASs	**LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1, 2
MILESTONES	• Distinguishes aurally between different initial sounds in words • Identifies letter-sound relationships in single sounds: letters ***c*** and ***a*** • Holds pencil and crayon correctly • Writes from left to right • Forms lower case letters correctly according to size and position ie starts and ends in the right place: letters ***c*** and ***a***
NOTES	The formal teaching of Phonics and Handwriting begins this week. It is planned that two sounds / letters are introduced every week. A suggested order has been given but teachers are free to change this to meet the needs of learners and the different languages. Teachers are encouraged to be creative in the way in which they teach the sounds. No set methodology has been prescribed – teachers should follow best practice. Similarly the practical or written application has been left to the teacher. Although suggestions are made, teachers can continue to use their own materials and worksheets or activities from a Learner's Book or Workbook. Phonemic awareness activities should continue alongside the introduction of Phonics, possibly as an oral introduction. Finally, although Phonics have been linked to Handwriting as one component and is thus separated from the Reading Component it should be seen as being part of Reading. It can, and sometimes should, be linked to other Reading activities. For example a Shared Reading story can be the starting point for the teaching of a particular sound.
RESOURCES	Writing strips are a useful resource. They are easy to make by drawing lines a ruler's width across a sheet of paper and writing rows of the different letters. You could give the task to the teacher who has the best handwriting! You can photocopy them onto paper or thin card and cut into strips. Collect them after the lesson and they can be used for years to come.

DAILY ACTIVITIES

DAY 1: BEGINNING OF TEACHING OF SINGLE SOUNDS / LETTERS

PHONICS:

- Introduction (oral)
  - Phonemic awareness: fun activity – word sums: eg "What word do you get if you put *t-o-p* together*?"* **Phonics component of Assessment Task 1**

- Introduce the letter / sound ***c*** (the aural recognition of the sound at the beginning of a word and the visual recognition of the lower case letter) using a game or a story. Children find it easier to recognise the beginning sound of a word rather than the middle or ending of a word, so start by helping learners to recognise different words that begin with the letter you are teaching. Some learners will come to school having learnt the letter name – it is your job to teach them the sound of the letter.
  Tip *Many teachers like to show the learners the capital letter at the same time – although they will only learn to write this in the third term.*

- Explain a short drawing/writing activity to consolidate letter ***c*** to be done during Writing Time (Task 2). This could be an activity using a worksheet, a Learner's Book or even just drawing pictures of words beginning with ***c*** and writing the letter. Some teachers find it useful to link a sound with a particular word eg ***c*** for cat, so their activity would be for learners to draw a cat.
  Tip: *To help to revise the letters taught it can be useful to make either:*
  - *a chart to show all the letters you are teaching OR*
  - *use a sheet of A4 card to make a small chart for each letter showing the lower case and upper case letters and one or more pictures of words beginning with the letter.*

  If you make the chart together with the learners they will be more likely to remember it.

- Singing / acting out of a repetitive action rhyme or song.

HANDWRITING

- Teach the formation of letter ***c*** (explaining the starting and ending point, the shape of the letter, the size, direction of movement, the position on the line etc). You could put a dot or arrow to indicate the starting point of the letter.

- Learners practise by writing ***c*** first in the air, with their fingers on the desk or in sand or by using small chalkboards.
- Learners write ***c*** in their books (date, 1 or 2 rows of letters, their name- copying what you have written on the board).

  Tip: *Provide learners with writing strips so that they have the letter in front of them to copy. It helps them to better see the size and to space the letter. If they are writing on blank paper it also guides them to write horizontally, from left to right.*

c	**c**	**c**	**c**	**c**	**c**

You could let half the class begin by doing the pattern and the other half the letter so that you have more time to go round the class checking (a) the formation and positioning of the letter (b) pencil grip) (c) learners are writing on every line.

DAY 2:

PHONICS:

- Introduction (oral)
  - Phonemic awareness: fun activity – word sums: eg "What word do you get if you put *p-o-t* together*?"* **Phonics component of Assessment Task 1**
- Revise letter / sound ***c*** and explain the drawing / writing activity to be done during Writing Time based on letter ***c*** (Task 2) (a worksheet or activity from a Learner's Book or Workbook)
- Singing / acting out of a repetitive action rhyme or song.

HANDWRITING

- Revise formation of letter ***c*** (starting and ending point, shape, size, direction of movement, the position on the line etc.)
- Learners write ***c*** in their books (date, 1 or 2 rows of letters, 1 row of an appropriate pattern, name - copying what you have written on the board).
  Tip: *You could make a pattern using the letter* ***c,*** *for example, by writing a row of the letter in pencil crayon and then making the letters look like a cat by adding eyes, ears and whiskers.*

DAY 3:

PHONICS:

- Introduction (oral)
  - Revision of ***c*** sound
  - Phonemic awareness: fun activity – word sums: eg "Break up the word *top* into 2 or 3 parts" (t-op or t-o-p) **Phonics component of Assessment Task 1**
- Introduce letter/sound ***a*** (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story.
- Explain the short drawing / writing activity to be done during Writing Time (Task 2).
- Singing / acting out of a repetitive action rhyme or song.

HANDWRITING:

- Oral revision of formation of letter ***c***
- Teach the formation of letter ***a*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners practise by writing ***a*** first in the air and then with their fingers on the desk or in sand.

- Learners write ***a*** in their books (date, 2 rows of letters, name - copying what you have written on the board). It is still early days for learners to write in exercise books so they need to be reminded to start writing after the last piece of work.
  Tip: It is a good idea to continue throughout the year writing the Handwriting task on the board.

DAY 4:

PHONICS:

- Introduction (oral)
  - Phonemic awareness: fun activity – word sums: eg "Break up the word *top* into 2 or 3 parts" (t-op or t-o-p) **Phonics component of Assessment Task 1**
- Revise letter / sound ***a*** and explain the short drawing / writing activity to be done during Writing Time (based on letters ***c*** and ***a)*** (Task 2).

HANDWRITING

- Revise the formation of letters ***c*** and ***a*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***a*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name - copying what you have written on the board). **Use the results for the Handwriting component of Assessment Task 1.**

DAY 5:

PHONICS:

- Revise letter / sound recognition of ***c*** and ***a*** sounds.
- Explain the drawing / writing activity for the Writing Time (based on **c** and ***a)*** (Task 1).
- Singing / acting out of a repetitive action rhyme or song.

ASSESSMENT: Formal: recorded Assessment Task 1: (1) Use Thursday's **handwriting lesson** and **(2)** the week's **phonemic awareness activities** to rate the learners, recording specific problems against the following milestones:

- Distinguishes aurally between different initial sounds in words
- Holds pencil and crayon correctly

WEEK 3	**READING**
LO/ASs	**LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1, 2, 3
MILESTONES	• Holds the book the right way up and turns pages correctly • Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story ie reads the picture • Recognises own name • Reads book as a whole class with teacher (shared reading)
RESOURCES	• Big Book, Conversation Poster and flashcards for Shared Reading
NOTES	This week you begin: • Reading in groups. Try to work with at least two groups per day while the rest of the class carries on with the Writing tasks. Remember that on the days when learners read to you as a group there will be less time for them to complete the written tasks, so you will need to prioritise which tasks you want them to do. • A new Shared Reading Book from Day 2. It is best not to begin with this on a Monday as listening to learners' news takes longer after the weekend.

DAILY ACTIVITIES

DAY 1: START OF WORKING IN GROUPS FOR READING

- Introduction:
  - Reread the previous week's Shared Reading book and the sentences summarising the story, revising common sight words, pointing out words beginning with the new phonic sound etc.
  - Using flashcards, introduce new sight word(s), including those for the coming week's Shared Reading book. Add a new word, phrase or sentence to the learner's "My First Reading Book" for them to illustrate.

    Tip: *When you make flashcards you can write only the word on one side and a short sentence with the word in colour on the reverse side. This helps learners to see the word in context.*

- Working in groups for reading:
  - By the fourth week (if not earlier) you should be ready to start working in groups with your learners for reading. At the beginning divide the learners into 4 – 6 random groups, working with each group at least twice a week.
  - Keep the time short to begin with, concentrating on revising sight words using the individual sets of word cards and reading short sentences on the board or in the learner's "My First Reading Book", either as a group or individually. This is the opportunity to start checking which learners know their words and are ready to start formal reading.

- Before calling the first group explain the two writing/drawing tasks that learners must do while you work with the different reading groups. (See the Writing Component for details.)
- Work with two groups on Group Reading activities, revising sight words, reading together or individually from sets of word cards, sentences and the learners' "My First Reading Book". **Assess a few learners' Reading and Oral skills for Assessment Task 1.**
  NB *Ensure that before you start group reading the learners know exactly what written/ drawing tasks they need to do so that they can work independently. The work must be simple enough for them not to need your assistance.*
  However, between working with the two groups, be prepared to help struggling learners so that they can complete the tasks.
  Tip: *Although for Group Reading learners can be grouped according to their ability it is early in the year and the composition of these groups will change as some learners make greater progress than others. For this reason try to change the composition of the groups to avoid calling the same learners together every day. This will help to prevent them feeling that they are permanently in the weakest group.*

DAY 2:

- Introduction: revise sight words taught so far/ teaching of new sight word(s). Add a new word, phrase or sentence to the learner's "My First Reading Book".
- Shared Reading activity
  - Begin reading a new Big Book to the class, preferably one linked to your theme or context. Introduce the story topic, discussing the cover of the book and helping learners to see the links with their prior knowledge and experiences. Display the flashcards with new vocabulary.
  - Before reading the words in the book work through the whole book with the learners **looking only at the pictures**, interpreting and "reading" them. Then read the text in the book slowly, pointing out new/recently learnt words, encouraging prediction etc. At the end of the story learners can comment on the story, the ending, the character they liked most etc. Put up flashcards with the names of the main characters.
- Explain the 3 tasks for the Group Reading session including Task 2 - drawing a picture of one of the characters from the new Shared Reading book, and, if possible, writing or tracing the name below their picture.
- Group Reading activities with two more groups: revising sight words, reading as a group or individually from sets of word cards, sentences and the learners' "My First Reading Book". **Assess a few learners' Reading and Oral skills for Assessment Task 1.**

DAY 3:

- Introduction: revise sight words taught so far/ teaching of new sight word(s). Add a new word, phrase or sentence to the learner's "My First Reading Book".
- Shared Reading activity
  - Using the new Big Book reread the story, inviting learners to join in where they can and encouraging further discussion before, during and after the reading.
  - Discuss families and people who look after us at home, being sensitive to the different family situations at home. You can also use a large picture or conversation poster for further discussion and to introduce new vocabulary, putting up flashcards with the names of family members. You can leave this poster with its flashcards on a wall in the classroom as a useful resource for learners when they need help in spelling these words OR you could make a chart listing the words and adding small pictures. Point out the words when appropriate. (You can link this activity to Life Skills.)
- Explanation of the 3 tasks for the Group Reading session including Task 2 - in their "My First Reading Book" learners draw and possibly label a picture of their family or one family member.
- Group Reading activities with two groups revising sight words, reading as a group or individually from sets of word cards, sentences and learners' "My First Reading Book". **Assess a few learners' Reading and Oral skills for Assessment Task 1.**

DAY 4:

- Introduction: revision of sight words taught so far/ teaching of new sight word(s). Add a new word, phrase or sentence to the learner's "My First Reading Book".
- Shared Reading activity
  - Using a Big Book reread the story, inviting learners to join in where they can and encouraging further discussion before, during and after the reading, using both closed and open-ended questioning. You could even read it through again but this time having the learners read alternate pages eg boys the left page and girls the right page.
  - With help the learners identify the main events of the story. These are recorded in 2 - 3 short, simple sentences on the board. As a class the learners read all the sentences, correcting them where necessary.
- Explain the 3 tasks for the Group Reading session including Task 2 – copying or tracing a word or a phrase from the Shared Reading book and drawing a picture, a worksheet matching the words and pictures OR an activity from a Learner's Book.

DAY 5:

- Introduction: revision of sight words taught so far/ teaching of new sight word(s). Add a new word, phrase or sentence to the learner's "My First Reading Book".
- Shared Reading activity
  - With the learners, reread the story in the Big Book. You might select groups of learners to read the words of a particular character.
  - Recap with the learners the key events of the story and then have learners dramatise it. You could read the story and have them acting out the different characters as you read OR you could choose individuals or groups of learners to play different characters.
  - Explain the 2 tasks for the Group Reading session and then work with individual learners who you have identified during the week who need extra help. Revise sight words, read word cards, sentences and the learner's "My First Reading Book". **Assess a few learners' Reading and Oral skills for Assessment Task 1.**

- Group Reading activities with two groups: revising sight words, reading as a group/ individually from reading cards / sentences from the learner's "My First Reading Book" **Assess a few learners' Reading and Oral skills for Assessment Task 1.**

ASSESSMENT: Formal: recorded Assessment Task 1: During Class/Group reading time rate the learners, recording specific problems against the following milestones:

- Holds the book the right way up and turns pages correctly
- Uses pictures to talk about the story
- Recognises own name

To make these Plans easy to use, the Literacy Programme has been divided into four components – Oral, Phonics/Handwriting, Reading and Writing. In practice however these aspects should be integrated. Similarly, although Phonics/Handwriting has been included before Reading, this should not be seen as a set pattern. Begin a lesson with a story sometimes. Vary your lessons!

WEEK 3	**WRITING**
LO/ASs	**LO 4** AS 2, 3
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Contributes ideas for a class story (summary of Shared Reading book)
NOTE	• During the first term learners often take a long time to complete any written work. As a result for week 3 on Monday and Wednesday there is only a short phonics activity, copied news is only done on Monday and Friday and no handwriting has been included for Friday**.**

DAILY ACTIVITIES

By the third week most of the readiness activities will have been completed so the writing / drawing tasks emerge from the Oral, Phonic and Reading sessions. During the Reading time, before starting Group Reading, remind the learners of the drawing / writing tasks for the day.

LESSON 1: Explanation of activities for the Group Reading session (1) drawing a picture for their news (2) phonic activity (3) drawing a picture for the day's new word(s) in "My First Reading Book". Those who finish in time can read the book in pairs or small groups.

LESSON 2: Explanation of activities for the Group Reading session (1) phonic activity (2) drawing a picture of one of the Shared Reading book characters, and, if possible, writing or tracing the name below their picture (3) drawing a picture for the day's new word(s) in "My First Reading Book".

LESSON 3: Explanation of activities for the Group Reading session (1) phonic activity (2) learners draw and if possible label a picture of their family or a family member in "My First Reading Book". (3) drawing a picture for the day's new word(s) also in "My First Reading Book".

LESSON 4: Explanation of activities for the Group Reading session (1) phonic activity (2) copying a word or phrase from the Shared Reading book and drawing a picture OR a worksheet or activity from a Learner's Book (3) drawing a picture for the day's new word(s) in "My First Reading Book".

LESSON 5: Explanation of activities for the Group Reading session (1) phonic activity (2) drawing a picture for their news.

ASSESSMENT: Informal: unrecorded assessment of: copied words and pictures

FIRST TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,3 **LO 2** AS 1, 3	• Listens to simple instructions and responds appropriately • Listens without interrupting • Listens to stories with interest • Talks about personal experiences eg tells news • Says poems and rhymes and does the actions	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell daily news / teacher records either class or one learner's news on the board • Informal revision of sight words taught so far Once during the week Focused listening activity (practical)				
PHONICS / HANDWRITING **LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1	• Distinguishes aurally between different initial sounds in words (letters taught so far) • Identifies letter-sound relationships in single sounds: (letters ***d*** & ***s)*** • Holds pencil and crayon correctly • Writes from left to right • Forms lower case letters correctly according to size and position ie starts and ends in the right place: (letters ***d*** & ***s)***	• Phonemic awareness activity: rhyming words • Singing/acting out repetitive action rhyme/song • Revision of phonics taught so far :**a, c**				
		Phonics: introduce ***d*** Handwriting: letter ***d***	Phonics: activity with ***d*** Handwriting: letter ***d***	Phonics: introduce ***s*** Handwriting: letter ***s***	Phonics: activity with ***s*** Handwriting: letter ***s***	Phonic revision activity with ***a, c, d, s***
READING **LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1,2,3,4 **LO 5** AS 1	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Recognises own name • Interprets pictures to make up own story ie 'reads' the story • Reads book as a whole class with teacher (shared reading) • Recognises at least 25 sight words (12 by the end of week 5)	• Revise sight words/ teach new words / adding words and sentences to the learners' "First Reading Book" **NB First group of learners start formal reading from a book**				
		Writing summary on board of Shared Reading Book Group reading: Groups 3 & 4	Sequencing sentences of Shared Reading Book Group reading: Groups 1 & 2	Work around a theme or context Group reading: **Group 1 with a book**	Sequencing words in sentences from Shared Reading Book Group reading: Groups 3 & 4	Consolidation activity with Shared Reading Book Group reading: Groups 2 & 4 Paired reading
WRITING **LO 4** AS 2, 3	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news • Contributes ideas for a class story (summary of Shared Reading book)	Copying and illustrating of class news Illustrating First Reading Book	Sequencing sentences Illustrating First Reading Book	Writing & illustrating sentence for My Family	Sequencing words	Copying and illustrating of class news

WEEK 4	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 1, 3
MILESTONES	• Listens to simple instructions and responds appropriately • Listens without interrupting • Listens to stories with interest • Talks about personal experiences eg tells news • Says poems and rhymes and does the actions

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the day chart, month chart, weather chart, birthday chart and anything special for the day.
- Learners tell daily news – with every learner telling his/her news at least once during the week, **Assess a few learners as part of the Oral component of Assessment Task 2.**
- Record either the class news or one learner's news on the board (3 – 4 times during the week), explaining how letters make a word and the need for spaces between the words in a sentence. On Monday and Friday learners will copy both the writing and the picture so write only 2 or 3 words. (Task 1 for Writing)
- Quick revision of recently taught sight words using flashcards.

ONCE DURING THE WEEK:

- Focussed listening activity: eg Give various instructions, one at a time, for the learners to respond to. For example, *put your left hand on your head and your right hand on your knee*. ***Tip*** *This is a useful activity to informally assess learners' understanding of left and right.*

DAILY: Reading aloud of a story/poem.

ASSESSMENT: Formal: recorded Assessment Task 2: During News, the Listening activity & Story time rate the learners, recording specific problems against the following milestones:

- Listens to simple instructions and responds appropriately
- Listens without interrupting
- Listens to stories with interest
- Talks about personal experiences eg tells news
- Says poems and rhymes and does the actions

Informal: unrecorded assessment of learners' understanding of left and right

WEEK 4	**PHONICS / HANDWRITING**
LO/ASs	**LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1
MILESTONES	• Distinguishes aurally between different initial sounds in words (letters taught so far) • Identifies letter-sound relationships in single sounds: letters ***d*** and ***s*** • Forms lower case letters correctly according to size and position ie starts and ends in the right place: letters ***d*** and ***s*** • Holds pencil and crayon correctly

DAILY ACTIVITIES

DAY 1:

PHONICS:

- Introduction (oral)
  - Revise letter/sound recognition of ***a*** and ***c*.**
  - Phonemic awareness: fun activity, focusing on rhyming words: eg "What word rhymes with cow*?"*
- Teach letter / sound ***d*** (aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story. Remember the letter ***d*** is one that learners often confuse with ***b*** so you might want to give them a tip for remembering which way it faces eg ***d*** for *duck* is swimming away from the margin.
- Explanation of a short drawing/writing activity to be done during Writing Time (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Oral revision of the formation of letters ***c*** and ***a.***
- Teach formation of letter ***d*** (starting and ending point, shape, size, direction of movement, the position on the line etc. You could put a dot or arrow to indicate the starting point).
- Learners practise ***d*** by writing in the air, with their fingers on the desk or in sand, and then in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 2:

PHONICS:

- Introduction (oral): Phonemic awareness: fun activity focusing on rhyming words: eg "What word rhymes with cat*?"*
- Revise letter/sound recognition of ***a*** and ***c*** and then the letter / sound ***d.*** Explain the short drawing/writing activity to be done during Writing Time (based on letters ***c*** and ***a)*** (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Oral revision of formation of letters ***c*** and ***a.***
- Revise the formation of letter ***d*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners practise by writing ***d*** first in the air and with their fingers on the desk or in sand.
- Learners write ***d*** in their books (date, 2 rows of letters, 1 row of a pattern, name)

DAY 3:

PHONICS:

- Introduction (oral)
  - Revision of sounds taught so far (**a, c, d**)
  - Phonemic awareness: fun activity focusing on rhyming words: eg "Do cat and mat rhyme/ have the same ending*?"*
- Class teaching of letter/sound ***s*** (aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story. Explain the short drawing/writing activity to be done during Writing Time (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Teach the formation of letter ***s*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners practise by writing ***s*** in the air, with their fingers on the desk or in sand, and then in their books (date, 2 rows of letters, 1 row of a pattern, name)

DAY 4:

PHONICS:

- Introduction (oral): Phonemic awareness: fun activity focusing on rhyming words: eg "Do cat and mat rhyme/have the same ending*?"*
- Revise ***a, c*** and ***d*** and then the letter/sound ***s*** and explain the short drawing/writing activity to be done during Writing Time (based on letters ***d*** and ***s****)* (Task 2).

HANDWRITING

- Revise the formation of letter ***s*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***s*** in their books (date, 2 rows of letters, 1 row of a pattern, name)

DAY 5:

PHONICS:

- Introduction (oral) - Revision of sounds taught over the last 2 weeks (**a, c, d, s**)
- Explanation of the activity to be done during Writing Time (based on letters taught so far*).*

ASSESSMENT: Informal, unrecorded assessment of phonics activities

WEEK 4	**READING**
LO/ASs	**LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1, 2, 3, 4 **LO 5** AS 1
MILESTONES	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Recognises own name • Interprets pictures to make up own story ie 'reads' the story • Reads book as a whole class with teacher (shared reading) • Recognises at least 25 sight words (12 by the end of week 5)
NOTES	By the fourth week you will have found an increasing difference in your learners' knowledge of the sight words that you have been teaching. Some learners will know all or nearly all the words while others can only remember a few. It is therefore difficult to continue to teach reading as a class. It is better to work with groups of learners based on their knowledge of the words taught so far. During this week continue doing reading in mixed ability groups but identify the learners who know their words. By Wednesday you should be ready to group these learners together and start them on the formal reading of a book.
RESOURCES	• You can use a variety of different readers for Group Reading. Although there are graded Reading Schemes specifically produced for group reading providing sets of books at different developmental levels, you can also use any other reading books provided that the level of difficulty of the text matches that of your learners. You could use a number of short books or even one, longer reader, divided into different chapters. • Long strips of card for writing the summary of the Shared Reading Book • Photocopied sheet of the 4 – 6 sentences summarising the Shared Reading Book but with the sentences in the wrong order, cut into strips (initially one set for each table and then a copy for each learner) • Worksheet with the words in the 4 – 6 sentences in the wrong order (one per learner)

DAILY ACTIVITIES

DAY 1:

- Introduction: revision of sight words taught so far and teaching of new sight word(s). Add a new word, phrase or sentence to the learner's "My First Reading Book".
- Introduction:
  - Reread the previous week's Shared Reading book, pointing out words beginning with the new phonic sound etc

    Tip: *Whenever you are rereading a Big Book encourage the learners to join in, especially the parts where there is repetition or where one of the characters talks. For example, learners love to read the big giant's words, putting on a gruff, angry voice.*
  - Work with the learners to identify the main events of the story and record these in 2 - 3 short, simple sentences on the board.

Tip: *The sentences will need to be very simple if learners are to be able to read them.*

- Explain the tasks for the Group Reading session.

- Group Reading activities (groups 3 & 4): revising sight words, reading as a group/individually from reading cards, sentences and the learner's "My First Reading Book". **Assess a few learners' Reading skills for Assessment Task 2 and also to identify which learners are ready to begin formal reading.**

DAY 2:

- Introduction: revision of sight words taught so far and teaching of new sight word(s). Add a new word, phrase or sentence to the learner's "My First Reading Book".
- Shared Reading activity
  - Help groups of learners to read the story in the Big Book and then the previous day's 2 - 3 sentence summary which you have written on long strips of card.
  - Give these strips to different learners who can stand facing the rest of the class. Let the class read the strips and put them in the right order.
  - Give each group of learners at a table a smaller set of identical strips for them to put into the correct order. Once they have sequenced them, a spokesperson from each group reads their strips and the class checks that the order is correct.
- Explanation of the tasks for the Group Reading session including Task 2 - a worksheet with the 2 - 3 sentences arranged in the wrong order. The learners must cut the sentences into strips and put them into the correct sequence. They can then read them to a partner who can help to make sure that they are correct.
  Tip: *These sentences can be glued into the learners' "My First Reading Book", forming a useful reading resource.*
- Group Reading activities (groups 1 & 2): revising sight words, reading as a group/individually from reading cards, sentences and "My First Reading Book". **Assess a few learners' Reading skills for Assessment Task 2 and also to identify which learners are ready to begin formal reading.**

DAY 3:

- Introduction: revision of sight words taught so far.
  Tip: *By this time there will be a number of learners who do not know many of the words you have taught. Therefore it is better not to continue teaching new words to the whole class but to just do revision.*

- Use the previous week's conversation poster linked to your theme or context to talk about the different members of the family. Write short phrases or sentences about each member, eg "*My dad is tall.", "My mom is smiling*."
  Explain the tasks for the Group Reading session including Task 2 – learners draw a picture of a member of their family and add a word or short phrase.
- Group Reading
  - By now you should have identified a group of about 10 – 12 learners who know all or most of the words you have taught for the first reading book. Call these learners together on the carpet and give the group a name.
  - Give each of the learners a reading book and talk about how to handle a book, turn the pages etc. Read a few pages with them, finishing the session by teaching them 1 or 2 new words for the next reading book or chapter.
    Notes: *If instead of having a number of short readers you have only one, longer reader you can start your learners off by reading the first chapter and then teaching them the words for the next chapter.*
    From now on call this group of learners together for reading, working with them at least twice a week. Continue teaching the words to the rest of the class until the next group of learners are ready to begin reading – hopefully about a week later. During that time you can start to group together learners at the same stage in reading. Try to work with your two weakest groups at least three times a week.
    Assess a few learners' Reading skills for Assessment Task 2.

DAY 4:

- Shared Reading activity
  - Reread the 4 - 6 sentences you wrote on long strips. In front of the learners cut up the first sentence into separate words and give the individual words to different learners. The class needs to put the words into the correct order. Repeat this with all the remaining sentences.
- Explain the tasks for the Group Reading session including Task 2 - a worksheet with one of the sentences in which the words in the sentence are in the wrong order. The learners must cut the sentence into individual words and put them into the correct sequence, reading them to a partner to check.
- Group Reading activities (groups 3 & 4): revising sight words, reading as a group or individually from the learners' "My First Reading Book".
  Assess a few learners' Reading skills for Assessment Task 2.

DAY 5:

- Shared Reading activity: Read the story again but make a number of deliberate mistakes that the learners must identify.
- Explain the tasks for the Group Reading session
- Group Reading activities (groups 2 & 4) revising sight words, reading as a group or individually from the learners' "My First Reading Book".
  Tip: *To help the remaining learners to memorise the words, you could make reading cards with 2 – 3 short sentences using the words they need to know. Photocopy the cards and give them to the learners to glue into their "My First Reading Book". You could make 4 – 6 different cards using the same words, giving them a new card every day during the Group Reading session.* For example:

Card 1

Deb is a dog.
He is big.
He is a big dog.

Paired Reading – By this stage of the first term all the learners have some reading material in their "First Reading Book". Use this or other simple reading books if you have them, such as "Real Books" to do a Paired Reading session. Organise the learners into pairs (or small groups) and let them read either together or to each other.
NB *This can be a noisy activity so you might want to do it in the playground or at least send some well behaved learners outside to read. Keep the time short to start with and watch to see that reading is actually taking place!*

ASSESSMENT: Formal: recorded Assessment Task 2: During Class and Group reading time rate the learners, recording specific problems against the following milestones:

- Uses pictures to talk about the story
- Uses pictures to predict what the story is about
- Recognises own name
- Reads book as a whole class with teacher (shared reading)

WEEK 4	**WRITING**
LO/ASs	**LO 4** AS 2, 3
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Contributes ideas for a class story (summary of Shared Reading book)

DAILY ACTIVITIES

By the fourth week most learners should be able to copy at least one or two words from the board or a worksheet. They are therefore ready for activities that involve labelling the pictures they draw.

DAY 1: Explanation of activities for the Group Reading session (1) copying a word or phrase/ illustrating class news **Assess as the Writing component for Assessment Task 2.**
(2) phonic activity (3) illustrating the new sentence in their "My First Reading Book".

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity (2) a worksheet with the 2 - 3 sentences arranged in the wrong order. The learners must cut the sentences into strips and put them into the correct sequence, reading them to a partner. (3) illustrating the new sentence in their "My First Reading Book".

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity (2) learners draw a picture of a member of their family and add a word or short phrase. **Assess as the Writing component for Assessment Task 2.**

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity (2) a worksheet with a sentence in which the words in the sentence are in the wrong order. The learners cut the sentence into individual words and put them into the correct sequence, reading them to a partner to check OR an activity from a Learner's Book.

DAY 5: Explanation of activities for the Group Reading session (1) copying a word or phrase/ illustrating of class news OR an activity from a Learner's Book (2) phonic activity

ASSESSMENT: Formal: recorded Assessment Task 2: Use the activities on days 1 & 3 to rate the learners, recording specific problems against the following milestones:
- Draws pictures to convey a message eg about a personal experience
- Copies one sentence of news

Informal: unrecorded assessment of: Sequencing words in a sentence / learners with problems of coordination/ cutting with scissors

SUGGESTED ASSESSMENT TASKS: TASK 2: WEEKS 4 / 5

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,3 **LO 2** AS 1	• Listens to simple instructions and responds appropriately • Listens without interrupting • Listens to stories with interest • Talks about personal experiences eg tells news • Says poems and rhymes and does the actions	Wks 4 & 5	• Use News, Group Reading & story time to assess learners' listening & speaking skills, giving a rating & recording specific problems (5-8 learners per day)
PHONICS / HANDWRITING **LO 1** AS 6 **LO 3** AS 5 **LO 4** AS 1	• Distinguishes aurally between different initial sounds in words (letters taught so far) • Identifies letter-sound relationships of single sounds: (letters taught so far) • Holds pencil and crayon correctly • Writes from left to right		• Phonics: Worksheet activity revising sounds taught so far • Handwriting: select one handwriting lesson to assess & record; note learners with specific problems
READING **LO 3** AS 1, 3	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Recognises own name • Reads book as a whole class with the teacher (shared reading)	Wks 4 & 5	• Assess learners during Group reading time (eg 2 learners per group per day)
WRITING **LO 4** AS 2, 3	• Draws pictures to convey a message eg about a personal experience (and labelling) • Copies one sentence of news	Wk 4 Days 1 & 3	• Assess copying a word or phrase of daily news / drawing and labelling picture

FIRST TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,3 **LO 2** AS 1, 3	• Listens to simple instructions and responds appropriately • Listens without interrupting • Listens to stories with interest • Talks about personal experiences eg tells news • Says poems and rhymes and does the actions • Answers closed questions	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell daily news/teacher records either class or one learner's news on the board Once during the week • Focused listening activity (drawing activity)				
PHONICS / HANDWRITING **LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1	• Distinguishes aurally between different initial sounds in words (letters taught so far) • Identifies letter-sound relationships in single sounds: (letters ***i*** and ***r)*** • Forms lower case letters correctly according to size and position ie starts and ends in the right place: (letters ***i*** & ***r)*** • Holds pencil and crayon correctly • Writes from top to bottom, writing on every linez	• Phonemic awareness activity: word sums • Singing/acting out of repetitive action rhymes and songs • Revision of phonics taught so far :**a, c, d, s**				
		Phonics: introduce ***i*** Handwriting: letter ***i***	Phonics: activity with ***i*** Handwriting: letter ***i***	Phonics: introduce ***r*** Handwriting: letter ***r***	Phonics: activity with ***r*** Handwriting: letter ***r***	Phonic revision activity with ***l & r***
READING **LO 1** AS 1, 3 **LO 2** AS 8 **LO 3** AS 1,2,3,4 **LO 5** AS 1	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story ie "reads" the picture • Recognises own name • Recognises at least 25 sight words (12 by the end of week 5) • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story (Groups 1 & 2) • Reads book as a whole class with teacher (shared reading)	Sequencing pictures & text from Shared Reading book; Group reading: Groups 3 & 4	Sequencing pictures & text from Shared Reading book; Group reading: Groups 1 & 2	Sentence building based on My Family Group reading: Groups 3 & 4	Sentence building based on Shared Reading book Group reading: Groups 1 & 2 **NB Second reading group begins a book**	Oral comprehension using a story Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 2, 3, 5, 6 **LO 6** AS 2	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Contributes ideas for a class story (summary of Shared Reading book)	Copying & illustrating of class news	Activity matching pictures and words	Writing & illustrating sentence around a theme or context	Writing & illustrating short sentence(s)	Copying & illustrating of class news

WEEK 5	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 2, 3 **LO 2** AS 1, 3
MILESTONES	• Listens to simple instructions and responds appropriately • Listens without interrupting • Listens to stories with interest • Talks about personal experiences eg tells news • Says poems and rhymes and does the actions • Answers closed questions

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the day chart, month chart, weather chart, birthday chart and anything special for the day.
- Learners tell daily news – with every learner telling his/her news at least once during the week. **Assess a few learners as part of the Oral component of Assessment Task 2.**
- Record either the class news or one learner's news on the board (3 – 4 times during the week), revising phonics taught so far and pointing out capital letters and full stops. On Monday and Friday learners will copy the phrase or sentence and draw a picture so the phrase or sentence should be very short. (Task 1 for Writing)

ONCE DURING THE WEEK:

- Focussed listening activity: for example - Describe a picture for the learners to draw eg "*Draw a tall house, with a red roof and a wide door. To the left draw a blue tree and put a green sun above the house. Draw yourself sitting on the tree."* Remember not to give more than one or two instructions at a time or learners won't cope.

DAILY: Reading aloud of a story or poem.

ASSESSMENT: Formal: recorded Assessment Task 2: During News, the Listening activity & Story time rate the learners, recording specific problems against the following milestones:

- Listens to simple instructions and responds appropriately
- Listens without interrupting
- Listens to stories with interest
- Talks about personal experiences eg tells news
- Says poems and rhymes and does the actions

Informal: unrecorded assessment of results of listening activity (ability to respond to instructions, knowledge of colour and basic maths concepts)

WEEK 5	**PHONICS / HANDWRITING**
LO/ASs	**LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1
MILESTONES	• Distinguishes aurally between different initial sounds in words (letters taught so far) • Identifies letter-sound relationships in single sounds: letters ***i*** & ***r*** • Holds pencil and crayon correctly • Writes from top to bottom, writing on every line • Forms lower case letters correctly according to size and position ie starts and ends in the right place: letters ***i*** and ***r***

DAILY ACTIVITIES

DAY 1:

PHONICS:

- Introduction (oral)
  - Revise sounds taught during the last 2 weeks (**a, c, d, s**)
  - Phonemic awareness: fun activity, doing word sums: eg "What do you get if you add *class* and *room?"*
- Teach letter/sound ***i*** (aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story and explain the short drawing/ writing activity to be done during Writing Time (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Class teaching of formation of letter ***i*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners practise ***i*** by writing first in the air and then with their fingers on the desk or in sand.
- Learners write ***i*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 2:

PHONICS:

- Introduction (oral)
  - Revise sounds taught so far (**a, c, d, s**)
  - Phonemic awareness: fun activity – word sums: eg "What do you get if you add *class* and *room?"*
- Revise letter / sound ***i*** and explain a short drawing/writing activity to be done during Writing Time (based on sounds ***d, i*** and ***s***) (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Revise the formation of letter ***i*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners practise ***i*** by writing in the air, with their fingers on the desk or in sand and then in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 3:

PHONICS:

- Introduction (oral)
  - Revise sounds taught so far (**a, c, d, i, s**)
  - Phonemic awareness: fun activity – doing word sums: eg "What do you get if you take away *class* away from *classroom?"*
- Teach letter/sound ***r*** (aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story and explain the short drawing/ writing activity to be done during Writing Time (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING:

- Oral revision of formation of letter ***i***
- Class teaching of the formation of letter ***r*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners practise ***r*** by writing in the air, with their fingers on the desk or in sand and lastly in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name)

DAY 4:

PHONICS:

- Introduction (oral)
  - Revise sounds taught during the past 2 weeks (**d, i, s**)
  - Phonemic awareness: fun activity – doing word sums: eg "What do you get if you take away *class* away from *classroom?*
- Revise letter / sound ***i*** and explain a short drawing/writing activity to be done during Writing Time (based on sounds ***i*** and ***r*****)** (Task 2).

HANDWRITING:

- Oral revision of the formation of letter ***i***
- Revise the formation of letter ***r*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners practise ***r*** by writing in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name) **Handwriting component of Assessment Task 2**

DAY 5:

PHONICS:

- Revise sounds taught during the last 2 weeks (**d, i, r, s**) and explain a drawing/writing activity to be done during Writing Time (based on the letters taught so far*)* (Task 1).
  Phonicscomponent of Assessment Task 2
- Singing/acting out of a repetitive action rhyme or song.

ASSESSMENT: Formal: recorded Assessment Task 2: Use (1) a **Handwriting lesson** and (2) Friday's **Phonics** activity revising the sounds taught so far, to rate the learners, recording specific problems against the following milestones

- Distinguishes aurally between different initial sounds in words (letters taught so far)
- Identifies letter-sound relationships of single sounds: (letters taught so far)
- Holds pencil and crayon correctly
- Writes from top to bottom, writing on every line
- Forms lower case letters correctly according to size and position ie starts and ends in the right place: letters ***i*** and ***r***

You will have noticed that the methodology and activities for the teaching of the Phonics sounds have not been provided in detail. You can use stories, games or any creative way to introduce the different sounds and use the activities that work for you. Similarly, although one order for their teaching has been included, you may wish to change it. You should, however, try to keep pace with this programme which provides for the teaching of two new sounds per week, thus ensuring that most of the commonly used sounds are taught by the end of the first term. You can begin blending once you have taught about ten sounds.

Remember: these Lesson Plans are only exemplars – they are there to support and enrich your teaching. They are not intended to replace good teaching practice!

WEEK 5	READING
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 8 **LO 3** AS 1, 2, 3, 4 **LO 5** AS 1
MILESTONES	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story ie "reads" the picture • Recognises own name • Recognises at least 25 sight words (12 by the end of week 5) • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story (Group 1) • Reads book as a whole class with teacher (shared reading)
RESOURCES	• Photocopies of each page from the previous week's Shared Reading book with the text cut off from the sheets and kept separate • Vocabulary worksheet or activity from a Learner's Book matching pictures and words

DAILY ACTIVITIES

DAY 1:

- Shared Reading: **Note this is a new activity that spreads over two days.**
  - Before the lesson make photocopies of each page from the previous week's Shared Reading book. Cut off the text from the sheets and keep these strips separate. Divide the pictures between the groups of learners and ask them to discuss amongst themselves what is happening in their picture.
  - After about five minutes ask the group who thinks they have the first picture to put on the left side of the board. One of the group tells what their picture is about. Then invite the group who thinks they have the next picture to add it to the sequence and talk about it. Continue until all the pictures are displayed. You may find that some groups will put theirs up too soon so you and the class will need to correct that where necessary.
  - Distribute the strips with the text to the different groups. Give learners time to discuss on which picture their text belongs and then, one at a time, the learners match their text to the correct picture, sticking them on the pictures with prestick.
  - Finally read the whole story with the class, confirming that both the pictures and the sentences are in the correct order.

    NB *You will need these pictures for the next lesson so either leave them on the board or keep them somewhere safely until the next day.*
- Explain the tasks for the Group Reading session.
- Group Reading activities with groups 3 & 4. **Assess a few learners' Reading skills for Assessment Task 2.**

  NB By now you should have reorganised your reading groups into ability groups. Your first group of quick learners have already started reading a book. By Wednesday your next group of learners (group 2) should be ready to start reading a book so make sure that this group contains the learners who know all or nearly all the words for the first book.

  Learners in groups 3 and 4 are the ones who are still battling to learn the words you have already taught so preferably don't teach any more new words at this stage. Continue to use flashcards, the reading cards you have made and photocopied, and the games learners play with the sets of individual words in the packets.

DAY 2:

- Shared Reading activity
  - Put back the previous day's pictures and texts on the board. With the learners read through each page in the Big Book to check that the pictures on the board are in the correct order.
- Explain the tasks for the Group Reading session including Task 2 – a worksheet or Learner's Book activity matching pictures and words.
- Group Reading activities:
  - Group 1: teach new words / each learner reads aloud from his/her own book either as a group or individually.
    NB *Even though this group is reading from a book you should continue throughout the year to teach new words every day using flashcards. Ideally learners should be able to read all the words* ***before*** *they start reading a book – otherwise they have to stop so often because they don't know a word that they lose the meaning. Then they end up hating books and reading.*
  - Group 2: revising sight words, reading as a group/individually from reading cards / sentences in their "My First Reading Book" **Assess a few learners' Reading skills for Assessment Task 2.**

DAY 3:

- Introduction: Ask learners to talk about one of their brothers or sisters. Write short sentences on the board about a few. Eg "*My sister is a baby". "I have 2 brothers*".
- Explain the tasks for the Group Reading session, including Task 2: Learners draw a picture of their brothers and sisters and complete a phrase or sentence below eg *"_ brothers _ sisters*" or preferably "*I have __ brothers and __ sisters*".
- Group Reading activities (groups 3 & 4) revising sight words, reading from cards, and their "My First Reading Book". **Assess a few learners' Reading skills for Assessment Task 2.**

DAY 4:

- Shared Reading activity
  - Choose one page of the story in the Big Book (eg *Dad is happy*) and write it on the board. Erase the word "*Dad*" and ask learners to choose a different word eg "*mom*". Write the new sentence underneath the first sentence (eg "*Mom is happy*"). Write several different options. If there is time you could repeat this with other sentences from the book.

- Explain the tasks for the Group Reading session including Task 2 – Learners copy one of the sentences from the board and draw a picture.
- Group Reading activities:
  - Group 1: teach new words / each learner reads aloud from own book either as a group or individually
  - Group 2: By now you should have identified a second group of about 10 – 12 learners who know all or most of the words you have taught for the first reading book. They are now ready to begin reading from a book. Just as you did with your first group the previous week give each of the learners a reading book and talk about how to handle a book, turn the pages etc. Read a few pages with them, finishing the session by teaching them 1 or 2 new words for the next reading book or chapter.

DAY 5:

- Read a short story or poem linked to your theme or context and ask them to listen for the answers to specific questions, eg the name of the sister. Afterwards invite responses and ask further questions to check their comprehension and link to personal knowledge / experience.
- Explain the tasks for the Group Reading session.
- Group Reading activities (groups 3 & 4) revising sight words and reading as a group/ individually from the learners' "My First Reading Book".
- **Paired reading** – Friday is a good day to do Paired Reading. Organise it in the same way as the previous week, making sure learners have simple reading material. Keep the time short. You can either pair learners at the same reading level or pair a good reader with a weaker reader.

ASSESSMENT: Formal: recorded Assessment Task 2: During Class/Group reading time rate the learners, recording specific problems against the following milestones:

- Uses pictures to talk about the story
- Uses pictures to predict what the story is about
- Recognises own name

Informal: unrecorded assessment of: ability to work in pairs or as a group

WEEK 5	**WRITING**
LO/ASs	**LO 4** AS 2, 3, 5, 6 **LO 6** AS 2
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Contributes ideas for a class story (summary of Shared Reading book)

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) copying a word or phrase and illustrating class news (2) phonic activity

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity (2) worksheet or a Learner's Book activity matching pictures and words.

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity (2) drawing a picture of their brothers and sisters and copying and completing a phrase or sentence, eg "*_ brothers _ sisters*" or "*I have __ brothers and __ sisters*" OR an activity from a Learner's Book.

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity (2) copying a short sentence from the board and drawing a picture.

DAY 5: Explanation of activities for the Group Reading session (1) copying a word or phrase and illustrating class news (2) phonic activity

ASSESSMENT: Informal, unrecorded assessment of: Sentence completion activity on Day 3.

FIRST TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 2	• Listens to stories with interest • Listens to simple instructions and responds appropriately • Talks about personal experiences eg tells news • Talks about pictures • Answers closed questions • Describes objects in terms of colour, size, shape, quantity using correct vocabulary	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings and a **theme or context such as "My Home" using a large picture or conversation poster** • Learners tell daily news/teacher records either class or one learner's news on the board Focused listening activity (making a paper boat)				
PHONICS / HANDWRITING **LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1	• Identifies letter-sound relationships in single sounds: (letters ***n*** & ***m)*** • Builds up short words using sounds learnt • Begins using blends to make words • Holds pencil and crayon correctly • Writes from top to bottom, writing on every line • Forms lower case letters correctly according to size and position ie starts and ends in the right place: (letters ***n*** & ***m)***	• Singing/acting out repetitive action rhymes and songs • Revision of phonics taught so far :**a, c, d, i, r, s**				
		Phonics: introduce ***n*** Handwriting: letter ***n***	Phonics: activity with ***n*** Handwriting: letter ***n***	Phonics: introduce ***m*** Handwriting: letter ***m***	Phonics: activity with ***m*** Handwriting: letter ***m***	Phonic revision activity with sounds taught over past 2 weeks: ***i, m, n, r***
READING **LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1,2,3,4 **LO 5** AS 1	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story ie 'reads' the story • Recognises at least 25 sight words (15 by the end of week 7) • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story (groups 1 & 2) • Reads book as a whole class with teacher (shared reading)	Group reading: Groups 3 & 4	Vocabulary building around My Home picture Group reading: Groups 1 & 2	Vocabulary building around My Home picture Group reading: Groups 3 & 4	Sentence building based on My Home picture Group reading: Groups 1 & 2	Sentence building based on story around My Home picture Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 2, 3, 5, 6 **LO 6** AS 2	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Contributes ideas for a class story (using My Home picture)	Copying / illustrating of class news	Worksheet: labeling a house	Drawing / labeling My Home	Writing & illustrating short sentence(s) based on a theme	Copying / illustrating of class news

WEEK 6	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 2 **LO 2** AS 1, 2
MILESTONES	• Listens to stories with interest • Listens to simple instructions and responds appropriately • Talks about personal experiences eg tells news • Talks about pictures • Answers closed questions • Describes objects in terms of colour, size, shape, quantity using correct vocabulary
NOTES	Many teachers build their teaching around a theme or context. These Lesson Plans have been written in a flexible way so that teachers can adapt them to whatever theme or context they choose. However, to serve as an example of how this can be done, the activities this week have been linked to the theme of "My Home".

DAILY ACTIVITIES

A new milestone, "*Describes objects in terms of colour, size, shape, quantity using correct vocabulary*" has been included as from Week 6. On one of the days that learners copy the news from the board see that the written news reflects this milestone. Try to do this once a week from now on.

DAILY:

- Begin the day by discussing the day chart, month chart, weather chart, birthday chart and anything special for the day. You can also link the discussion to your theme or context eg My Home.
- Learners tell daily news – with every learner telling his/her news at least once during the week; encourage other children to comment on an object or a picture brought to class or an experience of one of the learners. **Assess a few learners as part of Oral component of Assessment Task 3.**
  NB More time should be given for listening to oral news on a Monday as learners have more to talk about after the weekend.
- Record either the class news or one learner's news on the board (3 – 4 times during the week), revising phonics taught so far/pointing out capital letters and full stops. On Monday and Friday learners will copy the sentence and draw a picture so the sentence should be very short. (Task 1 for Writing)
- ***Tip:*** *Up to now it has been suggested that learners only copy the news twice a week. However, as some learners finish their work more quickly they could copy the class news more often during the week as a third task.*

ONCE DURING THE WEEK:

- Focussed listening activity: eg Following instructions for making a paper boat.

DAILY: Reading aloud of a story or poem.

ASSESSMENT: Formal: recorded Assessment Task 3: During News, Group reading & Story time rate the learners, recording specific problems against the following milestones:

- Listens to stories with interest
- Talks about personal experiences eg tells news
- Talks about pictures
- Answers closed questions
- Describes objects in terms of colour, size, shape, quantity using correct vocabulary

Informal: unrecorded assessment of results of listening activity (eg making a paper boat)

Some Phonics ideas from teachers

Try introducing the sound by linking the lesson to the theme or context:

- use a listening activity or a story on tape
- read a Shared Reading book story, learners can clap for the letter
- use the five different senses

It can help to link a sound with a particular word, animal, object or shape:

- bring real objects into the classroom
- draw a large outline of a fish with the words beginning with ***f*** written on little fish inside; similarly some teachers draw a butterfly for ***b***, a cat for ***c***, an apple for ***a,*** a snake for ***s,*** a duck for ***d*** an orange for ***o*** etc

Explain to learners that the letter has both a name and a sound. Many learners will be able to recite ABC so they know the names of some of the letters. In Phonics they learn the **sound** the letter makes.

What activities can I give my learners to consolidate the lesson?

- You can use a combination of practical, drawing and worksheet activities
- Learners can:
  - circle or colour in the pictures beginning with the sound
  - draw lines between the pictures and the correct sound
  - circle the words beginning with the sound
  - draw pictures for different sounds
  - write the sound next to the picture
  - cut out and match words and pictures

WEEK 6	PHONICS / HANDWRITING
LO/ASs	**LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1
MILESTONES	• Identifies letter-sound relationships in single sounds: letters ***n*** and ***m*** • Builds up short words using sounds learnt • Begins using blends to make words • Writes from top to bottom, writing on every line • Forms lower case letters correctly according to size and position ie starts and ends in the right place: letters ***n*** and ***m*** • Holds pencil and crayon correctly

DAILY ACTIVITIES

DAY 1:

PHONICS:

- Revise sounds taught during the last 2 weeks (**d, i, r, s**)
- Teach letter/sound ***n*** (aural recognition of sound at the beginning of a word / visual recognition of the lower case letter) – using the conversation poster or a story linked to the Theme. Explain the short drawing/writing activity to be done during Writing Time (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Revise the formation of letters ***i*** and ***r.***
- Teach the formation of letter ***n*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***n*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 2:

PHONICS:

- Revise the sounds taught so far (**a, c, d, i, n, r, s**)
- Revise letter/sound ***n*** (aural recognition of the sound at the beginning of a word/visual recognition of the lower case letter and possibly also the capital letter) and explain the drawing/writing activity to be done during Writing Time (based on letters ***i, r,*** and ***n*** (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Briefly revise the formation of letters ***i*** and ***r*** before revising the formation of letter ***n*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***n*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 3:

PHONICS:

- Revise sounds taught so far (**a, c, d, i, n, r, s**)
- Teach letter/sound ***m*** (aural recognition of sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the short drawing/ writing activity to be done during Writing Time (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Revise formation of letters ***i, r, n***
- Teach the formation of letter ***m*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners write ***m*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 4:

PHONICS:

- Revise sounds taught during the last 2 weeks (**d, i, n, r, s**)
- Revise letter/sound ***m*** (aural recognition of the sound at the beginning of a word/visual recognition of the lower case letter) + build words using ***n*** and ***m*** ie *can, man, ran*
  Note: *This may be the first time you have shown learners how to put these single sounds together to make words. If so, begin by sounding the individual sounds separately, then repeating them several times, each time bringing them closer together. Finally say the word as a whole but slowly, drawing out the word so you can hear the separate sounds. Do this for each of the words you blend.*
- Explain the short drawing/writing activity for Writing Time (letters ***n*** & ***m)*** (Task 2).

HANDWRITING

- Briefly revise formation of letters ***i, r*** and ***n*** before revising the formation of letter ***m*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***m*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 5:

PHONICS:

- Revise sounds taught last 2 weeks (**d, i, n, m, r, s**) and explain drawing/writing activity to be done during Writing Time (based on the letters taught so far*)* (Task 1).

ASSESSMENT: Informal, unrecorded assessment of phonics activities

WEEK 6	READING
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 8 **LO 3** AS 1, 2, 3, 4 **LO 5** AS 1
MILESTONES	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story ie "reads" the picture • Recognises at least 25 sight words (15 by the end of week 7) • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story (Groups 1 & 2) • Reads book as a whole class with teacher (shared reading)
NOTES	• The example of using a theme such as *My Home* continues in this component.
RESOURCES	• Conversation poster linked to a theme or context eg *My Home* with flashcards for words such as roof, door, window.

DAILY ACTIVITIES

Early in the term much of the reading time was used doing class reading activities. Gradually more and more time will be spent in working with reading in groups although some class activities such as discussions using a picture or a Shared Reading book will continue throughout the year.

DAY 1:

NB As the learners' concentration span increases the Oral component may be longer – especially on Mondays as learners have more to talk about. As a result there is no class reading activity planned for Mondays from now on. Once you have explained the tasks for the Group Reading session you can begin the Group Reading activities with groups 3 & 4:

- Group Reading activities (groups 3 & 4) revising sight words, reading as a group/individually from reading cards, sentences and their "My First Reading Book". **Assess a few learners' Reading skills for Assessment Task 3.**

DAY 2:

- Introduce a new theme or context, for example, *My Home*, by using a large picture or conversation poster showing the outside of a house. (Although this is an oral as well as a reading activity many teachers prefer to keep the discussions around a picture or poster for reading time rather than first thing in the morning.) Introduce new vocabulary and ask learners questions about the picture eg What can they see? What colour is the roof? How many windows are there? Is the door wide? You can link the questions to basic concepts in Numeracy. Show flashcards with the key words such as roof, wall, window, door.

- Explain the tasks for the Group Reading session including Task 2 – an activity from a Learner's Book or a worksheet with, for example, a picture of a house and words such as roof, wall, window, door etc in rectangles at the bottom of the sheet. Learners can cut out the house, glue it into their exercise book and then add the words to label the roof, door etc, finally colouring in the picture.
- Group Reading activities:
  - Groups 1 & 2: teach new words / each learner reads aloud from own book either together or individually. By the sixth week these learners will know at least 10 phonic sounds so you can begin to show them how they can use sounds to decode unknown words. **Assess a few learners' Reading skills for Assessment Task 3.**

DAY 3:

- Introduction: Revise the words for the outside of the house using the flashcards. Discuss with learners what their home looks like, making sure that as many learners as possible have the chance to respond.
- Explain the tasks for the Group Reading session including Task 2 – learners draw their house or a house they would like to live in and write the words for the door, the wall and the roof on their picture.
- Group Reading activities (groups 3 & 4) revising sight words, reading as a group/individually from reading cards / sentences / "My First Reading Book". **Assess a few learners' Reading skills for Assessment Task 3.**

DAY 4:

- Introduction: Revise the words for the outside of the house by giving individual learners the flashcards to put in the right place on the picture. Ask learners to make up simple sentences about their home and write 2 or 3 of these on the board, eg My door is red. My roof is grey.
- Explain the tasks for the Group Reading session including Task 2 – learners copy one of the sentences from the board and draw their own picture next to their sentence.
- Group Reading activities:
  - Groups 1 & 2: teach new words. Each learner reads aloud from a book either together or individually. **Assess a few learners' Reading skills for Assessment Task 3.**
    NB *Aim for quality rather than quantity in these reading sessions. Don't race through the reading of book just to get it finished at the expense of comprehension. It is important to check reading for meaning by asking questions – it also helps to keep learners focussed.*

DAY 5:

- Introduction: Once again use the *My Home* picture and lead a discussion on a story behind the picture. Guide them to give names to the different characters and make up a story from the picture. You might have an idea for a story beforehand so you can lead them! Write the story on the board in short sentences and read it as a class.
  NB *This frequent modelling of how to make up and write simple sentences on the board is an important pre-step for learners to begin writing their own news in the second term. Not only does it help learners with reading and writing, they learn to leave spaces between words and understand the role of words like the, in, to, from. It also helps first additional language learners who learn the basic sentence structures of the language.*
- Explain the tasks for the Group Reading session.
- Group Reading activities (groups 3 & 4) revising sight words, reading as a group/individually from the learners' "My First Reading Book". **Assess a few learners' Reading skills for Assessment Task 3.**
  Tip: *During Week 7 your third reading group should be ready to read a book. Make sure that you have sorted the learners in Groups 3 and 4 so that all those in Group 3 are ready to read a book and while those in Group 4 are the ones that need more time to learn the words.*
- **Paired reading** – Continue the same way as in previous weeks, ensuring that learners have simple but interesting reading material, pairing them carefully.
  Books most suitable for this type of reading have predictable text and between 12 and 24 pages. They are small and easy for learners to handle. Many publishers produce such books. For learners to read independently and comfortably they should know at least 9 out of every 10 words. Otherwise they will battle to read in pairs or on their own. Encourage the learners to reread a book they enjoy – repeated readings are known to have a positive impact.

ASSESSMENT: Formal: recorded Assessment Task 3: During Class/Group reading time rate the learners, recording specific problems against the following milestones:

- Interprets pictures to make up own story ie reads the picture
- Reads aloud from own book in a guided reading group with teacher (groups 1 & 2)
- Reads book as a whole class with teacher (shared reading)

WEEK 6	**WRITING**
LO/ASs	**LO 4** AS 2, 3, 5, 6 **LO 6** AS 2
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Contributes ideas for a class story

DAILY ACTIVITIES

Up to now it has been suggested that learners only copy the Class News twice a week. However, as some learners finish their work more quickly they could copy this news more often during the week as a third task. However the activities to consolidate the phonics should continue daily.

DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity (2) an activity from a Learner's Book or a worksheet with a picture of a house and words such as roof, wall, window, door etc in rectangles at the bottom of the sheet. Learners cut out the house, glue it into their exercise book and then add the words to label the roof, door etc, finally colouring in the picture (3) copying / illustrating of class news (if time)

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity (2) learners draw their own house or a house they would like to live in and write the words for the door, the wall and the roof .(3) copying /illustrating of class news (if time)

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity (2) learners write one of the sentences about My Home from the board and draw a picture .(3) copying / illustrating of class news (if time).

DAY 5: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity

ASSESSMENT: Formal: recorded Assessment Task 3: (1) During Class discussions of the My Home picture (week 7) and the Shared reading book (week 8) **(2)** one day's copied news, rate the learners, recording specific problems against the following milestones:

- Contributes ideas for a class story
- Copies one sentence of news from the board correctly

SUGGESTED ASSESSMENT TASKS: TASK 3: WEEKS 6 / 7

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2 **LO 2** AS 1, 2	• Listens to stories with interest • Talks about personal experiences eg tells news • Talks about pictures • Answers closed questions • Describes objects in terms of colour, size, shape, quantity using correct vocabulary	Wks 6 & 7	• Use News, Group Reading & story time to assess learners' listening & speaking skills, (5-8 learners per day)
PHONICS / HANDWRITING **LO 1** AS 6 **LO 3** AS 5 **LO 4** AS 1	• Identifies letter-sound relationships of single sounds: (letters taught so far) • Builds up short words using sounds learnt • Forms lower case letters correctly according to size and position ie starts and ends in the right place • Writes from top to bottom, writing on every line	Friday Wk 7 Wk 7	• Phonics: Worksheet activity revising sounds taught so far • Handwriting: select one handwriting lesson to assess & record; note learners with specific problems
READING **LO 3** AS 1, 3	• Interprets pictures to make up own story ie reads the picture • Reads aloud from own book in a guided reading group with teacher (groups 1 & 2) • Reads book as a whole class with teacher (shared reading)	Wks 6 & 7	• Assess learners during Class/Group reading time (eg 2 learners per group per day)
WRITING **LO 4** AS 2, 3	• Copies one sentence of news from the board correctly • Contributes ideas for a class story	Wks 6 & 7 Wk 7	• Assess learners during class discussions of the My Home picture (week 6) / Shared reading book (week 7) • Assess one days copied news

FIRST TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 3 **LO 2** AS 1, 2	• Listens to stories with interest • Listens to simple instructions and responds appropriately • Sequences pictures of a story • Talks about personal experiences eg tells news • Talks about pictures • Answers closed questions • Describes objects in terms of colour, size, shape, quantity using correct vocabulary	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell daily news/teacher records either class or one learner's news on the board • Learners talk about objects or a picture, answering closed questions Focused listening activity (sequencing pictures in a story)				
PHONICS / HANDWRITING **LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1	• Identifies letter-sound relationships in single sounds: letters ***l*** and ***t*** • Builds up short words using sounds learnt • Begins using blends to make words • Holds pencil and crayon correctly • Writes from left to right • Forms lower case letters correctly according to size and position ie starts and ends in the right place: letters ***l*** and ***t*** • Writes from top to bottom, writing on every line	• Singing/acting out repetitive action rhymes and songs • Revision of phonics taught so far **:a, c, d, i, r, n, m, s**				
		Phonics: introduce ***l*** Handwriting: letter ***l***	Phonics: activity with ***l*** Handwriting: letter ***l***	Phonics: introduce ***t*** Handwriting: letter ***t***	Phonics: activity with ***t*** + word blending using **_at** Handwriting: letter ***t***	Phonic revision activity with sounds taught so far
READING **LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1,2,3,4 **LO 5** AS 1, 2	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story ie 'reads' the story • Recognises at least 25 sight words (18 by the end of week 7) • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story • Reads book as a whole class with teacher (shared reading)	Group reading: Groups 3 & 4	Introduce new Shared Reading Book Group reading: Groups 1 & 2	Discussions on new Shared Reading Book Group reading: Groups 3 & 4 **NB Third reading group begins a book**	Writing summary on board of Shared Reading Book Group reading: Groups 1 & 2	Sequencing sentences of Shared Reading Book Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 2, 3, 5, 6 **LO 6** AS 2	• Copies one sentence of news from board correctly • Contributes ideas for a class story (using Shared Reading book)	Copying / illustrating of class news	Shared Reading book activity	Activity matching pictures & words	Copying / illustrating of class news	Sequencing sentences

WEEK 7	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 2, 3 **LO 2** AS 1, 2
MILESTONES	• Listens to stories with interest • Listens to simple instructions and responds appropriately • Sequences pictures of a story • Talks about personal experiences eg tells news • Talks about pictures • Answers closed questions • Describes objects in terms of colour, size, shape, quantity using correct vocabulary
RESOURCES	• Worksheet containing a set of pictures based on a story to sequence for the listening activity.

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the day chart, month chart, weather chart, birthday chart, etc.
- Learners tell daily news – with every learner telling his/her news at least once during the week; encourage other children to comment on an object or a picture brought to class or an experience of one of the learners. **Assess a few learners-as part of the Oral component of Assessment Task 3.**
- Record either the class news or one learner's news on the board revising phonics taught so far. On Monday and Thursday, and possibly other days, learners will copy the short sentence and draw a picture. (Task 1 for Writing).

ONCE DURING THE WEEK:

- Focussed listening activity: eg give the learners a worksheet containing a series of 6 – 8 pictures based on a story but in the wrong order. Learners cut out the pictures and then sequence them correctly as you read them the story. They can glue the pictures into their book and then colour them according to verbal instructions.

DAILY: Reading aloud of a story/poem

ASSESSMENT: Formal: recorded Assessment Task 3: During News, Group reading & Story time rate the learners, recording specific problems against the following milestones:

- Listens to stories with interest
- Talks about personal experiences eg tells news
- Talks about pictures
- Answers closed questions
- Describes objects in terms of colour, size, shape, quantity using correct vocabulary

Informal: unrecorded assessment of results of listening activity (sequencing)

WEEK 7	**PHONICS / HANDWRITING**
LO/ASs	**LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 5 **LO 4** AS 1
MILESTONES	• Identifies letter-sound relationships in single sounds: letters ***l*** and ***t*** • Builds up short words using sounds learnt • Begins using blends to make words • Holds pencil and crayon correctly • Writes from left to right • Forms lower case letters correctly according to size and position ie starts and ends in the right place: letters ***l*** and ***t*** • Writes from top to bottom, writing on every line

DAILY ACTIVITIES

DAY 1:

PHONICS:

- Revise the sounds taught during the last 2 weeks (**i, r, n, m**).
- Teach letter/sound ***l*** (aural recognition of sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story and explain the short drawing/writing activity to be done during Writing Time (Task 2).

HANDWRITING

- Teach the formation of letter ***l*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners write ***l*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 2:

PHONICS:

- Revise the sounds taught so far (**a, c, d, i, l, m, n, r, s**).
- Revise letter/sound ***l*** (aural recognition of the sound at the beginning of a word/visual recognition of the lower case letter and possibly capital letter) and explain the drawing/writing activity to be done during Writing Time (based on letters taught during past two weeks: ***l, n, m***) (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Revise the formation of letter ***l*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners write ***l*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 3:

PHONICS:

- Revise the sounds taught so far (**a, c, d, i, l, m, n, r, s**)
  Teach letter/sound ***t*** (aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story and explain the short drawing/writing activity to be done during Writing Time (Task 2).

- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Briefly revise the formation of letter ***l*** and then the letter ***t*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***t*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name)

DAY 4:

PHONICS:

- Revise the sounds taught during the last 2 weeks (**l, m, n**)
- Revise letter/sound ***t*** (aural recognition of the sound at the beginning of a word/visual recognition of the lower case letter).
- Build words using ***–at*** (c-at, s-at, m-at, r-at): discussion on how letters form words and how to blend.
- Explain the short drawing/writing activity to be done during Writing Time (based on blending of c-at, s-at, m-at, r-at*)* (Task 2).

HANDWRITING

- Revise the formation of letter ***t*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners write ***t*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name) **Assess for the Handwriting component of Assessment Task 3.**

DAY 5:

PHONICS:

- Revise the sounds taught so far (**a, c, d, i, l, m, n, r, s, t**) and explain the drawing/writing activity to be done during Writing Time (based on the letters taught so far*)* (Task 1). **Use this activity for the Phonics component of Assessment Task 3.**
- Singing/acting out of a repetitive action rhyme or song.

ASSESSMENT: Formal: recorded Assessment Task 3: Use (1) one day's **Handwriting** and (2) Friday's **Phonics Worksheet** activity revising sounds taught so far, to rate the learners, recording specific problems against the following milestones

- Identifies letter-sound relationships of single sounds: (letters taught so far)
- Builds up short words using sounds learnt
- Holds pencil and crayon correctly
- Writes from left to right
- Writes from top to bottom, writing on every line

WEEK 7	**READING**
LO/ASs	**LO 1** AS 1, 3 **LO 2** AS 8 **LO 3** AS 1, 2, 3, 4 **LO 5** AS 1, 2
MILESTONES	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story ie "reads" the picture • Recognises at least 25 sight words (18 by the end of week 8) • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story (Groups 1, 2 & 3) • Reads book as a whole class with teacher (shared reading)
RESOURCES	• A new Shared Reading book – either a Big Book or a story from a Learner's Book or reader. • Blank strips of card on which to write the sentences summarising the Shared Book story. • Worksheet with sentences summarising the Shared Reading book in the wrong order

DAILY ACTIVITIES

DAY 1:

NB As learners' concentration span increases more time can be spent on the Oral component– especially on Mondays as learners have more to talk about. As a result there is no class reading activity planned for Mondays from now on. Once you have explained the written tasks for the Group Reading session you can begin the Group Reading activities with groups 3 & 4.

- Group Reading activities (groups 3 & 4) revising sight words, reading as a group/individually from reading cards, sentences and the "My First Reading Book". **Assess a few learners' Reading skills for Assessment Task 3.**

DAY 2:

- Shared Reading activity
  - Introduce a new Big Book to the class, preferably one linked to the theme or context, for example "*My Home*". Start by looking at the cover, asking learners to guess what the book is about and guiding them to see the links with their own prior knowledge and experiences.
  - Before reading the words in the book work through the whole book with the learners looking only at the pictures, interpreting and "reading" them.
  - Then read the book slowly, asking questions about the characters. Stop a few pages before the end to ask learners to predict how the book will finish. They can then compare their ideas with how the author chose to end the book. Put up flashcards with the names of 2 or 3 of the main characters and talk about what they look like.
- Explain the 3 tasks for the Group Reading session including Task 2 - drawing a picture of one of the characters from the new Shared Reading book, and, if possible, writing the name below their picture.
- Group Reading activities:
  - Groups 1 & 2: teach new words / each learner reads aloud from own book either as a group or individually. **Assess a few learners' Reading skills for Assessment Task 3.**

DAY 3:

- Shared Reading Activity
  - Using the new Big Book reread the story, inviting learners to join in where they can and encouraging further discussion before, during and after the reading. You can point out punctuation (full stops at the end of a sentence) and capital letters at the beginning of a sentence. At the end of the story learners can comment on the story, the ending, the character they liked most etc.
- Explain the tasks for the Group Reading session including Task 2 – an activity matching words and pictures from a Learner's Book or a worksheet.
- Group Reading activities (groups 3 & 4):
  - Group 3: by now you should have identified a third group of about 10 – 12 learners who know all or most of the words you have taught for the first reading book. They are now ready to begin reading from a book. Just as you did with your first two groups, give each of the learners a reading book and talk about how to handle a book, turn the pages etc. Read a few pages with them, finishing the session by teaching them 1 or 2 new words for the next reading book or chapter.
  - Group 4: continue revising sight words, reading as a group/individually from reading cards, sentences and the "My First Reading Book".

DAY 4:

- Shared Reading Activity
  - Reread the Big Book again, inviting learners to join in where they can and encouraging further discussion before, during and after the reading, using both closed and open-ended questioning. You could even read it through once more but this time having the learners read alternate pages eg boys the left page and girls the right page.
  - Work with the learners to identify the main events of the story. These are recorded in 3 -5 short, simple sentences on the board. The learners read all the sentences as a class, correcting them where necessary.
- Explain the tasks for the Group Reading session.

- Group Reading activities:
  - Groups 1 & 2: Remember that these group reading sessions usually have 3 parts:
    (1) revising and learning new words
    (2) reading as a group or individually from a book
    (3) questioning to check comprehension
    Assess a few learners' Reading skills for Assessment Task 3.

DAY 5:

- Shared Reading Activity
  - Reread the Big Book and the summary of the story you and the class made the day before which you should have now written on strips of card. Give the strips of card to different learners and ask them to stand in the correct order at the front of the class. The rest of the children check to see if they are right. You can repeat this activity with other learners holding the strips.
- Explain the tasks for the Group Reading session including Task 2: a worksheet with the 3 - 5 sentences listed in the wrong order. The learners must cut the sentences into strips and put them into the correct sequence, and then reading them to a partner.
  Tip: *This is the first time learners have done this type of activity so you might let them work in pairs if they cannot manage it individually. You could leave the sentences on the board in the correct order as a guide.*
- Group Reading activities: (groups 3 & 4) revising sight words and reading as a group/ individually from the learners "My First Reading Book". **Assess a few learners' Reading skills for Assessment Task 3.**
- **Paired reading** – Continue the same way as in previous weeks, ensuring that learners have simple, fun reading material, pairing them with different partners.

ASSESSMENT: Formal: recorded Assessment Task 3: During Class/Group reading time rate the learners, recording specific problems against the following milestones:

- Interprets pictures to make up own story ie reads the picture
- Reads aloud from own book in a guided reading group with teacher (groups 1 & 2)
- Reads book as a whole class with teacher (shared reading)

Informal: unrecorded assessment of: completion of sequencing tasks (record any specific problems identified).

WEEK 7	WRITING
LO/ASs	**LO 4** AS 2, 3, 5, 6 **LO 6** AS 2
MILESTONES	• Copies one sentence of news from board correctly • Contributes ideas for a class story (using Shared Reading book)

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity **Assess learners' copied news for Assessment Task 3.**

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity (2) drawing a picture of one of the characters from the new Shared Reading book, and, if possible, writing the name below their picture (3) copying / illustrating of class news (if time)

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity (2) an activity matching words and pictures from a Learner's Book or using a worksheet (3) copying / illustrating of class news (if time)

DAY 4: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity.

DAY 5: Explanation of activities for the Group Reading session (1) phonic activity (2) a worksheet with the 3 - 5 sentences arranged in the wrong order. The learners cut the sentences into strips and put them into the correct sequence before reading them to a partner.

ASSESSMENT: Formal: recorded Assessment Task 3: (1) During Class discussions of the My Home picture (week 7) and the Shared reading book (week 8) **(2)** one day's copied news, rate the learners, recording specific problems against the following milestones:

- Contributes ideas for a class story
- Copies one sentence of news from the board correctly

Informal: unrecorded assessment of: sequencing sentences

FIRST TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 3 **LO 2** AS 1, 2, 8	• Listens to stories with interest • Sequences pictures of a story • Talks about personal experiences eg tells news • Talks about pictures • Participates in discussions • Answers closed questions • Describes objects in terms of colour, size, shape, quantity using correct vocabulary	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell daily news/teacher records either class or one learner's news on the board • Learners talk about /discusses objects or a picture, answering closed questions Focused listening activity (drawing shapes in sequence/position)				
PHONICS / HANDWRITING **LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 4, 5 **LO 4** AS 1	• Identifies letter-sound relationships in single sounds: (letters ***b*** & ***o)*** • Builds up short words using sounds learnt • Begins using blends to make words • Writes from left to right • Writes from top to bottom, writing on every line • Forms lower case letters correctly according to size and position ie starts and ends in the right place: (letters ***b*** & ***o)*** •	• Singing/acting out repetitive action rhymes and songs • Revision of phonics taught so far :(**a, c, d, i, l, m, n, r, s, t**)				
		Phonics: introduce ***b*** Handwriting: letter ***b***	Phonics: activity with ***b*** + word blending using **_in** Handwriting: letter ***b***	Phonics: introduce ***o*** Handwriting: letter ***o***	Phonics: activity with ***o*** + word blending using **_ot** Handwriting : letter ***b***	Phonic revision activity with sounds taught during last 2 weeks): ***b, l, o, t***
READING **LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1,2,3,4 **LO 5** AS 1, 2	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story ie 'reads' the story • Recognises at least 25 sight words (21 by the end of week 8) • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story • Reads book as a whole class with teacher (shared reading)	Group reading: Groups 3 & 4	Sequencing words in sentences from Shared Reading Book Group reading: Groups 1 & 2	Discussions on picture of inside of a house Group reading: Groups 3 & 4	Drawing / labeling inside a house Group reading: Groups 1 & 2	Making charts of words for inside a house Group reading: Groups 3 & 4 Paired reading
WRITING **LO 4** AS 2, 3, 5, 6 **LO 6** AS 2	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Contributes ideas for a class story • Writes words using sounds learnt	Copying / illustrating of class news	Sequencing words in sentences	Activity consolidating words for rooms and furniture	Activity consolidating words for rooms and furniture	Copying / illustrating of class news

WEEK 8	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 2, 3 **LO 2** AS 1, 2, 8
MILESTONES	• Listens to stories with interest • Sequences pictures of a story • Talks about personal experiences eg tells news • Talks about pictures • Participates in discussions • Answers closed questions • Describes objects in terms of colour, size, shape, quantity using correct vocabulary

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the day chart, month chart, weather chart, birthday chart etc.
- Learners tell daily news – with every learner telling his/her news at least once during the week; encourage other children to comment from their perspective on an object or a picture brought to class or an experience of one of the learners. **Assess a few learners as part of the Oral component of Assessment Task 4.**
- Record either the class news or one learner's news on the board for learners, revising the phonics taught so far. On Monday and Friday, and possibly on other days also, learners will copy the sentence and draw a picture (Task 1 for Writing).

ONCE A WEEK:

- Focussed listening activity: eg drawing shapes in sequence / position, according to verbal instructions, linking this to the teaching of basic concepts in Numeracy. "Start by drawing a round, yellow sun in the top of the page. Below draw a tall man. To the left draw a rectangle for a house. Put a roof on your house. Draw your family and friends to the right of the house." **Learners can talk about this picture during Group Reading as part of Assessment Task 4**.

DAILY: Reading aloud of a story or poem.

ASSESSMENT: Formal: recorded Assessment Task 4: During News, Group reading & Story time rate the learners, recording specific problems against the following milestones:

- Listens to stories with interest
- Sequences pictures of a story
- Talks about personal experiences eg tells news
- Talks about pictures
- Participates in discussions
- Answers closed questions
- Describes objects in terms of colour, size, shape, quantity using correct vocabulary

WEEK 8	**PHONICS / HANDWRITING**
LO/ASs	**LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 4, 5 **LO 4** AS 1
MILESTONES	• Identifies letter-sound relationships in single sounds: letters ***b*** and ***o*** • Builds up short words using sounds learnt • Begins using blends to make words • Writes from left to right • Writes from top to bottom, writing on every line • Forms lower case letters correctly according to size and position ie starts and ends in the right place: letters ***b*** and ***o***

DAILY ACTIVITIES

DAY 1:

PHONICS:

- Revise the sounds taught during the previous week (**l, t**) – letter/sound recognition and word building (-an and –at).
- Teach letter/sound ***b*** (aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the short drawing/ writing activity to be done during Writing Time (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Class teaching of the formation of letter ***b*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***b*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 2:

PHONICS:

- Briefly revise sounds taught so far (**a, c, d, i, l, m, n, r, s, t**) before revising the teaching of letter/sound ***b*** (aural recognition of the sound at the beginning of a word/visual recognition of the lower case letter and possibly the capital letter).
- Building words using ***–in*** (b-in, d-in, t-in): discussion on how letters form words and how to blend.
- Explain the drawing/writing activity to be done during Writing Time (based on the letters taught during past two weeks: ***b, l, t*** (Task 2 for Writing).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Revise the formation of letter ***b*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***b*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 3:

PHONICS:

- Briefly revise the sounds taught so far (**a, b, c, d, i, l, m, n, r, s, t**)
- Teach letter/sound ***o*** (aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story and explain the short drawing/ writing activity to be done during Writing Time (Task 2).

  Tip: *Remember to vary the order in which you teach phonics. For Reading on Day 3 you will be discussing a conversation poster. Why not use it also to introduce the sound* ***o****?*
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Revise the formation of letter ***c.***
- Teach the formation of letter ***o*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***o*** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 4:

PHONICS:

- Briefly revise the sounds taught during the last 2 weeks (**b, l, t**) before revising letter/sound ***o*** (aural recognition of the sound at the beginning of a word/visual recognition of the lower case letter).
- Building words using ***–ot*** (d-ot, n-ot, r-ot, c-ot).
- Explain the short drawing/writing activity to be done during Writing Time (based on blending of ***–ot*** (d-ot, n-ot, r-ot, c-ot*)* (Task 2).

HANDWRITING

- Briefly revise the formation of letter ***c*** before revising the formation of letter ***o*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name).

DAY 5:

PHONICS:

- Revise the sounds taught during the past 2 weeks (**b, l, o, t**) and explain the drawing/writing activity to be done during Writing Time (**b, l, o, t***)* (Task 1).
- Singing/acting out of a repetitive action rhyme or song.

ASSESSMENT: Informal, unrecorded assessment of phonics activities

WEEK 8	**READING**
LO/ASs	**LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1, 2, 3, 4 **LO 5** AS 1, 2
MILESTONES	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story ie 'reads' the story • Recognises at least 25 sight words (21 by the end of week 8) • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story • Reads book as a whole class with teacher (shared reading)
NOTE	This week's Reading activities provide a further example of how to use a theme such as *My Home* as a context for Shared Reading and Writing, using a conversation poster or large picture.
RESOURCES	• Sentence strips made during the previous week summarising the Shared Reading Book • Worksheet with the previous week's sentences summarising the Shared Reading Book, but with the words in the incorrect order • Worksheet or activity from a Learner's Book to consolidate vocabulary eg for rooms and furniture in the house. • Large picture or conversation poster based on the theme or context, for example, one showing the inside of a home • Flashcards with new vocabulary • Magazines and pictures of rooms and furniture

DAILY ACTIVITIES

Class reading activities continue based on the Shared Reading book and a conversation poster or picture, for example, showing the inside of a home. However a lot of the time will be spent working with the reading groups.
Three out of the four groups are likely to be already reading from a book by now – only the slowest group is still learning the initial words. Spend extra time with these learners and use different ways to teach them the words. It may be that they still have visual perceptual problems and need more of those types of activities. Don't hesitate to give different tasks to these learners so they, too, can begin formal reading by the end of the term.

DAY 1:
NB As learners' concentration span increases more time can be spent on the Oral component– especially on Mondays as learners have more to talk about. As a result there is no class reading activity planned for Mondays. Once you have explained the writing tasks for the Group Reading session you can begin the Group Reading activities with groups 3 & 4:

- Group Reading activities (groups 3 & 4)
  - Group 3: teach new words / each learner reads aloud from own book.
  - Group 4: revising sight words, reading as a group/individually from reading cards, sentences and the "My First Reading Book".
    Assess a few learners' Reading skills for Assessment Task 4.

DAY 2:

- Shared Reading activity
  - Select a group of learners to reread the 3-5 sentences you wrote on long strips of card the previous week. In front of the learners cut up the first sentence into separate words and give the individual words to various learners. They can stand in front of the class and construct a sentence by putting the words they are holding in order. The rest of the class can help and check. Repeat this for all the remaining sentences but use different learners each time.
- Explain the tasks for the Group Reading session including Task 2 - a worksheet with two sentences in which the words in each sentence are in the wrong order. The learners must cut out each sentence into individual words and put them into the correct sequence, reading them to a partner to check.
  Tip: *Remind learners that they must only work with one sentence at a time.*
- Group Reading activities:
  - Groups 1 & 2: teach new words / each learner reads aloud from own book either as a group or individually. **Assess a few learners' Reading skills for Assessment Task 4.**

DAY 3:

- Continue working with your theme or context. Using *My Home* as an example of a theme, move on to looking at the inside of the home. Use a large picture or conversation poster showing the inside of a house. (Although this is an oral as well as a reading activity many teachers prefer to keep the discussions around a picture or poster for reading time rather than earlier in the morning.)
- Ask learners focused questions about the picture, eg *What can they see? What are the names for the rooms? What furniture can they see?* Make flashcards for new vocabulary with a few words for the names of rooms and basic furniture.
- Explain the tasks for the Group Reading session including Task 2 – a worksheet or activity from a Learner's Book to revise and consolidate the words for rooms and furniture in the house.
- Group Reading activities (groups 3 & 4)
  - Group 3: teach new words / each learner reads aloud from own book.
  - Group 4: revising sight words, reading as a group/individually from reading cards / sentences / "First Reading Book".
    Assess a few learners' Reading skills for Assessment Task 4.

DAY 4:

- Introduction: Revise the words for the inside of the house (rooms, furniture) using the flashcards. Discuss with learners the inside of their home, making sure that as many learners as possible have the chance to respond. Handle this carefully to avoid embarrassing some learners.
- Explain the tasks for the Group Reading session including Task 2 – learners draw a room in their house adding labels for furniture.
- Group Reading activities:
  - Groups 1 & 2: These group reading sessions usually have 3 parts: (1) revising and learning new words (2) reading as a group or individually from a book (3) questioning to check comprehension. **Assess a few learners' Reading skills for Assessment Task 4.**

DAY 5:

- Introduction: Once again revise the words for the inside of the house (rooms, furniture) using the flashcards. Make it fun, for example, by doing it as a quiz.
- Give each group of learners at least one magazine, asking them to find a picture of either a room or a piece of furniture to cut out. Use these pictures to make 2 charts – one chart of the names of different rooms and the other chart with different pieces of furniture. You can glue them on a large sheet or card of flipchart paper (perhaps cutting them a bit more neatly first!) and writing the labels. These charts can be permanently displayed on the classroom wall.
  Tip: *Be prepared with some pictures in case learners cannot find suitable ones.*
- Explain the tasks for the Group Reading session.
- Group Reading activities (groups 3 & 4)
  - Group 3: teach new words / each learner reads aloud from own book.
  - Group 4: revising sight words, reading as a group/individually from reading cards / sentences / "My First Reading Book".
    Assess a few learners' Reading skills for Assessment Task 4.
- **Paired reading** – Continue as in previous weeks, gradually extending the time.

ASSESSMENT: Formal: recorded Assessment Task 4: During Class/Group reading time rate the learners, recording specific problems against the following milestones

- Uses pictures to predict what the story is about
- Recognises at least 25 sight words (21 by the end of week 9)
- Reads aloud from own book in a guided reading group with teacher ie whole group reads same story

WEEK 8	WRITING
LO/ASs	**LO 4** AS 2, 3, 5, 6 **LO 6** AS 2
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Contributes ideas for a class story (summary of Shared Reading book) • Writes words using sounds learnt

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity (2) a worksheet with the 3 - 5 sentences in which the words in each sentence are in the incorrect order. The learners must cut each sentence into individual words and put them into the correct sequence, reading them to a partner to check. (3) copying / illustrating of class news (if time)

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity (2) a worksheet or activity from a Learner's Book to revise and consolidate words for rooms and furniture in the house. (3) copying / illustrating of class news (if time)

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity (2) learners draw a room in their house adding labels for furniture(3) copying / illustrating of class news (if time)

DAY 5: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity

ASSESSMENT: Informal, unrecorded assessment of: ability to sequence words in a sentence.

SUGGESTED ASSESSMENT TASKS: TASK 4: WEEKS 8 / 9

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 1,2,3 **LO 2** AS 1	• Listens to stories with interest • Sequences pictures of a story • Talks about personal experiences eg tells news • Participates in discussions • Answers closed questions • Describes objects in terms of colour, size, shape, quantity using correct vocabulary	Wks 8 & 9	• Use News, Group Reading & story time to assess learners' listening & speaking skills (5-8 learners per day)
PHONICS / HANDWRITING **LO 1** AS 6 **LO 3** AS 5 **LO 4** AS 1	• Identifies letter-sound relationships in single sounds: (letters ***b*** & ***o)*** • Builds up short words using sounds learnt • Begins using blends to make words • Writes from left to right • Writes from top to bottom, writing on every line • Forms lower case letters correctly according to size and position ie starts and ends in the right place	Friday Wk 9 Wk 9	• Phonics: Worksheet activity revising sounds taught so far • Handwriting: select one handwriting lesson to assess & record; note learners with specific problems
READING **LO 3** AS 1, 3	• Uses pictures to predict what the story is about • Recognises at least 25 sight words • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story	Wks 8 & 9	• Assess learners' during Class/Group reading time (eg 2 learners per group per day)
WRITING **LO 4** AS 2, 3	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Writes words using sounds learnt	Wk 9	• Assess one day's written news and picture

FIRST TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 3 **LO 2** AS 1, 2, 8	• Listens to stories with interest • Sequences pictures of a story • Talks about personal experiences eg tells news • Talks about pictures • Participates in discussions • Answers closed questions • Describes objects in terms of colour, size, shape, quantity using correct vocabulary	• Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell daily news/teacher records either class or one learner's news on the board • Learners talk about /discusses a picture, answering closed questions Note : No focused listening activity				
PHONICS / HANDWRITING **LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 4, 5 **LO 4** AS 1	• Identifies letter-sound relationships in single sounds: (letters ***h*** & ***e)*** • Builds up short words using sounds learnt • Begins using blends to make words • Writes from left to right • Writes from top to bottom, writing on every line • Forms lower case letters correctly according to size and position ie starts and ends in the right place: (letters ***h*** & ***e)***	• Singing/acting out repetitive action rhymes and songs • Revision of phonics taught so far :**a, b, c, d, i, l, m, n, o, r, s, t**				
		Phonics: introduce ***h*** Handwriting: letter ***h***	Phonics: activity with ***h*** Handwriting: letter ***h***	Phonics: introduce ***e*** Handwriting: letter ***e***	Phonics: activity with ***e*** + word blending using **_en** Handwriting: letter ***e***	Phonic revision activity with letters taught so far
READING **LO 1** AS 2, 3 **LO 2** AS 8 **LO 3** AS 1,2,3,4,6 **LO 5** AS 1, 2	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story ie 'reads' the story • Recognises at least 25 sight words • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story • Reads book as a whole class with teacher (shared reading)	Group reading: Groups 3 & 4	Sentence building about inside their Homes Group reading: Groups 1 & 2	Sequencing pictures & text from Shared Reading book Group reading: Groups 3 & 4	Sequencing pictures & text from Shared Reading book Group reading: Groups 1 & 2	Oral comprehension using a story Group reading: Groups 3 & 4 **NB Fourth reading group begins a book** Paired reading
WRITING **LO 4** AS 2, 3, 5, 6 **LO 6** AS 2	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Contributes ideas for a class story • Writes words using sounds learnt	Copying / illustrating of class news	Copying & illustrating sentences	Matching words & pictures	Word building activity	Copying / illustrating of class news

WEEK 9	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 3 **LO 2** AS 1, 2, 8
MILESTONES	• Listens to stories with interest • Sequences pictures of a story • Talks about personal experiences eg tells news • Talks about pictures • Participates in discussions • Answers closed questions • Describes an object in terms of colour, size, shape, quantity using correct vocabulary

DAILY ACTIVITIES

DAILY:

- Begin the day by discussing the day chart, month chart, weather chart, birthday chart and anything special for the day / week.
- Learners tell daily news – with every learner telling his/her news at least once during the week; encourage other children to comment on an object or a picture brought to class or an experience of one of the learners. **Assess a few learners as part of the Oral component of Assessment Task 4.**
- Record either the class news or one learner's news on the board revising phonics taught so far. On Monday and Friday learners will copy the sentence and draw a picture (Task 1).

DAILY: Reading aloud of a story or poem or listening to a tape. Although there is no focused listening activity included for this week these Read-aloud sessions are a good way to develop learners' listening skills. Try stopping in the middle of a story to ask questions that relate to their own experiences, such as: "*Did that every happen to you*?", "*What would you have done?*" or "*If that happened to you, how would you feel?*"

Tip: *You could link these stories to the teaching of a new Phonic sound.*

ASSESSMENT: Formal: recorded Assessment Task 4: During News, Group reading & Story time rate the learners, recording specific problems against the following milestones:

- Listens to stories with interest
- Sequences pictures of a story
- Talks about personal experiences eg tells news
- Talks about pictures
- Participates in discussions
- Answers closed questions
- Describes objects in terms of colour, size, shape, quantity using correct vocabulary

WEEK 9	**PHONICS / HANDWRITING**
LO/ASs	**LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 4, 5 **LO 4** AS 1
MILESTONES	• Identifies letter-sound relationships in single sounds: letters ***h*** and ***e*** • Builds up short words using sounds learnt • Begins using blends to make words • Writes from left to right • Writes from top to bottom, writing on every line • Forms lower case letters correctly according to size and position ie starts and ends in the right place: letters ***h*** and ***e***

DAILY ACTIVITIES

DAY 1:

PHONICS:

- Revise the sounds taught during the previous week (**b, o**) – letter/sound recognition and word blending (-an and –at).
- Teach the letter/sound ***h*** (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the short drawing/writing activity to be done during Writing Time (Task 2).

HANDWRITING

- Teach the formation of letter ***h*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners write ***h*** in their books (date, 2 rows of letters, 1 row of a pattern, name).
  Tip: *You can vary what learners write. Instead of a pattern or their name they could write a row of a letter they learnt the previous week, or a numeral learnt in Numeracy.*

DAY 2:

PHONICS:

- Briefly revise the sounds taught so far (**a, b, c, d, i, l, m, n, o, r, s, t**) – letter/sound recognition/blending using the sounds taught so far.
- Revise letter/sound ***h*** (the aural recognition of the sound at the beginning of a word/visual recognition of the lower case letter and possibly capital letter)
- Build words using ***ha-*** (ha-t, ha-d, ha-m); discuss how letters form words and how to merge the three different sounds into a single word.
- Explain the drawing/writing activity to be done during Writing Time (based on letters taught during past two weeks: ***b, o, h*** (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Revise formation of letter ***h*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners write ***h*** in their books (date, 2 rows of letters, 1 row of a pattern, name).

DAY 3:

PHONICS:

- Revise the sounds taught during the past month (**b, h, l, m, n, o, t**) /blending using the sounds taught so far.
- Teach the letter/sound ***e*** (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the short drawing/writing activity to be done during Writing Time (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Teach the formation of the letter ***e*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***e*** in their books (date, 2 rows of letters, 1 row of a pattern, name)

DAY 4:

PHONICS:

- Revise the sounds taught during the last 2 weeks (**b, l, t**) – letter/sound recognition/blending using the sounds taught so far.
- Revise the letter/sound ***e*** (the aural recognition of the sound at the beginning of a word/visual recognition of the lower case letter).
- Building words using ***–en*** (m-en, t-en, d-en, h-en).
- Explain the short drawing/writing activity to be done during Writing Time (based on the blending of ***–en*** (m-en, t-en, d-en, h-en). (Task 2).

HANDWRITING

- Revise the formation of the letter ***e*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***e*** in their books (date, 2 rows of letters, 1 row of a pattern, name)
  Handwriting component of Assessment Task 4

DAY 5:

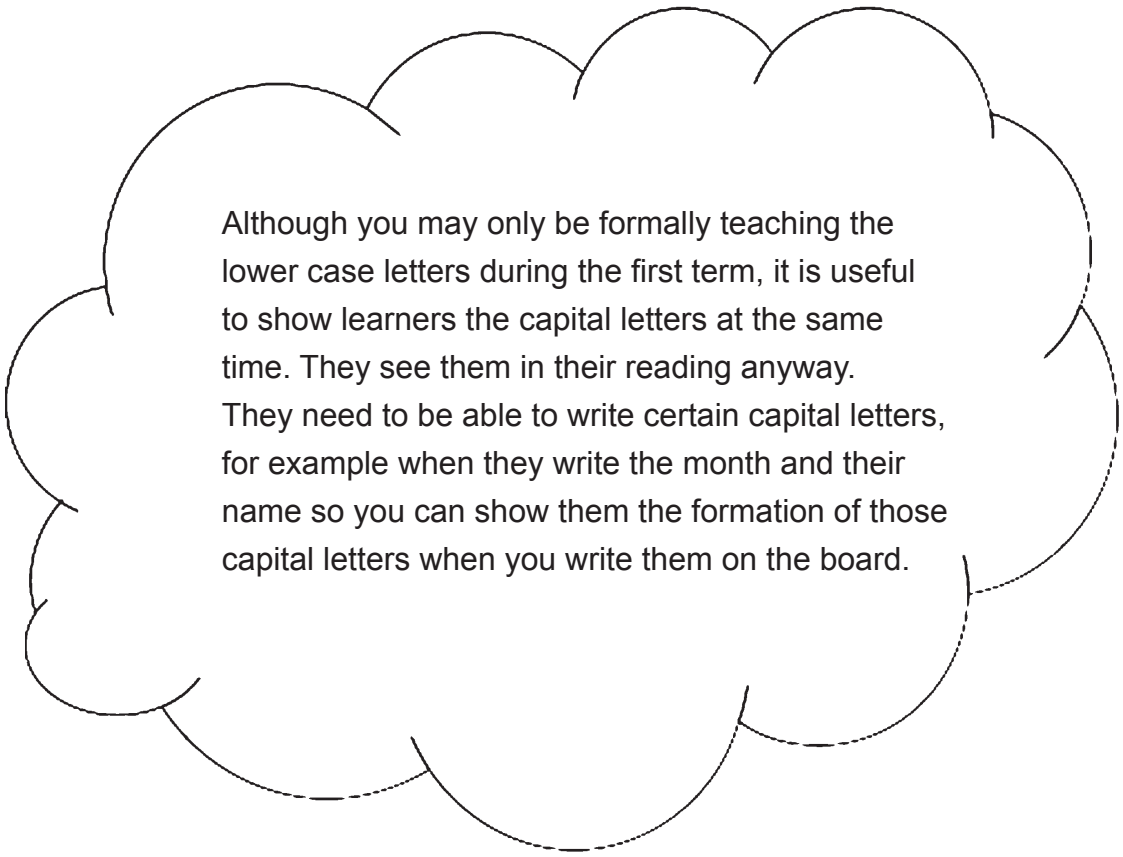
PHONICS:

- Revise sounds taught so far (**a, b, c, d, e, h, i, l, m, n, o, r, s, t**) – letter/sound recognition/ blending using sounds taught so far.

  Tip: *Make it fun by playing a guessing game, for example. With the learners sitting on the carpet call one learner to stand in front of the class with his or her back to the children. Write one of the sounds you have already taught on the back of the learner using your finger. The rest of the learners can see the sound you wrote but the one in front has to guess. If the answer is wrong the rest of the class can say the sound. Give different learners turns. This game works well in pairs as well.*
- Explain the drawing/writing activity to be done during Writing Time (based on the letters taught so far*)* (Task 1). **Phonics component of Assessment Task 4**
- Singing/acting out of a repetitive action rhyme or song.

ASSESSMENT: Formal: recorded Assessment Task 4: Use one **Handwriting lesson** and Friday's **Phonics Worksheet** activity revising sounds taught so far, to rate the learners, recording specific problems against the following milestones

- Identifies letter-sound relationships in single sounds
- Builds up short words using sounds learnt
- Begins using blends to make words
- Writes from left to right
- Writes from top to bottom, writing on every line
- Forms lower case letters correctly according to size and position ie starts and ends in the right place



WEEK 9	READING
LO/ASs	**LO 1** AS 2, 3 **LO 2** AS 8 **LO 3** AS 1, 2, 3, 4, 6 **LO 5** AS 1, 2
MILESTONES	• Uses pictures to talk about the story • Uses pictures to predict what the story is about • Interprets pictures to make up own story ie 'reads' the story • Recognises at least 25 sight words • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story • Reads book as a whole class with teacher (shared reading)
RESOURCES	• Photocopies of each page of the Shared Reading book you have been using, with the text below the pictures cut off and kept separately • Short story or poem linked to a theme or context • Word building activity linked to the theme from Learner's Book or a worksheet

DAILY ACTIVITIES

Class reading activities continue, based on the Shared Reading book. Three out of the four groups are likely to be already reading from a book by now – only the slowest group may still be learning the initial words. By the end of this week try to start them on the formal reading of a book – even if the pace is slower than for the other groups.

DAY 1:

NB As learners' concentration span increases you may be spending more time on Mondays listening to Daily News so there is no class reading activity planned for that day. Once you have explained the tasks for the Group Reading session you can begin the Group Reading activities with groups 3 & 4:

- Group Reading activities (groups 3 & 4)
  - Group 3: teach new words / each learner reads aloud from own book either as a group or individually.
  - Group 4: revising sight words, reading as a group/individually from reading cards / sentences / "My First Reading Book".

    Assess a few learners' Reading skills for Assessment Task 4.

Note: *The assessment of learners' progress in reading is on-going. Unlike a one-off written activity it takes time to assess a big class for reading or listening and speaking. It is better therefore to try to assess a few learners every day.*

At the beginning of the year the composition of the reading groups is flexible. Be ready to move learners between different groups once you notice that they should be reading in another group. That is why the on-going assessment of the reading is so important.

DAY 2:

- Introduction: Continuing the activities from the previous week, revise the words for the inside of the house (rooms, furniture) using the charts you have made. Ask learners to make up simple sentences about the inside of their homes and write some of these sentences on the board eg *I sleep in a bed*. *We have a TV. My mother cooks in the kitchen*.
- Explain the tasks for the Group Reading session including Task 2 – learners write one (or more) of the sentences from the board and draw their own pictures next to each sentence.
- Group Reading activities:
  - Groups 1 & 2: teach new words / each learner reads aloud from own book either as a group or individually. **Assess a few learners' Reading skills for Assessment Task 4.**

DAY 3:

- Shared Reading book **Note this is an activity that takes two days.**
  - Before the lesson make a photocopy of each page of the Shared Reading book that you have been using over the past two weeks. Cut off the text from the sheets and keep these strips separate. Divide the pictures between the groups of learners and ask them to discuss amongst themselves what is happening in their picture.
  - After about five minutes ask the group who thinks they have the first picture to put it on the left side of the board. One of the group tells what their picture is about. Then invite the group who thinks they have the next picture to add it to the sequence and talk about it. Continue until all the pictures are displayed. You may find that some groups will display theirs too soon so you and the class will need to correct where necessary.
  - Distribute the strips with the text to the different groups. Give learners time to discuss on which picture their text belongs and then, one at a time, the learners match their text to the correct picture, sticking them on the pictures with prestick.
  - Finally read the whole story with the class, confirming that both the pictures and the sentences are in the correct order.

    NB *You will need these pictures for the next lesson so either leave them on the board or keep them safely until the next day.*
- Explain the tasks for the Group Reading session.
- Group Reading activities: (groups 3 & 4)
  - Group 3: teach new words / each learner reads aloud from own book either as a group or individually.
  - Group 4: revising sight words, reading as a group/individually from reading cards / sentences / "My First Reading Book".

DAY 4:

- Shared Reading activity
  - Put the previous day's pictures and texts back on the board. With the learners, read through each page in the Big Book and check the pictures on the board to see if they are in the correct order.
- Explain the tasks for the Group Reading session, including a word building activity.
- Group Reading activities:
  - Groups 1 & 2: teach new words / each learner reads aloud from own book either as a group or individually **Assess a few learners' Reading skills for Assessment Task 4.**

DAY 5:

- Read a short story or poem linked to a theme or context such as *My Home* and ask learners to listen for the answer to a specific question. Afterwards invite responses and ask further questions to check their comprehension and link to personal knowledge / experience.
- Explain the tasks for the Group Reading session.
- Group Reading activities (groups 3 & 4)
  - Group 3: teach new words / each learner reads aloud from own book either as a group or individually.
  - Group 4: by now the last group of learners should know most of the words you have taught for the first reading book. They can now begin reading from a book. Just as you did with your other groups, give each of the learners a book and talk about how to handle a book, turn the pages etc. Read a few pages with them, finishing the session by teaching them a new word for the next reading book or chapter.
- **Paired reading** – Continue the same way as in previous weeks, but gradually extending the time.

ASSESSMENT: Formal: recorded Assessment Task 4: During Class/Group reading time, rate the learners, recording specific problems against the following milestones:

- Uses pictures to predict what the story is about
- Recognises at least 25 sight words
- Reads aloud from own book in a guided reading group with teacher ie whole group reads same story

Informal: unrecorded assessment of: - responses to questions on a visual text

WEEK 9	**WRITING**
LO/ASs	**LO 4** AS 2, 3, 5, 6
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly • Contributes ideas for a class story (summary of Shared Reading book) • Writes words using sounds learnt

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news **Assess as the Writing component for Assessment Task 4.** (2) phonic activity

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity (2) learners write one (or more) of the sentences from the board and draw their own pictures next to each sentence. (3) copying / illustrating of class news (if time)

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity (2) vocabulary task: worksheet or activity from Learner's Book matching words and pictures. (3) copying / illustrating of class news (if time)

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity (2) word building activity linked to the theme from Learner's Book or a worksheet (3) copying / illustrating of class news (if time)

DAY 5: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity

ASSESSMENT: Formal: recorded Assessment Task 4: Use one day's written news to rate the learners, recording specific problems against the following milestones:

- Draws pictures to convey a message eg about a personal experience
- Copies one sentence of news from board correctly
- Writes words using sounds learnt

Informal: unrecorded assessment of matching words and pictures

FIRST TERM: WEEK 10 OVERVIEW

DURING THE LAST WEEK OF THE TERM YOU MIGHT CHOOSE TO DO SOMETHING A LITTLE DIFFERENT AND MORE FUN WITH YOUR LEARNERS BY DOING A "MINI" PLAY BASED ON THE STORY IN THE LAST SHARED READING BOOK.

COMPONENT	MILESTONES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ORAL / LISTENING AND SPEAKING **LO 1** AS 3 **LO 2** AS 1, 2, 8	• Sequences pictures of a story • Talks about personal experiences eg tells news • Talks about pictures • Participates in discussions • Answers closed questions	• Class discussion: the day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell daily news/teacher records either class or one learner's news on the board Note : No focused listening activity				
PHONICS / HANDWRITING **LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 4, 5 **LO 4** AS 1	• Distinguishes aurally between different initial sounds in words (letters taught so far) • Identifies letter-sound relationships in single sounds: (letter ***u)*** • Builds up short words using sounds learnt • Begins using blends to make words • Forms lower case letters correctly according to size and position ie starts and ends in the right place: (letter ***u)*** •	• Singing/acting out repetitive action rhymes and songs • Revision of phonics taught so far :a**, b, c, d,e, h, i, l, m, n, o, r, s, t**				
		Phonics: introduce ***u*** Handwriting: letter ***u***	Phonics: activity with ***u*** + word blending using **_up** Handwriting: letter ***u***	Phonics: Word building using ***u*** Handwriting: letter ***c, o***	Phonics: Word building using ***u*** + word blending using **_up** Handwriting: letter ***a, d***	Phonic revision activity
READING **LO 1** AS 2, 3 **LO 2** AS 8 **LO 3** AS 1,2,3,4,6 **LO 5** AS 1, 2	• Recognises at least 25 sight words • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story	Initial preparations for play Group reading: Groups 3 & 4	First reading of the play script Group reading: Groups 1 & 2	Second reading / rehearsal of the play script Group reading: Groups 3 & 4	Final reading / rehearsal of the play script Group reading: Groups 1 & 2	Presenting the play Paired reading only
WRITING **LO 4** AS 2, 3, 5, 6 **LO 6** AS 2	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly	Copying of class news	Making mask and / or hat for the play	Copying / illustrating 2 sentences	Copying / illustrating 2 sentences	

WEEK 10	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 3 **LO 2** AS 1, 2, 8
MILESTONES	• Sequences pictures of a story • Talks about personal experiences eg tells news • Talks about pictures • Participates in discussions • Answers closed questions
DAILY ACTIVITIES	
DAILY: • Begin the day, discussing day, date, weather, birthday chart etc. • Learners tell daily news – with every learner telling his/her news at least once during the week; encourage other children to comment on an object or a picture brought to class or an experience of one of the learners. As the week progresses you can also discuss the coming holiday and learners can share what they hope to do. • Record either the class news or one learner's news on the board, revising phonics taught so far. On Monday learners will copy the short sentence and draw a picture (Task 1). **DAILY:** Reading aloud of a story or poem.	
ASSESSMENT: Informal, unrecorded assessment of learners' listening & speaking skills	

WEEK 10	**PHONICS / HANDWRITING**
LO/ASs	**LO 1** AS 6 **LO 2** AS 3 **LO 3** AS 4, 5 **LO 4** AS 1
MILESTONES	• Distinguishes aurally between different initial sounds in words (letters taught so far) • Identifies letter-sound relationships in single sounds: letters ***u*** • Builds up short words using sounds learnt • Begins using blends to make words • Forms lower case letters correctly according to size and position ie starts and ends in the right place: letters ***u***

DAILY ACTIVITIES

DAY 1:

PHONICS:

- Revise the sounds taught during the previous 2 weeks (**b, h, e, o**) – letter/sound recognition / blending /word building
- Teach letter/sound ***u*** (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the short drawing/ writing activity to be done during Writing Time (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Revise the formation of letter ***i.***
- Teach the formation of the letter ***u*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners write ***u*** in their books (date, 2 rows of letters, 1 row of a pattern, name).

DAY 2:

PHONICS:

- Revise the sounds taught earlier (**a, c, d, i, l, m, n, r, s, t**)

  Tip: *Vary which sounds you revise. Sometimes concentrate on those you have taught during the previous week or the last month. At other times revise only the sounds you taught during the first few weeks. The blending activities also provide opportunities for revision. Revise them in different ways.*

  You could use a ***Bingo game*** *to revise all the sounds you have taught so far. Write the sounds on different squares of paper, writing each sound at least three times. Divide the squares between the learners so every learner gets at least three squares. Then write the sound on the board or say the sound. The learner who has that sound shouts "Bingo". Although more than one learner has the same sound the winner is the one who shouts out first. You can reward the learner by giving the winner a star, a sweet or a point for his / her team.*
- Revise letter/sound ***u*** (the aural recognition of the sound at the beginning of a word/visual recognition of the lower case letter and possibly capital letter)
- Building words using ***–up*** (-up, c-up, p-up): explain how letters form words / how to blend.
- Explain a drawing/writing activity to be done during Writing Time (based on the letters taught during the past two weeks: ***e, h, u***)(Task 2).

HANDWRITING

- Revise the formation of the letter ***u*** (starting and ending point, shape, size, direction of movement, position on the line)
- Learners write ***u*** in their books (date, 2 rows of letters, 1 row of a pattern, name).

DAY 3:

PHONICS:

- Revise the sounds taught during the past month (**b, e, h, l, o, t, u**).
- . Explanation of a short drawing/writing activity to be done during Writing Time (Task 2).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Class revision of the formation of letters ***c*** and ***o*** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write ***c*** and **o** in their books (date, 2 rows of letters (1 row of letter ***c***, 1 row of letter ***o)***, 1 row of a pattern, name).

DAY 4:

PHONICS:

- Revise the sounds taught during the last 3 weeks (**b, e, h, l, o, t, u**)
- Build words using ***–ut*** (h-ut, b-ut, r-ut, n-ut, c-ut).
- Explain short drawing/writing activity to be done during Writing Time (based on blending of ***–ut*** (h-ut, b-ut, r-ut, n-ut, c-ut). (Task 2).

HANDWRITING

- Revise formation of letters ***a*** and ***d*** (starting & ending point, shape, size, direction of movement, position on the line)
- Learners write ***a*** and **d** in their books (date, 2 rows of letters (1 row of letter *a*, 1 row of letter *d)*, 1 row of a pattern, name).

ASSESSMENT: Informal, unrecorded assessment of learners' phonics & handwriting skills

WEEK 10	**READING**
LO/ASs	**LO 1** AS 3 **LO 2** AS 8 **LO 3** AS 1, 2, 3, 4, 6 **LO 5** AS 1, 2
MILESTONES	• Recognises at least 25 sight words • Reads aloud from own book in a guided reading group with teacher ie whole group reads same story
RESOURCES	• Photocopies of the words for the play (what the learners will read and the script for the actors) • Paper / card for making hats or masks, tapes or elastic to hold them in place

DAILY ACTIVITIES

To consolidate the Shared Reading book activities the learners could prepare a short play based on the Shared Reading story and present it to other grades. This could be a "mini" project lasting the whole week. You can link this very easily with Life Skills.

DAY 1:

- Preparations for presenting a short play:
  - Introduce the idea of doing a play using the Shared Reading book story explaining that:
    - some learners will read the story and others will be actors
    - they will need to rehearse several times during the week
    - they will be making masks and / or hats
    - on the last day of term they will perform the play to other classes
  - Decide with the learners who will be the readers and who will play the different parts.
    NB *You will need to write and photocopy the words for the learners, using the words from the Shared Reading book. Keep them very short and simple.*
- Explain the tasks for the Group Reading session.
- Group Reading activities (groups 3 & 4) teach new words / each learner reads aloud from own book either as a group or individually.

DAY 2:

- Preparations for presenting a short play:
  - Begin rehearsing the play by firstly having the learners read their parts and then adding the movements. Encourage the learners to read with expression.
- Explain the tasks for the Group Reading session including Task 2 – making a mask and / or a hat to wear for the play. You can give them a template to trace around or photocopy an outline. They could glue it onto card, colour it and cut it out, adding tapes or elastic to hold it in place.
- Group Reading activities: Groups 1 & 2: teach new words / each learner reads aloud from own book either as a group or individually.

DAY 3:

- Preparations for presenting a short play:
  - Continue rehearsals – hopefully by now the actors will know their words.
  - Work with the learners to make up 2 – 3 sentences about the play and write them on the board.
- Explain the tasks for the Group Reading session including Task 2 – learners choose one of the sentences to copy into their books, and then draw a picture.
- Group Reading activities: (groups 3 & 4) teach new words / each learner reads aloud from own book either as a group or individually. Give extra support to Group 4 who has only just started reading a book. Go slowly and reread to assist fluency.

DAY 4:

- Preparations for presenting a short play:
  - Final rehearsals!
  - Write 2 - 3 different sentences on the board about the play.
- Explain the tasks for the Group Reading session – including Task 2 - learners choose one of the new sentences and copy it into their books, drawing a picture.
- Group Reading activities: Groups 1 & 2: teach new words / each learner reads aloud from own book either as a group or individually.
  Note: *Try not to neglect group reading. There is a holiday approaching during which learners are likely to forget their words. By practising reading right up to the end of the term they are less likely to come back having forgotten things you have taught them!*

DAY 5:

- Learners perform their play before other learners (either another class, the whole school and/ or parents)
- **Paired reading** – Because of the shortage of time on this day let learners read their books in pairs rather than attempt to do group reading. It would be better for the learners to reread what they have already read to you than start on new pages. At least this way all the learners have the opportunity to do some reading during the day.

ASSESSMENT: No formal, recorded Assessment Task

WEEK 10	**WRITING**
LO/ASs	**LO 4** AS 2, 3, 5, 6 **LO 6** AS 2
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Copies one sentence of news from board correctly

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity

DAY 2: Explanation of activities for the Group Reading session (1) phonic activity (2) making a mask and / or hat to wear for the play

DAY 3: Explanation of activities for the Group Reading session (1) phonic activity (2) copying one of the sentences from the board about the play and drawing a picture.

DAY 4: Explanation of activities for the Group Reading session (1) phonic activity (2) copying one of the sentences from the board about the play and drawing a picture.

NB No written activities on Day 5.

ASSESSMENT: Informal, unrecorded assessment of sentences copied from the board.

Annexures

Annexure 1: An example of one day's Literacy lesson

Annexure 2: An example of a Phonics Plan for Grade 1

Annexure 3: List of 100 Most Common High Frequency Words

Annexure 1: An exemplar of one day's Literacy lesson

This is an example of a single day's lesson from a teacher, showing how the different components can integrate with each other.

Starting the day with learners sitting on the carpet

- Take the register, change the day, month and the weather charts, check for birthdays.
- Talk about special happenings or days.
- Listen to a few learners tell news, targeting 1 or 2 specific learners for assessment purposes.
- Write either the class or one learner's news on the board.

Shared Reading linked to Phonics

Pre-reading

- Tell learners that you have a new book to read to them today. (eg *My School)*
- Show them the cover with two learners walking to school.
- Ask them questions such as: "*Where do you think the two learners are going?*" "*Who is the older girl leading the younger one by the hand?*" "*What do you think is in the cases they are carrying?*"
- Explain that they are going to learn a new sound today, "*s*", and draw the letter on the board. As you read the story they must listen for any words that begin with this letter.

During reading

- Read the story emphasising the "*s*" words.
- Stop two or three times to ask questions.

After reading

- Ask learners to tell you words from the story beginning with "*s*". They might give you for example: *school, sister, sandwiches, soon, socks, snake.* Write these words on the board, putting the "*s*" in colour.
- Then ask them if they know any other words beginning with "*s*". List these on the board as well. Read them with the learners, emphasising "*s*".
- Draw a very large "*s*" on the board, making it look like a large, upright snake. Talk about the letter name and then the sound it makes (like a snake spitting). They can pretend to be a snake that stands up straight and spits "*s*". (They'll enjoy that!)
- Tell them that they must draw a similar snake and copy 3 - 4 "*s*" words along the snake's body. Show them how to do it. This will be **Task 1 for Writing**.

Handwriting

- Teach the formation of the letter "*s*", explaining where it starts (at the snake's head), the direction of movement, where it finishes (with the snake's tail pointing up), how the snake stands straight **on** the line (if you are using lined books). Emphasise the tight curl of the snake, like going round a tight bend in a road.
- Learners first practise by writing the letter with their finger in the air, on their desks and on their partner's back.
- Write on the board what learners have to copy for Handwriting – the day / date, 2 rows of the letter, a pattern (eg a row of "*s*" adding the snake's head and tongue) and finally their name.
- Learners copy this into their books, using writing strips if possible. Walk around to check that learners are beginning in the

right place in the book, holding the pencil and forming the letter correctly, spacing the letters etc.

Writing

- Show learners the front page of the story book again. Ask them *"How do you go to school – on foot, by car or by taxi?"* Write their responses on the board: *"I go on foot." "I go by car." "I go by taxi."* For **Task 2 for Writing** the learners copy one of the sentences and draw a picture of how they go to school.

Group Reading

- Once learners are busy doing the two written tasks, call a reading group to come and work with you on the carpet.
- Begin by revising words on flashcards and teaching a new word. Show it first in a sentence and then separately (on different sides of a flashcard.) Talk about the letters in the word, what it means and ask them to give you a sentence using the word.
- Tell learners to turn to a page in their reading book. Ask them if they can point to any words beginning, and then ending with *"s"*.
- Ask them if they remember what happened in the story so far and possibly read the last paragraph they read before. Then read a paragraph or two together with the learners, modelling how to read and stopping at the full stops. Point out new words and ask questions to check comprehension and link to their own experiences.
- Let different learners read one or two sentences from the same paragraph and finish by everyone reading it again.
- Call the second group to the carpet, checking at the same time that the rest of the class are getting on with their work.
- Work with the second reading group in the same way as you did with the first group.
- When you have finished with the groups check again on learners' progress and give help where necessary. Learners who have completed the two tasks can either do a third task or can read in pairs.

End of the day: Listening to a story

- Finish the day (or your Literacy time) by reading or telling a short story or part of a longer story to learners.

Reflection

- Learners have:
  - Spoken (telling news/responding to questions,)
  - Listened (to stories and phonic sounds)
  - Practised handwriting
  - Read (words on the board, on flashcards, in books)
  - Written (words for phonics / drawing and copying a sentence)
  - Enjoyed their learning

ANNEXURE 2: EXAMPLE OF A PHONICS PLAN FOR GRADE 1

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Term 1	Auditory discrimination / phonemic awareness		**Teaching of single sounds**							
			Teach: **c, a**	Teach: **d, s**	Teach: **i, r**	Teach: **n, m**	Teach**: t, l**	Teach: **b, o**	Teach: **h, e**	Teach: **u**
Term 2	**Teaching of remaining single sounds together with 3-letter blends**									
	Teach: **p** Revise: **c, o** Blends: **_op**	Teach: **g** Revise: **s, a** Blends: **ca_, ga_, _ap**	Teach: **f** Revise: **d, t** Blends: **_ot, _ad, _od**	Teach**: y** Revise: **l, r** Blends: **_it, _id, _ip**	Teach: **w** Revise: **e, l** Blends: **_et, _eg, _ed**	Teach: **k** Revise**: n, m** Blends**: _an, _en, ra_, sa_**	Teach: **u** Revise: **h, b** Blends**: bu_, cu_, gu_, mu_, ru_, su_**	Teach: **v** & **j** Blends**: ja_, jo_** and blends with **o** and **a**	Teach: **x, q** Blends:**_ox, _ax, fi_, bi_**	Teach: **z** Blends with **i, e, u**
Term 3	**Teaching of consonant blends at the beginning and ending of simple words ***									
	Revise 2 single sounds per day + **st** at beginning of a word	Revise 2 single sounds per day + **st** at the end of a word	Revise 2 single sounds per day + **_ss , _ll**	**_ff, -ack, _eck**	**_ick, _ock, _uck**	**_ng** blends: **_ang, _ing, _ong, _ung**	**-r: br_ cr_, dr_, gr_, pr_, tr_**	**_l: cl_, fl_, gr_, pl_, sl_ + _mp**	**_nd, _nt**	**_ld, _lt,** _ft,
Term 4	**Teaching of common consonant diagraphs at the beginning and ending of simple words ***					**Teaching of magic e**				
	Teach: **sh** at beginning and end of a word	Teach**: ch** at beginning and end of a word	Teach**: th** at beginning and end of a word	Teach **wh** at beginning of word	Revision	Teach **magic e** as in **a_e**	Teach **magic e** as in **i_e**	Teach **magic e** as in **o_e**	Teach **magic e** as in **e_e** and **u_e**	Revision

NB Although the Assessment Standards for Grade 1 mention only the building up and breaking down of words <u>beginning</u> with consonant blends / consonant diagraphs it is valuable to also include the teaching of consonant blends / consonant diagraphs at the <u>end</u> of words in this grade. Therefore these have been included in the exemplar Plan for terms 3 and 4, in line with the Milestones.

ANNEXURE 3: 100 MOST COMMON HIGH FREQUENCY WORDS

A	B	C	D	F	G	H	I	J	L
a	back	came	day	first	get	had	I	just	like
about	be	can	did	for	go	has	if		little
after	because	come	do	from	going	have	in		look
all	been	could	down		got	he	into		
am	big					her	is		
an	but					here	it		
and	by					him			
are						his			
as									
at									

M	N	O	S	T	U	V	W	Y
made	no	of	said	that	up	very	was	you
make	not	off	saw	the			we	your
me	now	on	see	their			well	
more		one	she	them			went	
my		only	so	then			were	
		of	some	there			what	
		our		they			when	
		out		this			where	
		over		to			which	
				two			who	
							will	
							with	
							would	

Notes:

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