Foundations For Learning

Foundation Phase
Literacy
Lesson plans

First term

Grade 2

Kindly send any response that you may have to:
Dr Jennifer J Joshua
E-mail: joshua.j@doe.gov.za

Department of Education
Sol Plaatje House
123 Schoeman Street
Pretoria
South Africa

Private Bag X895
Pretoria
0001

Tel: +27 12 312 6220
Fax: +27 12 312 6222
www.education.gov.za

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Design and layout: Shereno (012) 344 2817

Table of Contents

1 Introduction 4

2 Literacy (Home Language) 9
- Oral / Listening and Speaking 9
- Phonics / Handwriting 9
- Reading 10
- Writing 13
- Homework 14
- Use of Themes / Contexts 14
- Resources 14
- Group Teaching / Group Work 15

3 First Term
- Overview of Lesson Plans 17
- Overview of Assessment Tasks 19
- Lesson Plans
  - Week 1: Overview 21
  - Week 1: Lesson plans 22
  - Week 2: Overview 33
  - Week 2: Lesson plans 34
  - Overview of Assessment Task 1 40
  - Week 3: Overview 41
  - Week 3: Lesson plans 42
  - Week 4: Overview 49
  - Week 4: Lesson plans 50
  - Overview of Assessment Task 2 57
  - Week 5: Overview 59
  - Week 5: Lesson plans 60
  - Week 6: Overview 67
  - Week 6: Lesson plans 68
  - Overview of Assessment Task 3 74
  - Week 7: Overview 75
  - Week 7: Lesson plans 76
  - Week 8: Overview 83
  - Week 8: Lesson plans 84
  - Overview of Assessment Task 4 89
  - Week 9: Overview 91
  - Week 9: Lesson plans 92
  - Week 10: Overview 99
  - Week 10: Lesson plans 100

4. Annexures
- Annexure 1: An example of one day's Literacy lesson 108
- Annexure 2: An example of a Phonics Plan for Grade 2 110
- Annexure 3: List of 100 Most Common High Frequency Words 111

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 2 Literacy (Home Language):

Learning Outcomes	Milestones for Literacy Grades 1- 3	Government Gazette: Daily Teacher Activities for Literacy Grade 2	Grade 2 time allocation in Gazette
LO 1 Listening LO 2 Speaking	• Oral	• Oral work at the beginning of the day	10 min daily
		• Listening and Speaking	10 min twice a week
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	Reading and Writing Focus time: 1 hour daily Handwriting: 10 min twice a week Writing: 20 min three times a week
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 or 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.

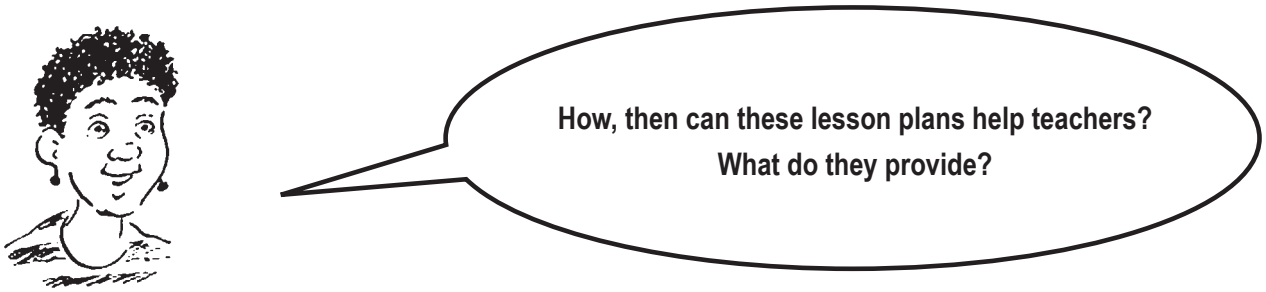
Government Gazette: **Daily Teacher Activities for Literacy Grade 2**	**Daily Time Allocation in Gazette**	**Weekly Time Allocation in Gazette**
• Oral work at the beginning of the day.	10 min per day	50 min per week
• Listening and Speaking	10 min twice a week	20 min per week
• Reading and Writing Focus 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 twice a week	20 min per week
• Writing	20 min three times a week	60 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 focused time for Oral, Listening and Speaking learners will also be developing these skills during Reading and Writing.

- Activities can be "chunked" so that, for example, instead of 5 X 10 minutes per day for Oral you may want to combine two of the days so that you have a 20 minute lesson on a Monday.
- 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. A number of the activities can be linked to a theme / context so there are many overlaps with the other Learning Programmes. Integration takes place naturally.



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 2.

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 included 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 in 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 your teaching to the needs of your learners. **You can introduce new material in another order as long as you reach all the milestones for Grade 2.** 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 enter Grade 2 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 short. Rather than one long weekly lesson many teachers start most days 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). For the first few weeks, until learners start 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 revise individual letter sounds, 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 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 focused Listening Activities.

PHONICS / HANDWRITING

Phonics and handwriting have been linked as the revision of the letter sound and how to write it go together. The Term 1 lesson plans are structured so that on a particular day the same letter is revised 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 revise the sounds. No specific sequence is recommended. It will depend upon the language and the teacher's preference. However it makes sense to revise the more frequently used sounds first. Teachers should also bear in mind letter formation so that, for example, one might choose to revise the letter *c* before *a* and the letter *l* before *h* and *b*. These Lesson Plans include <u>one</u> order of revising the sounds – but teachers should use the order that they find most effective for them.

The Lesson Plans suggest that the whole of the first term be spent on revising the sounds taught in Grade 1 - one single sound daily for the first six weeks, and then some common vowel and consonant

diagraphs for the remainder of the term. Terms Two, Three and Four should be spent on teaching new consonant and vowel blends and more complex sound patterns (as per the milestones).

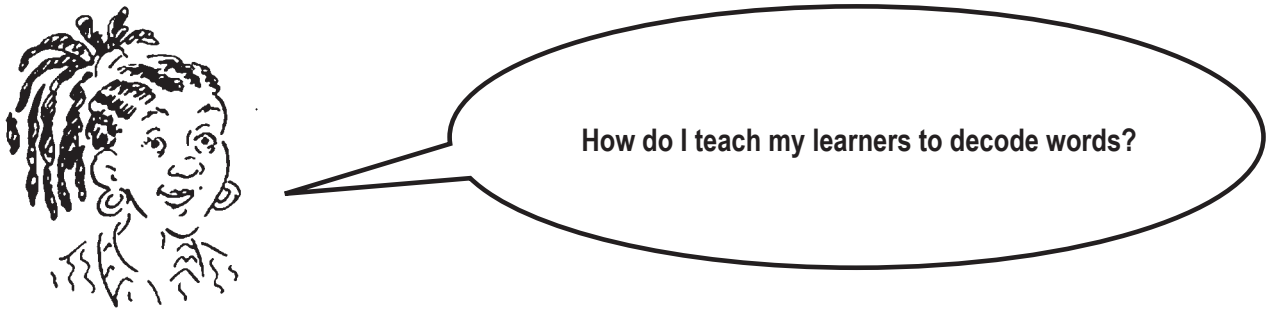
Handwriting means the legible formation of letters, words and numerals. It is essential that learners master the skills of handwriting, because although handwriting may be supplemented by technical aids such as the computer, it can never be replaced completely. Handwriting is a skill of fine motor control and can only be learnt by continual practice. Although learners will develop their own writing styles in later years, it is essential that they use the correct pencil grip, and are taught how to form the letters, the starting point, size, shape, direction of movement and how the letters are positioned on/ spaced between the lines. Although all the upper and lower case letters have been taught in Grade 1, revision is essential in Grade 2, particularly during the first term.

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.)*

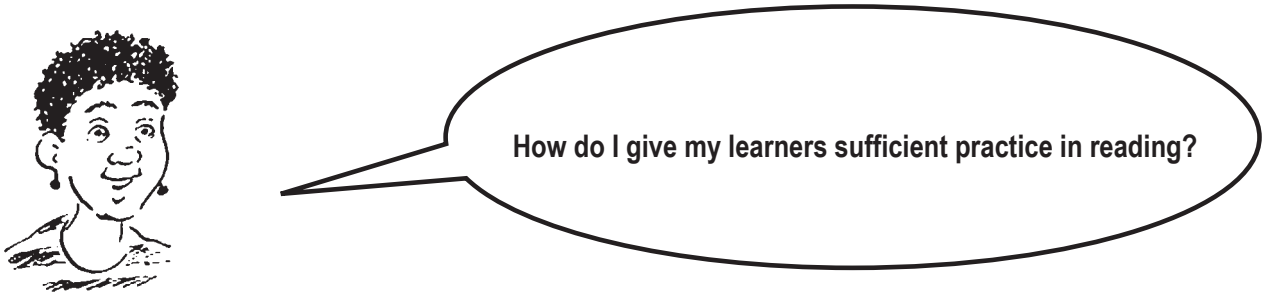
However there are many other approaches that, if used wisely, can enhance learners' ability to read. These approaches include:

- 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.



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)

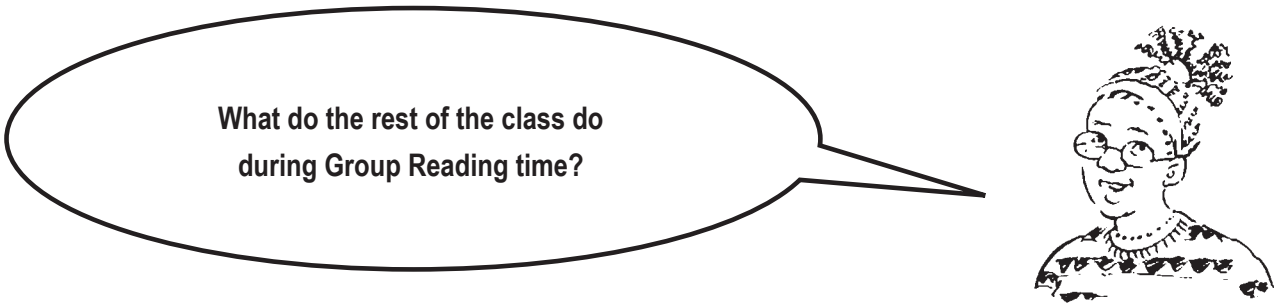
Paired Reading

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

All learners entering Grade 2 should be able to compose at least one sentence of their own news. During the year learners need to develop their writing ability so that they can write at least two paragraphs by the end of Grade 2. This means that 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. You need to model how to write sentences, leaving spaces between words, using correct grammar, spelling and punctuation. Spelling is often 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. 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 8 – 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 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

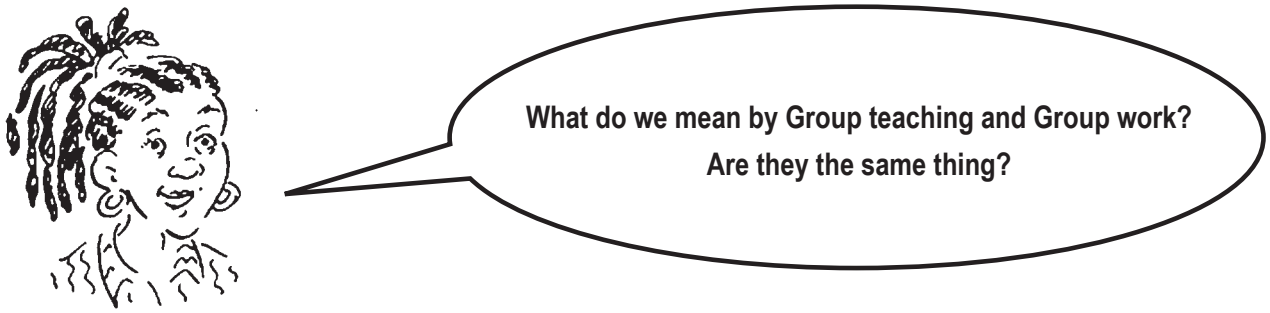
being graded across a grade from simple to more difficult. Each class needs approximately 10 – 12 copies of each reader so that every learner has his or her own book. Not every school presently has such sets, having only a single, longer reader for each learner which is meant to last for the year. Until 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. Learners' progress in Grade 1 will vary considerably, so the Grade 2 teacher needs to provide for revision and the re-teaching of skills and concepts where necessary. 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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Oral (Listening & Speaking)	Discussion on weather, birthdays, date, class and school activities etc									
	Learners tell daily news / daily recording on the board				Learners tell daily news					
	Focussed listening activity									
	Daily reading aloud of story / poem									

Phonics & Handwriting	Singing / acting out repetitive songs and rhymes									
	Revision of single sounds: **c, o, a, d, g, l, h, b** + 3-letter blends	Revision of single sounds: **i, r, n, m, t** + 3-letter blends	Revision of single sounds: **s, e, j, f, p** + 3 / 4 letter blends	Revision of single sounds: **u, y, v, w** + 3 / 4 letter blends	Revision of single sounds: **k, q, x, z** + 3 / 4 letter blends	Revision of consonant diagraphs: **sh** + 4-letter blends	Revision of consonant diagraphs: **ch** + 4-letter blends	Revision of vowel diagraphs: **oo** + 4-letter blends	Revision of vowel diagraphs: **ee** + 4-letter blends	Revision of consonant diagraphs: **th** + 4-letter blends
	Handwriting: lower case letters: **c, o, a, d, g, l, h, b**	Handwriting: lower case letters: **i, r, n, m, t**	Handwriting: lower case letters: **s, e, j, f, p**	Handwriting: lower case letters: **u, y, v, w**	Handwriting: lower case letters: **k, q, x, z**	Handwriting: upper case letters: **D, B**	Handwriting: upper case letters: **P, R**	Handwriting: upper case letters: **T, H**	Handwriting, upper case letters: **A, G**	Handwriting: upper case letters: **N, M**

Reading		Activities using **conversation poster**	Shared writing about Myself (in pairs)						
	Discussion s / activities using a **Shared reading book** (First book or text)			Discussion s / activities using a **Shared reading book** (Second book or text)		Activities on **poem or song**	Discussion s / activities using a **Shared reading book** (Third book or text)	Shared writing of a story	
	Group Reading using same-ability groups, at least twice a week with each group: introduction of new sight words, reading for fluency from a reader(s), questioning								
		Paired reading (Buddy reading in week 9)							

Writing	Copies class news Matches beginning/ending of sentences	**group 1 writes own news** / others copy class news	**Groups 1 & 2 write own news/** / others copy class news	**Groups 1 - 3 write own news/** / others copy class news	All groups write **own news using personal dictionaries**					
	Cloze procedure			Comprehension Plurals activity	Sequencing sentences	Sequencing words in a sentence	using conjunctions	Punctuation activity	Cloze procedure Sentence completion	Shared writing
	Sequencing sentences/ words in a sentence	Sentence completion					Writes describing a picture		Answers questions in full sentences	
	Answers questions		Writes using a writing frame / sentence starter							

OVERVIEW OF ASSESSMENT TASKS

	ACTIVITIES THAT CAN BE USED FOR ASSESSMENT			
	ORAL, LISTENING & SPEAKING	**PHONICS & HANDWRITING**	**READING**	**WRITING**
WEEK 1				
WEEK 2	Daily News, Group reading and Story time	Phonics revision worksheet Handwriting	Group Reading	Sentence completion
WEEK 3	Daily News, Group reading and Story time			
ASSESSMENT TASK 1 COMPLETED				
WEEK 4	Daily News, Group reading and Story time	Phonics revision worksheet Handwriting	Group Reading	
WEEK 5	Daily News, Group reading and Story time			Writing of daily news and contributions to class story
ASSESSMENT TASK 2 COMPLETED				
WEEK 6	Daily News and Story time and problem-solving in Numeracy	Phonics revision worksheet Handwriting	Shared and Group Reading	
WEEK 7	Daily News and Story time and problem-solving in Numeracy		Shared and Group Reading	Writing of daily news and sentences
ASSESSMENT TASK 3 COMPLETED				
WEEK 8	Daily News and Story time	Phonics revision worksheet Handwriting	Class/Group Reading	
WEEK 9	Daily News and Story time		Class/Group Reading	Writing of daily news and sentences
ASSESSMENT TASK 4 COMPLETED				
WEEK 10				

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

FIRST TERM: WEEK 1 OVERVIEW (+/- 8 days)

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.

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1	• Listens without interrupting showing respect for the speaker • Talks about personal experiences eg tells personal news	Morning Oral work • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme, taking the register etc • Learners tell news / teacher records either class or one learner's news on the board Listening and Speaking activities • Weekly focused listening activity (practical / responding to a story) • Tell / read / reread stories / poems daily
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 3, 7	• Identifies letter-sound relationships of all single sounds (8 sounds) • Builds up and sounds out words using sounds learnt • Holds pencil correctly • Forms lower and upper case letters correctly(8 lower case letters)	Phonics • Singing / acting out a repetitive action rhyme / song • Revision of single sounds – one per day: ***c, o, a, d, g, l, h, b*** • Builds up 3-letter words Handwriting • Revision of lower case letters – one per day: ***c, o, a, d, g, l, h, b***
READING **LO 3** AS 1, 2 **LO 5** AS 2	• Uses visual cues to predict what the story is about and express a personal response. • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Uses cues and pictures in text for understanding • Reads book as a whole class with teacher (shared reading) and describes the main idea.	Shared reading and writing / Word and sentence level work • Introduction of Big Book and new vocabulary • Using the pictures in the book to tell a story • Matching the picture story with the text story • Discussing the punctuation and new vocabulary in the text • Focused questions to check understanding and give a personal response • Sequencing the pictures and the written text Group, guided and independent reading and writing • Assessing learners' reading levels and sorting into same-ability groups • Guided reading: teaching / revising word strategies, reading for fluency and comprehension • Twice per week for groups 1 & 2 / Three times per week for groups 3 & 4

WRITING
LO 4 AS 2, 5, 6
	• Draws pictures to convey a message eg about a personal experience
	• Writes at least one sentence ie own news, shared writing and creative story
	• Contributes ideas and words for a class story
		• Copying and illustrating sentences eg daily news
		• Using the Big Book story
		  • Filling in missing word in a sentence (Cloze procedure)
		  • Sequencing approximately 4 sentences.
		  • Matching the beginning and ending of sentences
		  • Sequencing words in a sentence.
		• Answering Yes or No to +/- two easy questions

WEEK 1	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 3 **LO 2** AS 1
MILESTONES	• Listens without interrupting showing respect for the speaker • Talks about personal experiences eg tells personal news

DAILY ACTIVITIES

FIRST DAY

- Begin the day by greeting everybody, welcoming new children, explaining the classroom routine, what they are going to learn in grade two etc
- Learners can tell their personal news, what happened over the holidays etc
- Record a sentence of general class news on the board, reminding learners to leave spaces between words, how to write the date and rule off after they have drawn a picture. (Task 1 for Writing)
- Later in the day read a story aloud to learners.

FROM DAY 2

- Daily for the first two weeks at least, begin the day by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during the first two weeks. You can give learners an idea of what they could talk about, reminding others of the need to listen without interrupting.
- Record either the class news or one learner's news on the board, using the opportunity to informally revise phonic sounds and the spelling of high frequency words.(Task 1 for Writing on Days 1 and 3)

ONCE EACH WEEK

- Focused listening activity – (1) a practical activity in which learners follow a series of oral instructions (but not more than two at a time) (2) (On Day 4) listening to a story and then drawing a picture based on the story.

DAILY

- Reading aloud of a story / poem and inviting comments during and after reading.

ASSESSMENT: Informal: unrecorded assessment of learners' listening and speaking skills are especially important at this time. Note specific problems, paying particular attention to learners new to the school.

WEEK 1	PHONICS / HANDWRITING

LO/ASs	**LO 3** AS 4 **LO 4** AS 3, 7
MILESTONES	• Identifies letter-sound relationships of all single sounds (8 sounds) • Builds up and sounds out words using sounds learnt • Holds pencil correctly • Forms lower and upper case letters correctly(8 lower case letters)
NOTE	It is suggested that in Phonics the whole of the first term is spent on revising the sounds taught in Grade 1: • The single sounds (one per day for the first six weeks) including some 3-letter blends • Some common consonant / vowel diagraphs In Handwriting you can follow the same pattern by revising the formation of the lower case letters (daily) and, thereafter, the capital letters (twice a week) beginning with the most frequently used. From Week 2 you should include a row of numerals.
RESOURCES	• Worksheet with Word Search

DAILY ACTIVITIES

PHONICS DAILY

Begin a thorough revision of the single sounds working with one sound each day:

- The aural recognition of the sound at the beginning, middle and at the end of a word (where applicable).

  Tip: *This helps learners to be aware of the sound not only at the beginning but also in the middle (if it is a vowel) or at the end of a word (if it is a consonant). Ask learners to think of such words and write some of the words on the board, underlining the target letter.*
- The visual recognition of the lower and upper case letters,
- 3-letter blends using the target letter.
- The following is a possible order for revising the sounds:

FIRST THREE DAYS OF SCHOOL

- Day 1: ***c*** + 3-letter blending eg can, cap, cot, cop, cub, cut

  Tip: *Blending using the initial sound enables you to also revise the vowels which all learners should be very familiar with.*

  Task 2 for Writing: the teacher draws 3 - 4 pictures of the 3-letter blends beginning with ***c*** and writes the words, missing out one letter, eg **cu_, ca_.** Learners draw the pictures and write the words.
- Day 2: ***o*** + 3-letter blending with ***o*** as the middle letter: eg dog, fog, log, jog,

  Task 1 for Writing: a matching activity using a worksheet or a Learner's Book
- Day 3: ***a*** + 3-letter blending eg cat, hat, bat, fat, mat, pat, rat, sat

FIRST FULL WEEK

- Day 1: ***d*** + 3-letter blending eg dad, bad, had, mad, pad, sad
  Task 2 for Writing: learners do a word search: Use one from a Learner's Book or make your own. Rule a matrix of squares, approximately 8 rows wide and 7 rows down. Write several 3-letter words in the blocks and fill in the other blocks with random letters. Photocopy one for each learner. Learners must find the words, circle them and then write them below, adding pictures.

a	d	a	d	b	n	m	g
x	s	g	b	a	d	f	g
s	h	a	d	q	w	e	r
s	f	d	g	h	m	a	d
f	a	d	a	s	d	f	j
a	g	d	d	p	a	d	a
a	s	a	d	c	v	b	n

- Day 2: ***g*** + 3-letter blending eg bag, nag, rag, tag, wag,
  Task 2 for Writing: Learners write at least 2 sentences with the **_ag** words.
- Day 3: ***l*** + 3-letter blending eg lap, leg, let, log, lot, lid, lip, lit
- Day 4: ***h*** + 3-letter blending eg had, ham, hat, hem, hen, hit, hid, hip
  Task 1 for Writing: from memory learners write as many words as they can beginning with ***h***. Remind them that they can look at the charts around the classroom for words.
- Day 5: ***b*** + 3-letter blending eg bib, big, bin, bit, but, bud, bug, bun, bus

Tip: *The teaching of phonics should be done in context rather than as an isolated lesson, so find ways of linking it to the shared text or a theme/context.*
You can use a variety of activities to revise these sounds and blends, both practically and in writing activities:

- *Learners can work with sets of individual letters to make 3-letter words, list words according to the initial or middle letter, match words and pictures, play a game of snap using cards with 3-letter blends (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.)etc.*
- *You can do a listening activity in which learners have to do an action when they hear a word starting with a particular letter, or make a chart with a family of words.*

- *Although most of the activities can be oral or practical it is a good idea for them to do a written revision of several sounds for assessment purposes, using an activity from a Learner's Book or your own worksheet or activity.*(Task 1 for Writing on Day 5)
- End by singing / acting out a repetitive song or action rhyme.

HANDWRITING

Focusing on one lower case letter per day, revise the formation of the letters, explaining the starting and ending points, the shape, size, direction of movement, position on the line etc. Demonstrate the letter on the board, modelling exactly what learners have to write. You could put a dot to indicate the starting point of the letter. Learners can practise by writing first in the air, with their fingers on the desk or on small chalkboards. You can use the opportunity to revise how to write the date, spell the day of the week, use finger spaces, write their names and rule off afterwards.

Tip: *As learners write, walk around the classroom checking that learners are holding their pencils and starting the letter correctly.*

The following is a **suggested order for revising the letters** as it mirrors the order of the revision of the phonic sounds.

FIRST THREE DAYS

- Day 1: ***c***
- Day 2: ***o***
- Day 3: ***a***

FIRST FULL WEEK

- Day 1: ***d***
- Day 2: ***g***
- Day 3: ***i***
- Day 4: ***h***
- Day 5: ***b***
- Each day learners should write the day and the date, two rows of the letter, a short sentence using the letter and their name.

ASSESSMENT: No formal, recorded Assessment

Informal, unrecorded assessment of: (1) learners' responses in the phonics activities
(2) incorrect formation / reversals in handwriting books

WEEK 1	READING
LO/ASs	**LO 3** AS 1, 2 **LO 5** AS 2
MILESTONES	• Uses visual cues to predict what the story is about and express a personal response. • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Uses cues and pictures in text for understanding • Reads book as a whole class with teacher (shared reading) and describes the main idea.
NOTE	Before the first lesson, cover the text on each page of the Big Book using paper and prestick.
RESOURCES	• A Big Book • One photocopy of each page of the Big Book; cut off the text from each page and keep those strips separately • A photocopied sheet with four sentences from the Big Book that have been cut in half (one per learner) • 2 - 3 long strips of card each with one short sentence from the Big Book • A photocopied sheet with one sentence from the Big Book but with the words in the wrong order

DAILY ACTIVITIES

Try to make your classroom a "print-rich" environment in the forms of labels, sentences, charts, posters and books from Day 1.

FIRST THREE DAYS

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

During the year you will be working with a number of Shared Texts. In essence, a Shared Text is one that the teacher and the learners read together. It is the starting point for work with vocabulary, sight words and language that lead into written class work.

These texts can be Big Books containing enlarged print (a number of publishers produce such books), stories and information texts in Learner's Books or photocopied adverts or stories you have written yourself.

If possible begin with a Big Book for the first two weeks as these have not only bigger text but also large pictures that are very suitable for discussion of visual literacy. If you don't presently have a Big Book you could use other shared texts, for example in a Learner's Book, but ensure that you also have large pictures for discussion.

DAY 1

- You will need to prepare for this activity before the lesson by using paper and prestick to cover the text of the Big Book you are going to read to the class.

- Go slowly through the book, page by page, asking the learners what they think is happening in the story by looking at the pictures. Encourage them to make up a story; they could even give the characters names. If their story turns out to be different from that in the text so much the better!

DAY 2

- On the following day, read the text of the book to the learners, comparing their story with that of the author. Ask them which story they liked best and why. Write the names of the main characters and some new vocabulary on the board.
  Task 2 for Writing: learners copy the characters names and draw pictures of each.

DAY 3

- Read the Big Book again, this time pausing to point out new vocabulary, punctuation and to ask "Why" questions. With the learners write one, short sentence describing each of the main characters. Read the sentences with the learners and then cover one of the words in each sentence, writing them below the 2 – 3 sentences.
  Task 2 for Writing: learners copy from the board the 2 – 3 sentences about the characters, filling in the missing word from those listed below the sentences. (Filling in missing words in sentences is called cloze procedure.)

GROUP READING ACTIVITIES

Learners should have been reading in groups the previous year so you should have received from the Grade 1 teacher a list of the learners in her different reading groups. If this is the case you could begin group reading from the first day. If you are using graded readers you could continue from where the groups finished the previous year – even re-reading a chapter so that you can assess each learner yourself. It's amazing how much learners forget over the Christmas holidays!

If your learners have not been doing group reading in Grade 1 use whatever reading material you have in your classroom and assess the learners individually by having them read to you during the writing time. Divide them into approximately four same-ability groups, so that you can begin group reading next week.

FIRST FULL WEEK

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 1

- You will need to prepare for this activity before the lesson by photocopying each page of the Big Book you have been reading to the class. Cut off the text from the photocopied pages 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 tell 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 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.*

DAY 2

- Put back the previous day's pictures and texts 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.

  Task 1 for Writing: Give learners a photocopied sheet with four sentences from the Big Book that have been cut in half. Learners have to match the beginning of the sentence with the end, gluing them into their books.

DAY 3

- Prepare beforehand strips of card on which you have written 2 - 3 sentences from the Big Book.
- Ask different learners to read each of the sentences.
- Take one sentence at a time and cut it into separate words and give them to different learners. The learners must stand in front of the class and put the words in the right order. Do this with each of the sentences.
- Task 2 for Writing: Give learners a photocopied sheet with one sentence in which the words are in the wrong order. Learners must cut the sentence into separate words and put them in the correct order, gluing them onto a piece of paper or in their exercise book.

DAY 4: Task 2 for Writing**:** Learners copy + / - two questions from the board about the Big Book story answering either Yes or No.

GROUP READING ACTIVITIES

Begin group reading activities as soon as possible (by Week 2 at the latest). Work with at least two reading groups per day:

- Mondays, Wednesdays and Fridays: groups 3 and 4 (the weaker two groups)
- Tuesdays and Thursdays: groups 1 and 2

These group reading sessions usually have three parts:

(1) revising and learning new words using flashcards

(2) reading as a group or individually from a book / modelling reading strategies to decode unknown words

(3) questioning to check comprehension.

Note: in addition to the reading and writing focus time, there should be time for reading for enjoyment. During this time learners choose what they want to read or you read aloud to them.

ASSESSMENT: No formal, recorded Assessment

Informal, unrecorded assessment of: learners' responses when you ask questions and their ability to concentrate

WEEK 1	WRITING
LO/ASs	**LO 4** AS 2, 5, 6
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Writes at least one sentence ie own news, shared writing and creative story • Contributes ideas and words for a class story

DAILY ACTIVITIES

FIRST THREE DAYS

DAY 1: Explanation of the activities for the Group Reading Session: (1) copying / illustrating class news from board (2) phonics activity: on the board the teacher draws 3 – 4 pictures, writing the words, but with one letter missing, eg **cu_, ca_.** Learners draw the pictures and write the full words.

DAY 2: Explanation of the activities for the Group Reading Session: (1) Phonic matching activity using a worksheet or a Learner's Book (2) drawing and labelling characters in the Shared Reading Book.

DAY 3: Explanation of the activities for the Group Reading Session: (1) copying / illustrating class news from board (2) learners copy from the board 2 – 3 sentences about the characters in the Big Book, filling in the missing word from those listed below the sentences.

FIRST FULL WEEK

DAY 1: Explanation of the activities for the Group Reading Session: (1) copying / illustrating class news from board (2) phonics activity – a word search.

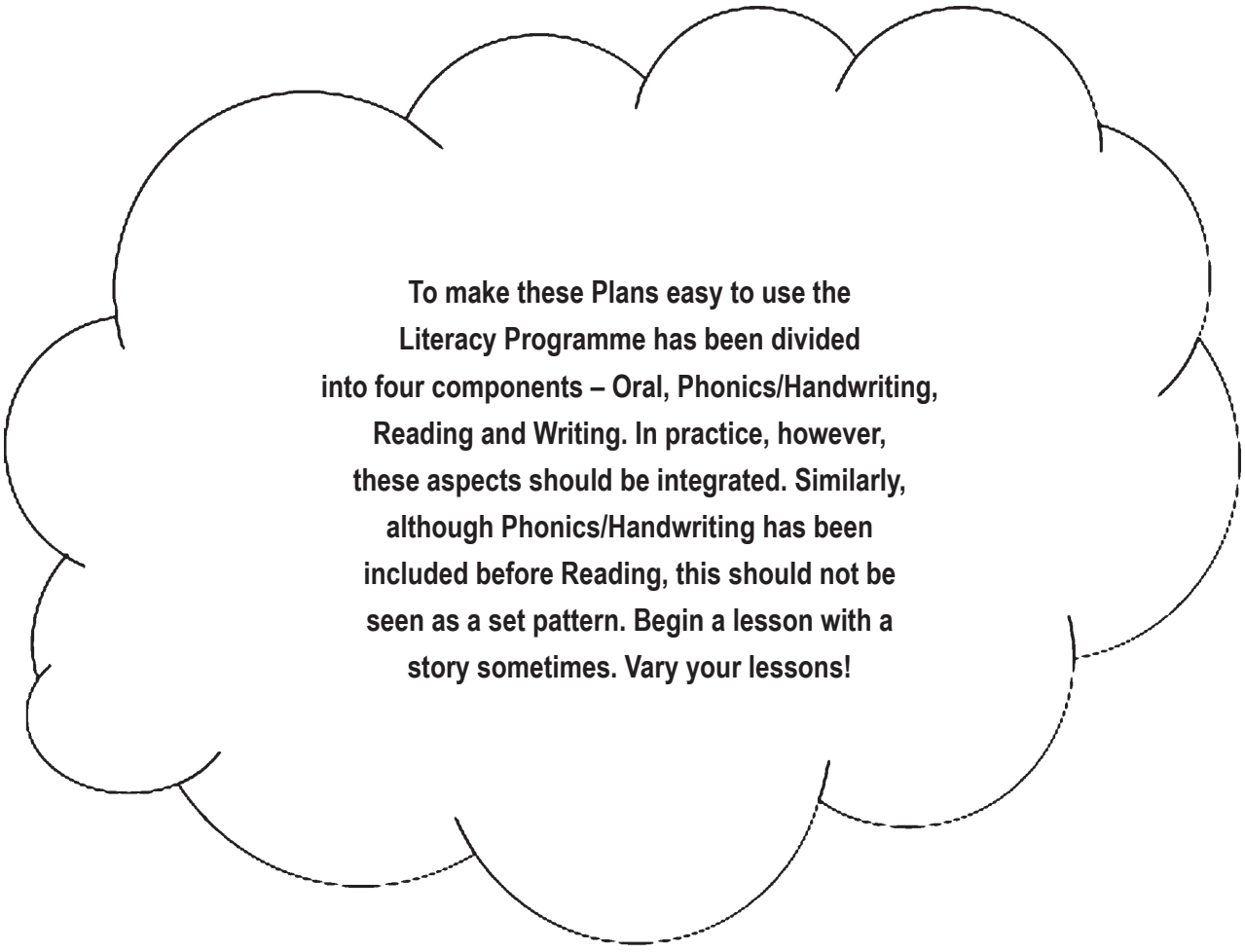
DAY 2: Explanation of the activities for the Group Reading Session: (1) Give learners a photocopied sheet with 4 sentences from the Big Book that have been cut in half. Learners have to match the beginning of the sentence with the end, gluing them into their books. (2) Learners write at least 2 sentences using the –***ag*** words.

DAY 3: Explanation of the activities for the Group Reading Session: (1) copying / illustrating class news from board (2) Give learners a photocopied sheet with a sentence in which the words are in the wrong order. Learners must cut the sentence into separate words and put them in the correct order, gluing them onto a piece of paper.

DAY 4: Explanation of the activities for the Group Reading Session: (1) phonics activity: from memory learners write as many words as they can that begin with ***h*** (Remind them that they can look for words on the charts around the classroom). (2) Learners copy two questions from the board about the Big Book story and answer either Yes or No.

DAY 5: Explanation of the activities for the Group Reading Session: (1) phonics revision activity using a worksheet or an activity from a Learner's Book (2) Write a "sentence starter" on the board for learners to complete eg "*I liked reading this book because*….."
Tip: *For this last activity discuss this first with learners and write two possible endings on the board.*

ASSESSMENT: No formal, recorded Assessment
Informal, unrecorded assessment of: sequencing activities



FIRST TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 5	• Listens without interrupting showing respect for the speaker • Talks about personal experiences eg tells personal news • Repeats a sequence of events in the story correctly • Suggests solutions to a problem especially during Numeracy	Morning Oral work • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc. • Learners tell news / teacher records either class or one learner's news on the board; on Days 4 and 5 discussions linked to an exemplar theme or context Listening and Speaking activities • Weekly focused listening activity (sequencing events from a story read by the teacher) • Tell / read / reread stories / poems daily
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 3, 7	• Identifies letter-sound relationships of all single sounds (13 sounds) • Builds up and sounds out words using sounds learnt • Holds pencil correctly • Forms lower and upper case letters correctly(13 lower case letters)	Phonics • Singing / acting out a repetitive action rhyme / song • Revision of single sounds – one per day: ***i, r, n, m, t*** • Builds up 3-letter words Handwriting • Revision of lower case letters – one per day: ***i, r, n, m, t*** • Revision of numerals: ***1, 2, 3, 4, 5***

READING
LO 3 AS 1, 2
	• Uses visual cues to predict what the story is about and express a personal response.
	• Reads aloud at own level in a guided reading group with teacher ie whole group reads same story
	• Uses cues and pictures in text for understanding
	• Reads book as a whole class with teacher (shared reading) and describes the main idea.
		Shared reading and writing / Word and sentence level work
		• Discussion of conversation poster
		• Introduction of new vocabulary
		• Shared writing of 5 – 6 sentences
		Group, guided and independent reading and writing
		• Guided reading in same-ability groups: teaching / revising word strategies, reading for fluency and comprehension
		  • Twice per week for groups 1 & 2,
		  • Three times per week for groups 3 & 4

WRITING **LO 4** AS 2, 5, 6	• Draws pictures to convey a message eg about a personal experience • Writes at least one sentence ie own news, shared writing & creative story • Contributes ideas and words for a class story	• Copying and illustrating sentences eg daily news **(Group 1 begins writing own news)** • **Starts personal dictionary** • Writing using a writing frame • Sentence completion • Cloze procedure

WEEK 2	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 3 **LO 2** AS 1, 5
MILESTONES	• Listens without interrupting showing respect for the speaker • Talks about personal experiences eg tells personal news • Repeats a sequence of events in the story correctly • Suggests solutions to a problem especially during Numeracy
NOTE	Not all the activities for Oral / Listening and Speaking will take place at the beginning of the day. The Focussed listening activity and reading a story to learners can take place later. On Day 1 of this week give learners an A5 notebook to use as a Personal Dictionary.
RESOURCES	• An A5 lined notebook for each learner

DAILY ACTIVITIES

3 – 5 TIMES A WEEK AT THE BEGINNING OF THE DAY

- Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Guide learners on what they could talk about or give them a specific topic, reminding others of the need to listen without interrupting. **Assess a few learners every day as part of the Oral component of Assessment Task 1.**
- Record either the class news or one learner's news on the board, using the opportunity to informally revise phonic sounds, the spelling of high frequency words and punctuation ie full stops and capital letters.

DAY 1

- Give each learner an A5 notebook to use as a Personal Dictionary. If you are not using commercially made alphabet books, spend a little time letting learners write the alphabet on the different pages. Alternatively you might find it quicker to prepare them yourself.
- Task 1 for Writing: start one of your reading groups (your "top" group) writing their own news while the other groups continue to copy the class news from the board. Begin a chart of words learners will need for writing their own news, adding to it every week.

DAY 4

- Focus the discussion around a theme or context. If your theme is "*Me and My Family,*" ask learners what makes them feel happy or sad and write on the board two sentence starters: "*I feel happy when*" and *"I feel sad when*". Try to get responses from as many learners as possible. Write some of the vocabulary on the board. Learners will complete one of the two sentences for Task 2 for Writing. You might scaffold this by writing two possible endings for the sentences.

DAY 5

- Similarly on Day 5 focus the discussion on *My Senses* and write on the board five sentence starters: "*I love to see*", "*I love to hear*", "*I love to feel*", "*I love to taste*", "*I love to smell*". You could write some of the responses on the board eg "*I love to taste ice cream / bread / chocolate / meat*" etc, Learners will complete two of the sentences for Task 2 for Writing.

DURING THE WEEK

- Focused listening activity – using the story from the Shared Reading book learners repeat the sequence of events in the story. **Assess a few learners as part of the Oral component of Assessment Task 1.**

DAILY

- Reading aloud of a story / poem and inviting comments during and after reading.

ASSESSMENT: Formal: recorded Assessment Task 1: During News, story time and also during problem solving time during Group Numeracy activities (weeks 2 & 3) rate the learners, recording specific problems you have noticed, against the following milestones:

- Listens without interrupting showing respect for the speaker
- Talks about personal experiences eg tells personal news
- Repeats a sequence of events in the story correctly
- Suggests solutions to a problem especially during Numeracy

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 3** AS 4 **LO 4** AS 3, 7
MILESTONES	• Identifies letter-sound relationships of all single sounds (13 sounds) • Builds up and sounds out words using sounds learnt • Holds pencil correctly • Forms lower and upper case letters correctly(13 lower case letters)

DAILY ACTIVITIES

PHONICS DAILY

Continue thoroughly revising the single sounds working with one sound each day:

- The aural recognition of the sound at the beginning as well as at either the middle or at the end of a word.
- The visual recognition of the lower and upper case letters.
- 3-letter blends using the target letter – every day write these words on the board or a chart and either you or a learner can draw small pictures next to them. These will serve as a resource for the phonic activity.
- The following is a possible order for continuing to revise the sounds:
  - Day 1: ***i*** + 3-letter blending eg hit, bit, kit, fit, lit, nit, sit
    (Task 3 for Writing: learners write and illustrate 3 ***_it*** words.)
  - Day 2: ***r*** + 3-letter blending: eg rag, ran, ram, rap, rat
    (Task 1 for Writing: learners copy the pictures you have drawn for rag, ran, rat and write the words.)
  - Day 3: ***n*** + 3-letter blending eg nit, nip, nod, not
    (Task 1 for Writing: learners write 3 – 4 words beginning with ***n*** from memory – or by referring to the chart)
  - Day 4: ***m*** + 3-letter blending eg map, mad, man, mat
    (Task 1 for Writing: muddle the letters of 3 or 4 of the words. Learners must copy the pictures and write the words correctly.)
  - Day 5: ***t*** + 3-letter blending eg ten, hen, men, pen
    (Task 1 for Writing: - revision worksheet or activity from a Learner's Book based on the letters revised so far)

Tip: *Remember you should use different activities to revise these sounds and blends, both practically and in writing activities. Learners can work with sets of individual letters to make 3-letter words, list words according to the initial or middle letter, match words and pictures, play a game of snap using cards with 3-letter blends etc. You can do a listening activity in which learners have to do an action when they hear a word starting with a particular letter, or make a chart with a family of words. Although most of the activities can be oral or practical, it is a good idea for learners to do a written revision of several sounds for assessment purposes.*

NOTE: Although Phonic activities have been set every day some of the learners will spend part of the writing time doing group reading with you while others will have the full time to do written activities. You cannot expect all the learners to do the same amount of written work in a day and they may miss out on the phonics activity. Make sure that all the learners do at least three written phonics activities a week – including Friday's revision activity.

- End by singing / acting out a repetitive song or action rhyme.

HANDWRITING

Continue to revise the formation of the lower case letters, pointing out the starting and ending points, the shape, size, direction of movement, position on the line etc. The letters ***i, r, n and m*** all begin the same way so you can revise the previous day's letter at the same time. Demonstrate the letter on the board, modelling what learners have to write, revising how to write the date, spell the day of the week, use finger spaces, write their names and rule off afterwards etc. Learners can also practise by writing in the air, with their fingers on the desk or on small chalkboards.

- From Week 2 onwards learners should also practise the numerals 1 – 5, writing a row of one of them each day. Again you need to demonstrate how to write the numeral.
  Tip: *Practising them every day reduces the number of numeral reversals. Using writing strips for the letters and the numerals helps to ensure the correct formation.*

- The following is a suggested order for revising the letters (as it mirrors the order of the phonic sounds) and the numerals.
  - Day 1: ***l*** + 1
  - Day 2: ***r*** + 2
  - Day 3: ***n*** + 3
  - Day 4: ***m*** + 4
  - Day 5: ***t*** + 5
- Each day learners should write the day and the date, two rows of the letter, one row of the numeral, a sentence and either their name or a pattern.

ASSESSMENT: No formal, recorded Assessment. Informal, unrecorded assessment of: learners ability to blend 3-letter words

WEEK 2	READING
LO/ASs	**LO 3** AS 1, 2
MILESTONES	• Uses visual cues to predict what the story is about and express a personal response. • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Uses cues and pictures in text for understanding • Reads book as a whole class with teacher (shared reading) and describes the main idea.
RESOURCES	• Conversation poster linked to the theme or context

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2:

- Introduce a conversation poster linked to your theme or context and ask learners to tell you what they can see. Write new vocabulary on the board. If your theme is linked to the family make a chart with the words for different members of the family – this will be a useful resource for writing news in later weeks. Write 2 – 3 sentences on the board describing the poster using shared writing techniques. (Either leave these on the board to use the next day or copy them onto flipchart paper.) **Assess for the Reading component of Assessment Task 1.**
- Explain Task 2 for Writing: learners copy and illustrate one or two of the sentences.

DAY 3

- Ask individual or groups of learners to read the different sentences describing the poster.
- Explain Task 2 for Writing: Write 2 short sentences on the board based on the poster but giving learners two options to complete the sentence. For example: (1) *There are five / two children in the picture.* (2) *They look happy / sad*. Learners copy the sentences filling in the correct words by looking at the picture. **Assess for the Reading component of Assessment Task 1.**

GROUP READING ACTIVITIES

Group reading activities continue with at least two groups reading per day, revising words and reading for fluency and comprehension, and assessing learners' ability to blend 3-letter words :

- Mondays, Wednesdays and Fridays: groups 3 and 4
- Tuesdays and Thursdays: groups 1 and 2.

Tip: *The plan for learners in Group 2 to begin writing their own news on Monday of Week 3. During the Thursday reading time give them guidance on this.*

ASSESSMENT: Formal: recorded Assessment Task 1: During Shared Reading time rate the learners, recording specific problems against the following milestones:

- Uses visual cues to predict what the story is about and express a personal response.
- Reads aloud at own level in a guided reading group with teacher ie whole group reads same story
- Uses cues and pictures in text for understanding
- Reads book as a whole class with teacher (shared reading) and describes the main idea (based on a picture).

WEEK 2	**WRITING**
LO/ASs	**LO 4** AS 2, 5, 6
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Writes at least one sentence ie own news, shared writing and creative story • Contributes ideas and words for a class story

DAILY ACTIVITIES

The daily activities for Writing emerge from the Shared Reading session, the discussions during Oral and the Phonics activities. Approximately three times a week learners can write or complete 1 – 2 sentences of their own, telling their daily news or use a sentence starter.

DAY 1: Explanation of activities for the Group Reading session: (1) learners finish writing the letters of the alphabet into their Personal Dictionaries. (2) copying and illustrating of class news / Group 1 writes their own news. (3) phonics activity - learners write and illustrate 3 ***_it*** words.

DAY 2: Explanation of activities for the Group Reading session: (1) phonics activity - learners copy the pictures drawn on the board for rag, ran, rat and write the words (2) learners copy and illustrate one or two of the sentences describing the poster.

DAY 3: Explanation of activities for the Group Reading session: (1) phonics activity - learners write 2 – 3 words beginning with ***n*** from memory (2) Write 2 short sentences on the board based on the poster but giving learners two options to complete the sentence. If, for example, there was a family in the poster the sentences could be*: There are five / two children in the picture. They look happy / sad*. Learners copy the sentences filling in the correct words. (Remind learners to put full stops at the end of each sentence.) **Use this for the Writing component for Assessment Task 1.**

DAY 4: Explanation of activities for the Group Reading session: (1) phonics activity – learners copy the pictures and write the muddled ***m*** words correctly. (2) Learners complete a sentence using a sentence starter, either: "*I feel happy when…*" or *"I feel sad when* "

DAY 5: Explanation of activities for the Group Reading session: (1) phonics activity - revision worksheet or activity from a Learner's Book, (2) Learners complete two sentences using the sentence starters: *I love to see…", "I love to hear…", "I love to feel…", "I love to taste…*" and "*I love to smell…*" **(Use this to assess part of the Writing component for Assessment Task 1.)**

ASSESSMENT: Formal, recorded Assessment Task 1: use Days 4 and 5 sentence completion activities to rate learners, recording specific problems against the following milestones:

- Draws pictures to convey a message eg about a personal experience
- Writes at least one sentence ie own news, shared writing & creative story
- Contributes ideas and words for a class story

SUGGESTED ASSESSMENT TASKS: TASK 1: WEEKS 2 / 3

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 5	• Listens without interrupting showing respect for the speaker • Talks about personal experiences eg tells personal news • Repeats a sequence of events in the story correctly • Suggests solutions to a problem especially during Numeracy	Wks 2 / 3	• Use News & story time as well as the group problem-solving time in Numeracy to assess learners' listening & speaking skills (5-8 learners per day)
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 3, 7	• Identifies letter-sound relationships of all single sounds (18 sounds) • Builds up and sounds out words using sounds learnt • Holds pencil correctly • Forms lower and upper case letters correctly(18 lower case letters)	Wk 3 Wk 3	• 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, 2	• Uses visual clues to predict what the story is about and express a personal response. • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Uses cues and pictures in text for understanding • Reads book as a whole class with teacher (shared reading) and describes the main idea.	Wk 2	• Assess learners during Shared Reading time on Days 2 and 3
WRITING **LO 4** AS 2, 5, 6	• Draws pictures to convey a message eg about a personal experience • Writes at least one sentence ie own news, shared writing & creative story • Contributes ideas & words for class story	Wk 2	• Assess learners during the sentence completion activities on Days 4 and 5

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	
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 5	• Listens without interrupting showing respect for the speaker • Talks about personal experiences eg tells personal news • Repeats a sequence of events in the story correctly • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news and **show and talk about something from home** / teacher records either class or one learner's news on the board <u>Listening and Speaking activities</u> • Weekly focused listening activity (sequencing events from a story read by the teacher) • Tell / read / reread stories / poems daily
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 3, 7	• Identifies letter-sound relationships of all single sounds (18 letters) • Builds up and sounds out words using sounds learnt • Holds pencil correctly • Forms lower and upper case letters correctly (18 lower case letters)	<u>Phonics</u> • Singing / acting out a repetitive action rhyme / song • Revision of single sounds – one per day: ***s, e, j, f, p*** • Builds up 4-letter words <u>Handwriting</u> • Revision of lower case letters – one per day: ***s, e, j, f, p*** • Revision of numerals: ***6, 7, 8, 9, 0***
READING **LO 3** AS 1, 2	• Uses visual cues to predict what the story is about and express a personal response. • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Uses cues and pictures in text for understanding • Reads book as a whole class with teacher (shared reading) and describes the main idea.	<u>Shared reading and writing / Word and sentence level work</u> • Focus on developing new vocabulary + adding key words to Personal Dictionary • Shared reading and writing with a partner (about myself) • **Paired reading introduced.** <u>Group, guided and independent reading and writing</u> • Guided reading in same-ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups
WRITING **LO 4** AS 2, 5, 6 **LO 6** AS 1	• Draws pictures to convey a message eg about a personal experience • Writes at least one sentence ie own news, shared writing & creative story • Contributes ideas and words for a class story	• Copying and illustrating sentences eg daily news **(Group 2 begins writing own news)** • Writing using a writing frame • Sentence completion • Edits and revises writing • Vocabulary and word-building exercise

WEEK 3	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 3 **LO 2** AS 1, 5
MILESTONES	• Listens without interrupting showing respect for the speaker • Talks about personal experiences eg tells personal news • Repeats a sequence of events in the story correctly • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

DAILY AT THE BEGINNING OF THE DAY

- Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day etc.
- Learners tell personal news. Record either the class news or one learner's news on the board, informally revising phonic sounds and the spelling of high frequency words. (Task 1 for Writing on Day 1) **Assess this as part of the Oral component of Assessment Task 1.**
- On **Day 1** introduce the focus for the week eg a theme or context. This could be "*Me and My Family".* Explain that they are going to be talking and then writing about themselves. Each learner's writing will go to make up a book for the classroom. Ask them to bring something from home to talk about during News time. (This could be a photograph or an object that they can talk about.) Ask each group to bring an item on a particular day, but make sure all the groups have a turn by the end of the week. Take obvious precautions where something that has been brought has particular value and its loss could cause grief.
- On **Days 2 – 5** record news related to what learners have brought from home. (Task 1 for Writing on Days 4 and 5)

DURING THE WEEK

- Focused listening activity – using the story from the Shared Reading book, learners repeat the sequence of events in the story by drawing simple pictures. Give them a sheet of paper to fold into 4. They can draw each event in one of the blocks – turning the page and continuing on the back of the sheet if necessary. **Assess as part of the Oral component of Assessment Task 1.** ***Tip:*** *You might want to do this activity on Friday as it will take time and there is no Shared Reading activity or group reading on this day.*
- **DAILY:** Reading aloud of a story / poem and inviting comments during and after reading.

ASSESSMENT: Formal: recorded Assessment Task 1: During News, story time and also during problem solving time during Group Numeracy activities (weeks 2 & 3) rate the learners, recording specific problems you have noticed, against the following milestones:

- Listens without interrupting showing respect for the speaker
- Talks about personal experiences eg tells personal news
- Repeats a sequence of events in the story correctly
- Suggests solutions to a problem especially during Numeracy

WEEK 3	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 3, 7
MILESTONES	• Identifies letter-sound relationships of all single sounds (18 letters) • Builds up and sounds out words using sounds learnt • Holds pencil correctly • Forms lower and upper case letters correctly(18 lower case letters)

DAILY ACTIVITIES

PHONICS DAILY

Continue thoroughly revising the single sounds, working with one sound each day:

- The aural recognition of the sound at the beginning, middle and /or at the end of a word
- The visual recognition of the lower and upper case letters
- Common 3/4-letter blends using the target letter (mostly orally)

- The following is a possible order for continuing to revise the sounds:
  - Day 1: ***s***
  - Day 2: ***e*** + 3/4-letter blending: eg end, bend, lend, mend, send
  - Day 3: ***j*** + 4-letter blending eg back, lack, pack, rack, sack
  - Day 4: ***f*** : Task 1 for Writing:
    - Using pieces of card write 10 words belonging to two different word families eg ***_end*** and ***_ack.***
    - Using prestick put the words around the room in places where learners can see them eg on furniture, up on the wall, etc. Although you have “hidden” them they must still be visible to learners from their desks.
    - Tell learners to fold a page in their exercise books into two so they have two columns. They must put the name of the word families at the top of the column (***_end*** and ***_ack***) and then find the words belonging to each family that you have hidden around the classroom – 10 in all. Learners list the words and draw pictures if there is time.
    - You could make it a competition to see who is the first group to have, for example, 15 learners finding all the words. Disqualify cheaters!
  - Day 5: ***p***

    (Task 2 for Writing: revision worksheet or activity from a Learner’s Book) **Use for the Phonics component of Assessment Task 1.**
- End by singing / acting out a repetitive song or action rhyme.

NB *Four letter blends can be covered in more depth later in the year.*

HANDWRITING

Continue to revise the formation of the lower case letters, pointing out the starting and ending points, the shape, size, direction of movement, position on the line etc. The letters ***s, e, j, f*** and ***p*** are tricky letters so spend extra time revising their formation. Demonstrate the letter on the board, modelling what learners have to write, revising how to write the date, spell the day of the week, use finger spaces, write their names and rule off afterwards etc. Learners can practise by first writing in the air, with their fingers on the desk or on small chalkboards.

- The following is a suggested order for revising the letters (as it mirrors the order of the phonic sounds) and the numerals.
  - Day 1: ***s*** + 6
  - Day 2: ***e*** + 7
  - Day 3: ***j*** + 8
  - Day 4: ***f*** + 9
  - Day 5: ***p*** + 10

- Each day learners should write the day and the date, two rows of the letter, one row of the numeral, a sentence and their name or a pattern. **Use for the Handwriting component for Assessment Task 1.**

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

- Identifies letter-sound relationships of all single sounds (18 sounds)
- Builds up and sounds out words using sounds learnt
- Holds pencil correctly
- Forms lower and upper case letters correctly(18 lower case letters)

WEEK 3	**READING**
LO/ASs	**LO 3** AS 1, 2
MILESTONES	• Uses visual cues to predict what the story is about and express a personal response. • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Uses cues and pictures in text for understanding • Reads book as a whole class with teacher (shared reading) and describes the main idea.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

During this week these activities have been included as part of the extended Oral / Listening and Speaking time and the Writing time.

The Reading focus this week is on the introduction of Paired Reading on **Day 5**. Organise the learners into pairs (or small groups) and let them read either together or to each other.
Use the group reader or other simple reading books, if you have them, to do a paired reading session.

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!*

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension and assessing learners' ability to blend 3-letter words:

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

  Tip: *The plan if for learners in Group 3 to begin writing their own news on Monday of Week 4. During the Wednesday reading time give them guidance on this.*

Assess a few learners every day for the Reading Component for Assessment Task 1.

Note: in addition to the reading and writing focus time, there should be time for reading for enjoyment.

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

- Uses visual cues to predict what the story is about and express a personal response.
- Reads aloud at own level in a guided reading group with teacher ie whole group reads same story
- Uses cues and pictures in text for understanding
- Reads book as a whole class with teacher (shared reading) and describes the main idea.

WEEK 3	WRITING
LO/ASs	**LO 4** AS 2, 5, 6 **LO 6** AS 1
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Writes at least one sentence ie own news, shared writing and creative story • Contributes ideas and words for a class story

DAILY ACTIVITIES

This week, in addition to Daily News and Phonics activities, the written tasks centre around using a writing frame (a sentence starter) to write / edit sentences about themselves. The end result can be stapled together to make reading books.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of class news / Groups 1 **and 2** write their own news. (Remind Group 2 how to go about this. As it is their first time to write their own news they could write it on chalkboards as this can be less intimidating.) (2) worksheet or activity from a Learner's Book to reinforce vocabulary and word building.

DAY 2: Writing using a Writing Frame / sentence starter

- Tell learners that this week they are going to write about themselves. Write 3 - 4 sentence starters on the board as a writing frame and discuss the sentences, writing useful vocabulary on the board. The sentences could be:

  - **My name is……..……**
  - **I am ……..… years old.**
  - **I live with…….**
  - **My favourite food is …….**

- Learners copy and complete the sentences on paper, working with their partners to check spellings and punctuation. Encourage them to use the sounds to help them spell unknown words. If they need help with spelling they can bring their personal dictionaries to you for you to write the word.

  Tip: *You may decide to let some of the learners write less than 3 - 4 sentences, choosing the sentences they want to write. Other learners can add extra sentences if they want and are able to.*

- You can do Group Reading while learners write as most should be able to work without help and writing the sentences will take some time. Learners who finish can copy and illustrate the phonic blends for the day, do independent reading OR help others with spelling words.
- Collect the learners' sentences and correct them later in the day.

DAY 3: Writing using a Writing frame / sentence starter

- Return the learners' sentences from the previous day. Today's task is for learners to copy these corrected sentences onto a new sheet of paper in their best handwriting and then draw a picture of themselves.
- Once again this will take some time and as it is only copying you can do their group reading at the same time.
- Once learners have finished, staple about ten of these together, with a cover page, to make a reading book. Learners who finish first can decorate the cover page, adding a title. There will probably not be time for other written activities eg phonics on this day.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity finding and writing 10 words into two word families (2) writing / illustrating of class news (if time)

DAY 5: Explanation of activities for the Group Reading session: (1) writing / illustrating of class news / Groups 1 **and 2** write their own news. (2) Phonics activity - revision worksheet or activity from a Learner's Book.

NB *Remember that learners must do at least two Phonics / Vocabulary and Word building activities during the week, including Friday's Phonics revision task. However on the days that they do group reading they may not be able to complete the second task.*

ASSESSMENT: No formal, recorded Assessment
Informal: unrecorded assessment of the use of a writing frame

FIRST TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 4, 5, 6	• Listens without interrupting showing respect for the speaker • Takes turns to speak • Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Uses correct words for the context eg an invitation • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news / teacher records either class or one learner's news on the board <u>Listening and Speaking activities</u> • Weekly focused listening activity (discussing a story read by the teacher) • Tell / read / reread stories / poems daily
PHONICS / HANDWRITING **LO 1** AS 4 **LO 3** AS 4 **LO 4** AS 5, 7	• Identifies letter-sound relationships of all single sounds (22 letters) • Builds up and sounds out words using sounds learnt • Uses consonant blends to build up and break down words • Holds pencil correctly • Forms lower and upper case letters correctly (22 lower case letters)	<u>Phonics</u> • Singing / acting out a repetitive action rhyme / song • Revision of single sounds – one per day: ***u, y, v, w*** • Builds up 3/4-letter words <u>Handwriting</u> • Revision of lower case letters – one per day: ***u, y, v, w*** • Revision of numerals: ***1 - 9***
READING **LO 2** AS 3, 4 **LO 3** AS 1, 2, 3, 4	• Uses visual cues to predict what the story is about and express a personal response. • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Answers questions based on a passage read • Shows an understanding of punctuation when reading aloud.	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading using a Big Book or a story from Learner's Book – discussing prediction, punctuation, cause and effect, plurals • Introduction of new vocabulary • Paired reading <u>Group, guided and independent reading and writing</u> • Guided reading in same-ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 5** AS 2 **LO 6** AS 1,	• Draws pictures to convey a message eg about a personal experience • Writes at least one sentence ie own news, shared writing & creative story • Contributes ideas and words for a class story • With help writes words to form a sentence using sounds learnt • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills	• Copying and illustrating sentences eg own news **(group 3 begins writing own news)** • Spells words using phonics and personal dictionary • Writing using a writing frame / sentence starter • Sentence completion • Comprehension based on Shared Reading book • Language exercise based on plurals

WEEK 4	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 3 **LO 2** AS 1, 4, 5, 6
MILESTONES	• Listens without interrupting showing respect for the speaker • Takes turns to speak • Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Uses correct words for the context eg an invitation • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

AT THE BEGINNING OF THE DAY

- Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Guide learners on what they could talk about or give them a specific topic, reminding others of the need to listen without interrupting. **Use this to assess learners' oral skills for Assessment Task 2.**
- Record either the class news or one learner's news on the board, using the opportunity to informally revise phonic sounds and the spelling of high frequency words.(Task 1 for Writing on Day 1)

AT LEAST TWICE DURING THE WEEK

- Read a story or poem aloud to the learners, asking them to listen specifically for the answers to one or two questions.

NB *LO 2 AS 6 requires learners to "use appropriate language for different purposes (eg apologies, invitations)….." This is also a Milestone for the second Assessment Task so make sure that the stories you tell the learners and the questions you ask deal with how to give an invitation etc*

- Listen to learners' answers to the questions, asking other learners if they agree with the responses given, and if not, to say why. **Use this to assess learners' oral skills for Assessment Task 2.**

ASSESSMENT: Formal: recorded Assessment Task 2: During News and story time and also during group problem-solving during Numeracy rate the learners, recording specific problems you have noticed, against the following milestones:

- Listens without interrupting showing respect for the speaker
- Takes turns to speak
- Listens to a story and answers questions related to the story
- Talks about personal experiences eg tells personal news
- Uses correct words for the context eg an invitation
- Suggests solutions to a problem especially during Numeracy

WEEK 4	**PHONICS / HANDWRITING**
LO/ASs	**LO 1** AS 4 **LO 3** AS 4 **LO 4** AS 5, 7
MILESTONES	• Identifies letter-sound relationships of all single sounds (22 letters) • Builds up and sounds out words using sounds learnt • Uses consonant blends to build up and break down words • Holds pencil correctly • Forms lower and upper case letters correctly(22 lower case letters)

DAILY ACTIVITIES

PHONICS DAILY

Continue revising the single sounds working with one sound each day:

- The aural recognition of a sound at the beginning, middle or at the end of a word
- The visual recognition of the lower and upper case letters
- Common 3/4-letter blends using the target letter (mostly orally)
- The following is a possible order for continuing to revise the sounds:
  - Day 1: ***u*** + 3/4-letter blending eg must, dust, just, rust,
    Task 2 for Writing: learners copy the four words, putting the ***ust*** in colour, and then copying one sentence filling in the correct ***ust*** word eg *You ____ be good today.*
  - Day 2: ***y*** + 2/3-letter blending: eg by, my, cry, dry, fry, pry, try
    Task 2 for Writing: learners write and illustrate four ***_ry*** words
  - Day 3: ***v***
    Task 2 for Writing: learners look in their reading book to find four words using ***v*****,** copying them into their exercise books.
  - Day 4: ***w*** + 3/4-letter blending eg win, wet, web, will, well
    Task 2 for Writing: learners draw a large letter **W** and write a **w** word on each of the four lines.
- End by singing / acting out a repetitive song or action rhyme.
- While much of the revision can be done orally and practically use a written activity to assess learners' ability to blend 3/4 letter words for **Assessment Task 2 on Day 5.**

NB *Four letter blends can be covered in more depth later in the year.*

HANDWRITING

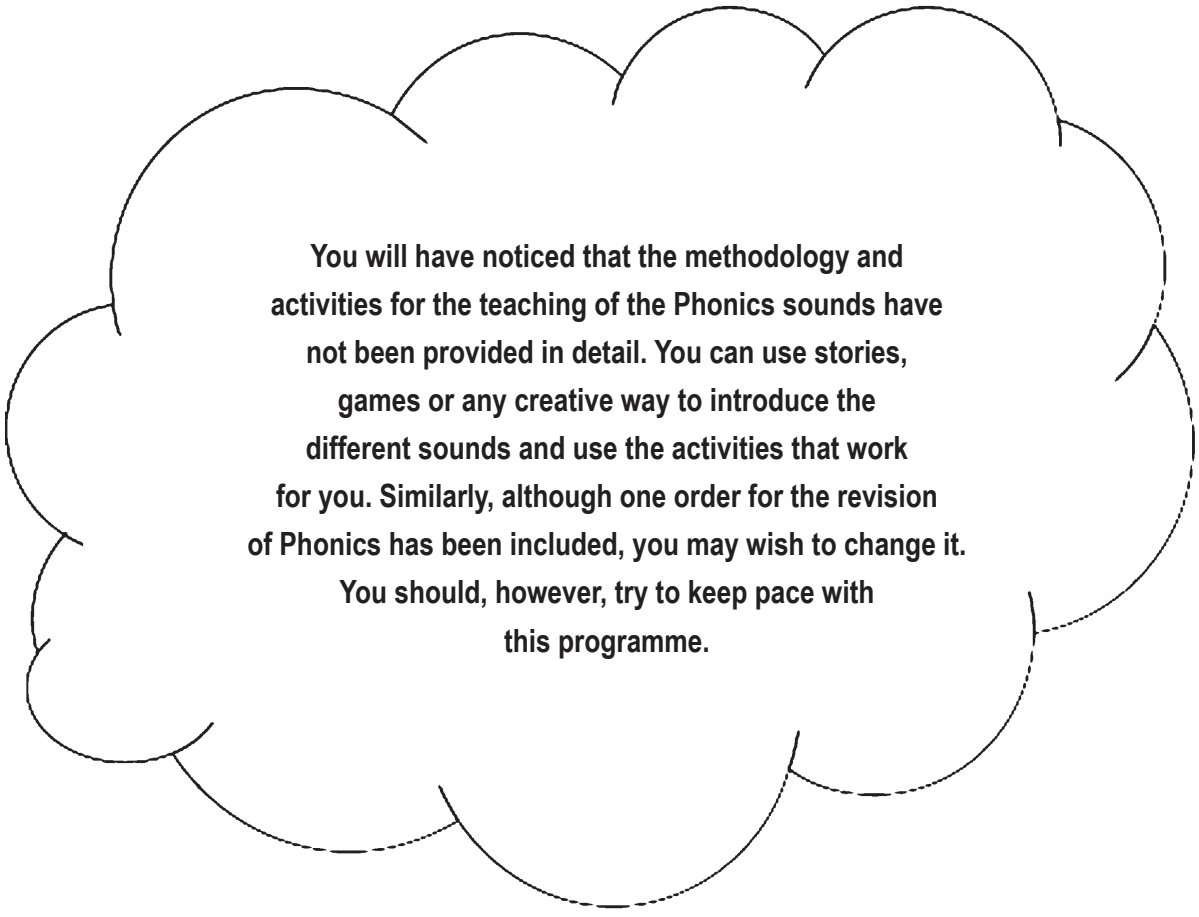
Continue to revise the formation of the lower case letters, pointing out the starting and ending points, the shape, size, direction of movement, position on the line etc. The letters ***u*** and ***y*** are tricky letters so spend extra time revising their formation. Demonstrate the letter on the board, modelling what learners have to write. Vary the activity by having learners write on chalkboards on some days.

- The following is a suggested order for revising the letters (as it mirrors the order of the phonic sounds) and the numerals (2 per day).
  - Day 1: ***u*** + 2, 3
  - Day 2: ***y*** + 4. 5
  - Day 3: ***v*** + 6, 7
  - Day 4: ***w*** + 8, 9

- Each day learners should write the day and the date, two rows of the letter, one row each of the two numerals (instead of writing their name) and a sentence.

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

- Identifies letter-sound relationships of all single sounds (22 letters)
- Builds up and sounds out words using sounds learnt
- Uses consonant blends to build up and break down words
- Holds pencil correctly
- Forms lower and upper case letters correctly (22 lower case letters)



WEEK 4	**READING**
LO/ASs	**LO 2** AS 3, 4 **LO 3** AS 1, 2, 3, 4
MILESTONES	• Uses visual cues to predict what the story is about and express a personal response. • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Answers questions based on a passage read • Shows an understanding of punctuation when reading aloud.
RESOURCES	• A new Shared Reading Book – a Big Book or story from a Learner's Book

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 3

- Introduce a new Shared Reading book, talking about the picture and the title on the cover page, linking it to learners' prior knowledge. If you don't have a Big Book use a story from the Learner's Book and talk about the title of the story and the illustrations.
- Read through the book / story slowly, stopping often to ask learners to predict what will happen. Before the end of the story stop again, asking learners to guess the ending. Write "*I think…..*" on the board and next to it 2 - 3 of the learners' options for ending the story. For Task 1 for Writing learners copy "*I think…..*" and complete the sentence.

DAY 4

- Read the Shared Reading Book / story again, letting either individual or groups of learners read 1 or 2 sentences. Point out punctuation and capital letters and record new vocabulary on the board. Ask some "*why*" questions to start them thinking logically eg asking why something happened / what might happen now (cause and effect).
- Compare the author's ending with their predictions the day before and discuss which ending they preferred.
- For Task 1 for Writing : write 2 – 3 short questions either on the board or on a worksheet based on the story. Learners copy the questions answering either "*Yes*" or *No*".

DAY 5

- Teach learners about how words are written in the plural eg often by adding an ***s*** in English. Read the Shared Reading book again asking learners to clap their hands when they see a word written in the plural. Copy each of the plurals onto the board. For Task 1 for Writing learners write the singular and the plural of 3 – 4 words eg *one car – two car**s**, putting the **s** in colour.*
- Continue with **Paired Reading** on **Day 5**. Organise the learners into pairs (or small groups) letting them read either together or to each other. Use the group reader or other simple reading books with predictable text if you have them.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension, assessing learners' ability to blend 3-letter words:

- Mondays, Wednesdays and (if time) Fridays: groups 3 and 4
- Tuesdays and Thursdays: groups 1 and 2

Assess a few learners every day for the Reading component for Assessment Task 2.

Tip: *The plan is for learners in your last group to begin writing their own news on Monday of Week 5. During the Thursday reading time give them guidance on this.*

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

- Uses visual cues to predict what the story is about and express a personal response.
- Reads aloud at own level in a guided reading group with teacher ie whole group reads same story
- Answers questions based on a passage read
- Shows an understanding of punctuation when reading aloud.

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 4	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6 **LO 5** AS 2 **LO 6** AS 1
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Writes at least one sentence ie own news, shared writing & creative story • Contributes ideas and words for a class story • With help writes words to form a sentence using sounds learnt • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills

DAILY ACTIVITIES

The activities are varied. In addition to written phonics activities, learners write daily news (Day 1) , then they use sentence starters to construct their own sentences (Days 2 and 3), do a comprehension activity (Day 4) and finally language work based on plurals (Day 5).

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of class news / Groups 1, 2 **and 3** write their own news. (Remind Group 3 how to go about this.) (2) Phonics activity: learners write the four ***_ust*** words, putting the ***ust*** in colour, and then copy one sentence filling in the correct ***ust*** word, eg *You* ____ *be good today.*

DAY 2: Writing using a Writing frame / sentence starter

- Continue with a broad theme / context as the basis for learners to do a Writing activity.
  - If you are using a theme such as "*Me and My Family"* read or tell them a short story in which someone is angry.
  - Ask learners what makes them feel angry and how they behave when they are angry. Write useful vocabulary on the board. Then ask them how they feel when someone is angry with them. You can link this with Life Skills activities.
  - Write a sentence starter on the board eg *"I get angry when…"* Learners must copy and complete the sentence and draw a picture of themselves when they are very, very angry. (Task 1 for Writing).
- Explain the second written task for the Group Reading session: the phonics activity: learners write and illustrate four ***_ry*** words

DAY 3: Explanation of activities for the Group Reading session: (1) Based on the Shared Reading activity learners copy "*I think…."* from the board and complete the sentence. (2) Phonics activity: learners look in their reading book to find four words using ***v*****,** copying them into their exercise books.

DAY 4: Explanation of activities for the Group Reading session: (1) Based on the Shared Reading activity learners copy 2 – 3 questions and answer either "*Yes"* or *No"*. (2) Phonics activity: learners draw a large letter **W** and write a **w** word on each of the four lines.

DAY 5: Explanation of activities for the Group Reading session: (1) learners write the singular and the plural of 3 – 4 words eg *one car – two car**s**, putting the **s** in colour.* (2) phonics activity - revision worksheet or activity from a Learner's Book.
***NB** Remember learners must do at least three Phonics activities per week, including Friday's revision task.*

ASSESSMENT: No formal, recorded Assessment
Informal: unrecorded assessment of: sentence completion activities using sentence starters.

SUGGESTED ASSESSMENT TASKS: TASK 2: WEEKS 4 / 5

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 4, 5, 6	• Listens without interrupting showing respect for the speaker • Takes turns to speak • Listens to a story and answers questions related to the story • Talks about personal experiences eg tells personal news • Uses correct words for the context eg an invitation • Suggests solutions to a problem especially during Numeracy	Wks 4 & 5	• Use News & story time as well as the group problem-solving time in Numeracy to assess learners' listening & speaking skills, giving a rating & recording specific problems (5-8 learners per day)
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7	• Identifies letter-sound relationships of all single sounds (22 letters) • Builds up and sounds out words using sounds learnt • Uses consonant blends to build up and break down words • Holds pencil correctly • Forms lower and upper case letters correctly (22 lower case letters)	Friday Wk 4 Wk 4	• Phonics: Worksheet activity revising sounds taught so far • Handwriting: select one handwriting lesson to assess & record; note learners with specific problems
READING **LO 2** AS 3, 4 **LO 3** AS 1 - 4	• Uses visual clues to predict what the story is about and express a personal response. • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Answers questions based on a passage read • Shows an understanding of punctuation when reading aloud.	Wk 4	• Assess learners during Class/Group reading time (eg 2 learners per group per day)
WRITING **LO 4** AS 1 – 6 **LO 5** AS 2 **LO 6** AS 1	• Draws pictures to convey a message eg about a personal experience • Writes at least one sentence ie own news, shared writing & creative story • Contributes ideas and words for a class story • With help writes words to form a sentence using sounds learnt • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills	Wk 5 Day 1 Wk 5	• Assess written news • Assess learners' ability to contribute ideas and words for a class story based on the Shared Reading book

FIRST TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 4, 5, 6	• Listens without interrupting showing respect for the speaker • Takes turns to speak • Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Uses correct words for the context eg an invitation • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news / teacher records either class or one learner's news on the board <u>Listening and Speaking activities</u> • Weekly focused listening activity (discussing a story read by the teacher) • Tell / read / reread stories / poems
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7	• Identifies letter-sound relationships of all single sounds (26 letters) • Builds up and sounds out words using sounds learnt • Uses consonant blends to build up and break down words • Holds pencil correctly • Forms lower and upper case letters correctly (26 lower case letters)	<u>Phonics</u> • Singing / acting out repetitive action rhyme / song • Revision of single sounds – one per day: ***k, q, x, z*** • Builds up 3 / 4-letter words <u>Handwriting</u> • Revision of lower case letters – one per day: ***k, q, x, z*** • Revision of numerals: ***1 - 9***
READING **LO 2** AS 3, 4 **LO 3** AS 1, 2, 3, 4	• Uses visual clues to predict what the story is about and express a personal response. • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Answers questions based on a passage read • Shows an understanding of punctuation when reading aloud.	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading using a Big Book or story from Learner's Book – summarizing the story • Introduction of new vocabulary • Sequencing a story • Paired reading <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 5** AS 2 **LO 6** AS 1,	• Draws pictures to convey a message eg about a personal experience • Writes at least one sentence ie own news, shared writing & creative story • Contributes ideas and words for a class story • With help writes words to form a sentence using sounds learnt • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills	• Writing and illustrating sentences eg own news **(all groups write own news)** • Spells words using phonics and personal dictionary • Writing using a writing frame / sentence starter • Sentence completion • Vocabulary work – answering riddles • Sequencing sentences

WEEK 5	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 3 **LO 2** AS 1, 4, 5, 6
MILESTONES	• Listens without interrupting showing respect for the speaker • Takes turns to speak • Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Uses correct words for the context eg an invitation • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

AT THE BEGINNING OF THE DAY

- Begin by talking about the day chart, month chart, weather chart, birthday chart etc.
- Learners tell personal news. Remind others of the need to listen without interrupting. **Assess learners' listening and speaking skills for the Oral component for Assessment Task 2.**
- On **Day 1** and **Day 5** all learners write their own news (so there will no longer be a need for you to write class news on the board). (Task 1 for Writing) As this may be the first week your weaker learners have done so give them extra help. If necessary you could provide the start of a sentence for them eg "*This weekend I played with….*" **Assess learners' writing skills as part of the Writing component for Assessment Task 2.**

  Tip: *With the whole class writing their news and asking you to write words in their personal dictionaries this will not be an easy time to do Group Reading. Rather give everyone your full attention at this time.*

AT LEAST TWICE DURING THE WEEK

- Read a story or poem aloud to the learners, asking them to listen specifically for the answers to one or two questions.

NB *LO 2 AS 6 requires learners to "use appropriate language for different purposes (eg apologies, invitations)….." This is also a Milestone for the second Assessment Task so make sure that the stories you tell the learners and the questions you ask deal with how to give invitations etc*

- Listen to learners' answers to the questions, asking other learners if they agree with the responses given, and if not, give a reason. **Assess as part of Assessment Task 2.**

ASSESSMENT: Formal: recorded Assessment Task 2: During News and story time and also during group problem-solving during Numeracy rate the learners, recording specific problems you have noticed, against the following milestones:

- Listens without interrupting showing respect for the speaker
- Takes turns to speak
- Listens to a story and answers questions related to the story
- Talks about personal experiences eg tells personal news
- Uses correct words for the context eg an invitation
- Suggests solutions to a problem especially during Numeracy

WEEK 5	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7
MILESTONES	• Identifies letter-sound relationships of all single sounds (26 letters) • Builds up and sounds out words using sounds learnt • Uses consonant blends to build up and break down words • Holds pencil correctly • Forms lower and upper case letters correctly(26 lower case letters)

DAILY ACTIVITIES

PHONICS DAILY

Continue revising the single sounds working with one sound each day:

- The aural recognition of the sound at the beginning, middle and / or at the end of a word
- The visual recognition of the lower and upper case letters
- Common 3/4-letter blends using the target letter.
- The following is a possible order for revising the remaining sounds:
  - Day 1: ***k:*** (explaining that often ***c*** often comes before ***k***) + 4-letter blending using ***_ock*** eg sock, dock, lock, rock,
    Task 2 for Writing: learners copy and illustrate the ***_ock*** words OR do a worksheet in which they must draw a line through the words containing ***_ck***.

Example of a worksheet:

luck	**ran**	**mat**
fin	**duck**	**sit**
jam	**ham**	**suck**

din	**sock**	**which**
pot	**rock**	**fan**
tin	**lock**	**no**

stir	**hit**	**not**
pick	**kick**	**sick**
an	**the**	**for**

tub	**the**	**on**
fan	**in**	**pit**
back	**sack**	**pack**

  - Day 2: ***q*** : (explaining to learners that usually ***q*** is followed by ***u)***
    Task 1 for Writing: a worksheet or activity from a Learners' Book in which, for example, learners colour the words starting with ***qu*** queen, quiz
    Day 3: ***x*** + 3-letter blending eg fax, tax, fix, mix, six, ox, box, fox,
    Task 1 for Writing: learners copy five words ending with ***x*** and draw pictures
  - Day 4: ***z***: Task 1 for Writing: a worksheet or activity from a Learners' Book in which, for example, learners colour the words containing ***z***

- Day 5: If you have followed the sequence in these Lesson Plans you will now have completed the revision of all 26 single sounds. You could give your learners an informal test to assess their knowledge by either calling out the sounds in a random order for them to write in their books or giving them 3-letter words to write.

- End by singing / acting out a repetitive song or action rhyme.

HANDWRITING

Continue to revise the formation of the lower case letters, pointing out the starting and ending points, the shape, size, direction of movement, position on the line etc. The letters ***k, q*** and ***z*** are tricky letters so spend extra time revising their formation. Demonstrate the letter on the board, modelling what learners have to write.

- The following is a suggested order for revising the letters (as it mirrors the order of the phonic sounds) and the numerals.
  - Day 1: ***k*** + 1 - 9
  - Day 2: ***q*** + 1 - 9
  - Day 3: ***x*** + 1 - 9
  - Day 4: ***z*** + 1 - 9
- Each day learners should write the day and the date, two rows of the letter, one or two rows of numerals and a sentence.

ASSESSMENT: No formal, recorded Assessment

Informal: unrecorded assessment of: learners' oral responses in the phonics activities and their daily handwriting.

WEEK 5	**READING**
LO/ASs	**LO 2** AS 3, 4 **LO 3** AS 1, 2, 3, 4
MILESTONES	• Uses visual clues to predict what the story is about and express a personal response. • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Answers questions based on a passage read • Shows an understanding of punctuation when reading aloud.
RESOURCES	• Strips of card with the sentences summarising the Shared Reading Book story • A worksheet with the sentences summarising the Shared Reading Book story in the wrong order.

DAILY ACTIVITIES

Shared Reading and writing activities and Word and Sentence Level work have been included for days 2 – 5. On Day 1 all the learners will be writing their daily news so there will be no time for additional activities.

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2

- Reread the previous week's Shared Reading book or story with different groups or individual learners reading a paragraph or a page and then revise new vocabulary.
- Read through the book again stopping after each event, asking learners to retell what has happened. Work with them to summarise the key points of the story in 3 – 4 sentences. Write these sentences on card. Use questions like: "*What happened at the beginning of the story?" "What happened then?" What happened at the end?"* so that learners see that a story has a beginning, a middle and an end.
- Read the sentences through with the learners to check for accuracy.
- For Writing Task 1 learners copy one of the sentences and draw a picture.

DAY 3

- Write some of the new vocabulary words from the Shared Reading Book on the board: Tell learners that you are going to give them some riddles to solve. You will give them a clue and they must guess the word from those on the board. Give a few examples eg "*I wear it on my head. It begins with* ***c.****"*
- Write 3 – 4 such riddles on the board or write them a worksheet. Learners copy the riddle and write the correct answer in their exercise books. (Task 1 for Writing)

DAY 4

- Give the strips of card containing the sentences summarising the Shared Reading Book to different learners to hold up for the class. The learners read them and then put them in the correct order. You can repeat this so that other learners have the chance to sequence the sentences.

- Then give learners a worksheet containing the sentences. They must cut them out and stick them into their books in the correct order. (Task 1 for Writing)

DAY 5

- Instead of doing Group Reading on **Day 5** do **Paired Reading** as this will ensure that all learners are engaged with practising reading even though there is not the time to do reading in groups.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension, assessing learners' ability to blend 3-letter words:

- Mondays and Wednesdays: groups 3 and 4
- Tuesdays and Thursdays: groups 1 and 2

Note: in addition to the reading and writing focus time, there should be time for reading for enjoyment. During this time learners choose what they want to read or you read aloud to them.

ASSESSMENT: No formal, recorded Assessment

Informal: unrecorded assessment of: learners' ability to read in pairs.

WEEK 5	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6 **LO 5** AS 2 **LO 6** AS 1
MILESTONES	• Draws pictures to convey a message eg about a personal experience • Writes at least one sentence ie own news, shared writing & creative story • Contributes ideas and words for a class story • With help writes words to form a sentence using sounds learnt • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills

DAILY ACTIVITIES

Written activities for this week are based on the Shared Reading and Writing sessions, daily news and Phonics.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news. (Remind Group 4 how to go about this) Use for **Assessment Task 2.** (2) Phonics activity: learners copy and illustrate the ***_ock*** words

DAY 2: Explanation of activities for the Group Reading session (1) Using the Shared Reading Book summary learners copy one of the sentences and draw a picture (2) a worksheet or activity from a Learners' Book in which, for example, learners colour all the words starting with ***qu***

DAY 3: Explanation of activities for the Group Reading session: (1) Vocabulary work based on the Shared Reading activity – answering riddles from the board or a worksheet. (2) Phonics activity: learners copy five words ending with ***x*** and draw pictures

DAY 4: Explanation of activities for the Group Reading session: (1) Based on the Shared Reading activity learners cut and sequence 3 – 4 sentences. (2) Phonics activity: a worksheet or activity from a Learners' Book in which, for example, learners colour the words containing ***z.***

DAY 5: Explanation of activities for Writing: (1) writing / illustrating of daily news - all groups write their own news. **Assessment Task 2.** (2) Phonics activity – informal test of the initial sounds. ***Note:*** *There will be no Group reading on Day 5 as both these writing activities need your full attention. Learners should do Paired Reading so that they do not miss out on reading practice.*

ASSESSMENT: Formal: recorded Assessment Task 2: Use this week's daily news and shared writing time to rate the learners, recording specific problems against the following milestones

- Draws pictures to convey a message eg about a personal experience
- Writes at least one sentence ie own news, shared writing & creative story
- Contributes ideas and words for a class story
- With help writes words to form a sentence using sounds learnt
- Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills

FIRST TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 5	• Listens to instructions containing at least two elements and responds appropriately • Repeats a sequence of events in the story correctly • Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news / teacher records either class or one learner's news on the board <u>Listening and Speaking activities</u> • Weekly focused listening activity (sequencing a story read by the teacher) • Tell / read / reread stories / poems
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7	• Builds up and sounds out words using sounds learnt • Recognises consonant diagraphs (sh, ch, th and wh) at the beginning of a word • Recognises consonant diagraphs (sh, ch, th and wh) at the end of a word • Forms lower and upper case letters correctly(2 upper case letters) • Writes words with correct spacing	<u>Phonics</u> • Singing / acting out repetitive action rhyme / song • Revision of consonant diagraph, ***sh***, at beginning and end of a word <u>Handwriting</u> • Revision of upper case letters – one per day: ***D, B*** + writing a sentence.
READING **LO 2** AS 3, 4 **LO 3** AS 1, 2, 3, 4, 5	• Interprets pictures and other print media eg an advertisement, to make up own story ie reads the picture or advertisement • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Identifies the sequence of events in what was read • Shows an understanding of punctuation when reading aloud.	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading using a Big Book or story from Learner's Book – summarizing the story • Introduction of new vocabulary • Sequencing a story • Paired reading <u>Group, guided and independent reading and writing</u> • Guided reading in same-ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3	• Writes at least two sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills	• Copying and illustrating sentences eg own news **(all groups write own news)** • Spells words using phonics and personal dictionary • Shared Writing using a writing frame / sentence starter describing a picture(group writing) • Sentence completion • Sequencing words in a sentence

WEEK 6	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 3 **LO 2** AS 1, 5
MILESTONES	• Listens to instructions containing at least two elements and responds appropriately • Repeats a sequence of events in the story correctly • Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

AT THE BEGINNING OF THE DAY

- Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Guide learners on what they could talk about or give them a specific topic, reminding others of the need to listen without interrupting. **Assessment Task 3**
- Learners will write their Daily News on at least **Days 1 and 5**. (Task 1 for Writing)

AT LEAST TWICE DURING THE WEEK

- Read a story aloud to the learners, asking them to listen carefully so that they can retell the story afterwards.
- Guide the learners to retell the sequence of events in the story by asking questions such as "*What happened at the beginning of the story?", "Then what happened?" "What happened after that*?" Encourage other learners to respond if they think something has been left out.
  Tip: *You will be using these activities during weeks 6 and 7 for* ***Assessment Task 3*** *so make sure you ask different learners each time for a response.*

ASSESSMENT: Formal: recorded Assessment Task 3: During news and story time and also during group problem-solving during Numeracy rate the learners, recording specific problems you have noticed, against the following milestones:

- Listens to instructions containing at least two elements and responds appropriately
- Repeats a sequence of events in the story correctly
- Listens to a story and asks questions related to the story
- Talks about personal experiences eg tells personal news
- Suggests solutions to a problem especially during Numeracy

WEEK 6	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7
MILESTONES	• Builds up and sounds out words using sounds learnt • Recognises consonant diagraphs (sh, ch, th and wh) at the beginning of a word • Recognises consonant diagraphs (sh, ch, th and wh) at the end of a word • Forms lower and upper case letters correctly(2 upper case letters) • Writes words with correct spacing

DAILY ACTIVITIES

PHONICS DAILY

By Week 6 you should have completed the revision of the single sounds. Continue now to revise the consonant diagraphs of ***sh, ch, th*** and ***wh*** over a four week period. Work with one sound each week, spending two days revising the diagraph at the beginning of a word and two days revising it at the end of a word.

Begin with the diagraph ***sh*** this week.

DAY 1

- Brainstorm words beginning with ***sh*** and write them on the board. Add any extra well-known words that learners might have forgotten. Make a chart to display in the classroom.
- Task 2 for Writing: learners can use 3-letter blends as well as the ***sh*** words to make a "staircase of words":

r a n
o
t o p
a
d a b
e
g u n

DAY 2

- On the second day learners could work in groups to make up sentences using some of the words. Record some on the board.
- Task1 for Writing: Learners copy one sentence from the board and make up one of their own using a ***sh*** word.

DAYS 3 - 4

- Work with words ending in ***sh*** in a similar way over the next two days, ending with an activity using a worksheet or a Learner's Book to revise the ***sh*** sound. (Task 1 for Writing on Day 4) **Use this to assess the Phonics component for Assessment Task 3.**
- Sing / act out a repetitive song or action rhyme.

HANDWRITING

Begin revising the formation of the upper case letters, pointing out the starting and ending points, the shape, size, direction of movement, position on the line etc. You may decide to reduce the number of written handwriting lessons to only two per week from now on. Alternatively you may wish to continue with 4 – 5 lessons per week until you have revised all the upper case letters. The decision is up to you.

Start with the more difficult, upper case letters, eg ***D*** and ***B***. As with the lower case letter demonstrate it on the board before learners write it in their books. Instead of writing numerals you can give the learners a short sentence to copy beginning with the target letter. (Use high-frequency words.) Remind them how to space the words and end the sentence with a full stop. At least twice a week learners should write the day and the date, two rows of the letter, one row of a sentence and their name or a row of numerals. **Use this to assess the Handwriting component for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3: (1) use the Phonics revision activity of ***sh*** and **(2)** one of the handwriting lessons to rate learners, recording specific problems against the following milestones:

- Builds up and sounds out words using sounds learnt
- Recognises consonant diagraphs (sh, ch, th and wh) at the beginning of a word
- Recognises consonant diagraphs (sh, ch, th and wh) at the end of a word
- Forms lower and upper case letters correctly(2 upper case letters)
- Writes words with correct spacing

WEEK 6	**READING**
LO/ASs	**LO 2** AS 3, 4 **LO 3** AS 1, 2, 3, 4, 5
MILESTONES	• Interprets pictures and other print media eg an advertisement, to make up own story ie reads the picture or advertisement • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Identifies the sequence of events in what was read • Shows an understanding of punctuation when reading aloud.
RESOURCES	• Worksheet containing two of the Shared Reading book sentences but with the words in the wrong order. • Interesting pictures from magazines (enough for one per group)

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2

- Groups or individual learners reread the previous week's Shared Reading book and then the sentences summarising the story. Point out that the sentences all start with a capital letter and end in a full stop. In front of the learners cut one of the strips into separate words and put up in random order on the board. Work with the learners to sequence the sentence correctly. Remind them that the first word began with a capital letter. Work through all the sentences in the same way but using different learners to sequence the words.
- Explain Task 2 for Writing. Give learners a worksheet in which two of the sentences have been written out but with the words in the wrong order. The learners must cut each sentence into separate words and put them in the correct sequence, reading them to a partner to check. Then they glue them into their exercise book

  Reminder: *learners must work with only one sentence at a time.*

DAY 3

- Shared reading: group discussion / shared writing based on a picture
  - Before the lesson cut out sufficient pictures from magazines for each group to have a picture.
  - Give each group a picture and ask them to discuss what they can see in the picture. Then, as a group, they must give a title to the picture and write 3 – 4 sentences on paper describing it. Remind them to use correct spelling and punctuation. To give them extra support you could write questions on the board as a prompt or write sentence starters. **Use these discussions for Assessment Task 3.**

- Once they have written their sentences they can swop with another group who has finished, to read their sentences and check for accuracy. Collect their sentences and correct them ready for the next day.
  Tip: *As this will be a noisy activity and learners will need your help with spelling do* ***Paired Reading*** *rather than Group Reading on this day.*

DAY 4

- Return the groups' corrected sentences about their picture. Each group shows the rest of the class their picture while a spokesperson reads their sentences.
- During Group Reading time learners take turns to copy at least one of the sentences onto a sheet of paper and then the picture is glued below their writing. Add the title at the top. Finally learners write their names at the bottom before displaying it on the wall. (Task 2 for Writing)

DAY 5

- Write on the board 4 – 6 words that learners often need for writing their daily news eg went, friend, played, home, with, saw. Go through each word with them, drawing their attention to the letters and how the words can be broken into separate syllables. Cover the word and ask learners to write it in the air and then on their desks with their fingers.
- For Task 1 for Writing learners copy each word and then cover it and write it from memory, checking to see if they wrote it correctly. They can do this "*Cover, write, check*" two or three times with each word.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension, assessing learners' ability to blend 3-letter words:

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

Use for Assessment Task 3.

Note: Paired reading *should be done on* ***Day 3*** *when there is no time for Group Reading.*

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

- Interprets pictures and other print media eg an advertisement, to make up own story ie reads the picture or advertisement
- Reads aloud at own level in a guided reading group with teacher ie whole group reads same story
- Identifies the sequence of events in what was read
- Shows an understanding of punctuation when reading aloud.

WEEK 6	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3
MILESTONES	• Writes at least two sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills

DAILY ACTIVITIES

This week's writing activities are based on the sentences summarising the previous week's Shared Reading book (Day 2), pictures for a group Shared Writing session (Days 3 and 4) and spelling work (Day 5) in addition to the daily news and Phonics activities.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news. (2) Phonics activity: learners use 3-letter blends as well as the ***sh*** words to make a "staircase of words":

DAY 2: Explanation of activities for the Group Reading session: (1) Phonic activity: Learners copy one sentence from the board and make up one of their own using a ***sh*** word. (2) a worksheet in which two sentences have been written but with the words in the wrong order. The learners must cut each sentence into separate words and put them in the correct sequence, gluing them in their exercise book.

DAY 3: Explanation of activities for the Writing session: (1) Shared writing in groups based on a picture.

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics: worksheet or activity from Learner's Book based on ***sh*** words (2) Shared writing of the Group's sentences about the picture.

DAY 5: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news. (2) Learners use *Cover, write, check*" to practise the spelling of 4 – 6 commonly used words for Daily News.

ASSESSMENT: No formal, recorded Assessment
Informal: unrecorded assessment of learners' spelling.

SUGGESTED ASSESSMENT TASKS: TASK 3: WEEKS 6 / 7

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 5	• Listens to instructions containing at least two elements and responds appropriately • Repeats a sequence of events in the story correctly • Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Suggests solutions to a problem especially during Numeracy	Wks 6 & 7	• Use News & story time as well as the group problem-solving time in Numeracy to assess learners' listening & speaking skills, giving a rating & recording specific problems (5-8 learners per day)
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7	• Builds up and sounds out words using sounds learnt • Recognises consonant diagraphs (**sh**, ch, th and wh) at the beginning of a word • Recognises consonant diagraphs (**sh**, ch, th and wh) at the end of a word • Forms lower and upper case letters correctly (2 upper case letters) • Writes words with correct spacing	Wk 6 Wk 6	• Phonics: Worksheet activity revising ***sh*** diagraph • Handwriting: select one handwriting lesson to assess & record; note learners with specific problems
READING **LO 2** AS 3, 4 **LO 3** AS 1 - 5	• Interprets pictures and other print media eg an advertisement, to make up own story ie reads the picture or advertisement • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Identifies the sequence of events in what was read • Shows an understanding of punctuation when reading aloud.	Wks 6 & 7	• Assess learners during Shared Reading discussions and during Group reading time (eg 2 learners per group per day)
WRITING **LO 4** AS 1 – 6 **LO 6** AS 1 - 3	• Writes at least two sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills	Wk 7	• Assess learners using Daily News and individual writing task on Days 2 & 3

FIRST TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 5	• Listens to instructions containing at least two elements and responds appropriately • Repeats a sequence of events in the story correctly • Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news / teacher records either class or one learner's news on the board <u>Listening and Speaking activities</u> • Weekly focused listening activity (sequencing a story read by the teacher) • Tell / read / reread stories / poems
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7	• Builds up and sounds out words using sounds learnt • Recognises consonant diagraphs (sh, ch, th and wh) at the beginning of a word • Recognises consonant diagraphs (sh, ch, th and wh) at the end of a word • Forms lower and upper case letters correctly (4 upper case letters) • Writes words with correct spacing	<u>Phonics</u> • Singing / acting out a repetitive action rhyme / song • Revision of consonant diagraph, ***ch***, at beginning and end of a word <u>Handwriting</u> • Revision of upper case letters – one per day: ***P, R*** + writing a sentence.
READING **LO 2** AS 3, 4 **LO 3** AS 1, 2, 3, 4, 5	• Interprets pictures and other print media eg an advertisement, to make up own story ie reads the picture or advertisement • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Identifies the sequence of events in what was read • Shows an understanding of punctuation when reading aloud.	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading using a song or poem • Introduction of new vocabulary and format for a poem or story • Rhyming words • Paired reading <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3	• Writes at least two sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills	• Copying and illustrating sentences eg own news **(all groups write own news)** • Spells words using phonics and personal dictionary • Writing using a writing frame / sentence starter to describe a picture • Joining sentences using conjunctions • Drawing a picture to show the main idea of a song or poem

WEEK 7	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 3 **LO 2** AS 1, 5
MILESTONES	• Listens to instructions containing at least two elements and responds appropriately • Repeats a sequence of events in the story correctly • Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

AT THE BEGINNING OF THE DAY

- Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Guide learners on what they could talk about or give them a specific topic, reminding others of the need to listen without interrupting.

  Assessment Task 3
- For Task1 for Writing on **Day 1** learners write their own news in their exercise books, using the words in their personal dictionaries.

AT LEAST TWICE DURING THE WEEK

- Read a story aloud to the learners, asking them to listen carefully so that they can retell the story afterwards.
- Guide the learners to retell the sequence of events in the story by asking questions such as "*What happened at the beginning of the story?", "Then what happened?" "What happened after that?"* Encourage other learners to respond if they think something has been left out.

  Tip: *You will be using these activities during weeks 6 and 7 for* ***Assessment Task 3*** *so make sure you ask different learners each time for a response.*

ASSESSMENT: Formal: recorded Assessment Task 3: During News and story time and also during group problem-solving during Numeracy rate the learners, recording specific problems you have noticed, against the following milestones:

- Listens to instructions containing at least two elements and responds appropriately
- Repeats a sequence of events in the story correctly
- Listens to a story and asks questions related to the story
- Talks about personal experiences eg tells personal news
- Suggests solutions to a problem especially during Numeracy

WEEK 7	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7
MILESTONES	• Builds up and sounds out words using sounds learnt • Recognises consonant diagraphs (sh, ch, th and wh) at the beginning of a word • Recognises consonant diagraphs (sh, ch, th and wh) at the end of a word • Forms lower and upper case letters correctly (4 upper case letters) • Writes words with correct spacing

DAILY ACTIVITIES

PHONICS DAILY

Continue to revise the consonant diagraphs of ***sh, ch, th*** and ***wh***. Work with one sound each week, spending two days revising the diagraph at the beginning of a word and two days revising it at the end of a word.

Work with the diagraph ***ch*** this week:

- DAY 1: Introduce the diagraph ***ch*** and ask learners to work in groups to find words that begin with ***ch.*** They can do a word search through their reading books to add to the words they already know. Use their words to make a chart to display in the classroom. Task 2 for Writing: learners copy 4 – 6 ***ch*** words and draw a picture for each.
- DAY 2: Revise the ***ch*** words from the previous day. Learners can make up their own sentences using some of the words, writing them in their books. (Task 1 for Writing)
- DAYS 3 & 4: Work with words ending in ***ch*** over the next two days. For Task 2 for Writing on Day 4 you could write 4 words ending with ***ch*** ,on the board but muddling the letters. Learners can write them in the correct order.
- End on DAY 5 with an activity using a worksheet or a Learner's Book to revise the ***ch*** sound (Task 2 for Writing).

- Sing / act out a repetitive song or action rhyme.

HANDWRITING

Continue revising the formation of the upper case letters, pointing out the starting and ending points, the shape, size, direction of movement, position on the line etc, revising ***P*** and ***R*** this week. Demonstrate each on the board before learners write it in their books, together with a sentence to copy beginning with the target letter. Remind learners how to space the words and end the sentence with a full stop.

ASSESSMENT: Informal: unrecorded assessment of: learners' oral responses in phonics.

WEEK 7	READING
LO/ASs	**LO 2** AS 3, 4 **LO 3** AS 1, 2, 3, 4, 5
MILESTONES	• Interprets pictures and other print media eg an advertisement, to make up own story ie reads the picture or advertisement • Read aloud at own level in a guided reading group with teacher ie whole group reads same story • Identifies the sequence of events in what was read • Shows an understanding of punctuation when reading aloud.
NOTE	Activities on days 1, 2 and 3 are found in the Oral and Writing components. Only on Days 4 and 5 do learners do Shared Reading this week. Up to this point in the term Shared Reading has been based on stories. This activity uses a poem or song.
RESOURCES	• Short poem or song with simple text, either written on the board or preferably copied for every learner.

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 4: Shared Reading based on a song or poem

- Choose a short poem or a song with simple text, repetition and rhymes at the end of each line and write it either on the board or on paper and photocopy it so every learner has a copy.
- Introduce new vocabulary and talk about the title. *What do learners think this poem or song is about?* Link this with their prior knowledge.
- Read the song or poem to the learners and then ask them whether it sounded like a normal story, and if not, why not. They might say things like it had a lot of repetition, it sounded different (had a rhythm), it looks different etc.
- Reread the first verse of the song or poem emphasising the rhythm. Stop and talk about its "beat" and then reread all the verses with the learners clapping to the "beat".
- Ask learners what they think the song or poem is about ie *What is the main idea?*
- For Task 1 for Writing learners can draw a picture / pictures of what the song or story makes them think about.

DAY 5: Shared Reading based on a song or poem

- Reread the song or poem with the learners. You might let the boys read one verse and the girls the next, explaining what is meant by "*a verse".*
- Ask learners what is special about the ends of the lines (where the words rhyme). Underline the rhyming words so that they can see that the end of the words is the same. Explain that we call these words "*rhyming words*". Perhaps learners can tell you more rhyming words.
- For Task 1 for Writing write 3 – 4 words on the board and ask them to find the words that rhyme with them from the poem or song. To make it easy use the words that you have already underlined.

GROUP READING ACTIVITIES

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

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

ASSESSMENT: No formal, recorded Assessment

Informal: unrecorded assessment of: learners' recognition of rhyming words.

LEARNERS WITH SPECIAL NEEDS

As the term progresses and you come to know your learners better you will become aware of their strengths and weaknesses.

Certain learners may not be making much progress. You can speak to the previous year's teacher to learn if there seemed to be a problem the year before also. If not then there may be a recent cause – a problem at home perhaps?

However if there is a continued pattern of non-performance we need to look further. Is there a medical problem – hearing or sight difficulties perhaps? Often children can do some lessons and not others – they are good at Numeracy but cannot read. Another can read but not write.

We need to become "*kidwatchers*" – observing these children carefully to see exactly what they can and cannot do, what they enjoy doing and dislike doing. That way we can adjust our teaching to use the learners' strengths to help them overcome their weaknesses.

We need to remember too those very able learners for whom the work is so easy that they become bored and develop behavioural problems. These learners need further challenges – not just extra sums as punishment for working quickly!

WEEK 7	WRITING
LO/ASs	**LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** AS 1, 2, 3
MILESTONES	• Writes at least two sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills
RESOURCES	• A picture for every learner either brought from home or cut from a magazine

DAILY ACTIVITIES

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news. **Use as part of Assessment Task 3.** (2) Phonics activity: learners copy 4 – 6 ***ch*** words and draw a picture for each.

DAY 2:

- Task 1**: Individual writing to describe a picture**
  - You will need every learner to have a picture for this activity. Try to link the pictures to your theme or context. You could ask learners to bring one from home or cut one out of a magazine. Alternatively you could provide them. It would be best for each learner to have his / her own picture as this will be an activity for assessment.
  - Once each learner has his/her picture, explain to them that you want them to write 2 – 3 sentences describing their picture using a sheet of paper, and adding a title to their sentences. Remind them how they did it the previous week as a group. They can ask you for help with spelling using their Personal Dictionaries or from words on the charts around the classroom. You could give them sentence starters: eg "*In my picture I can see…*", "*In the background there are…"*
  - The learners can swop their sentences with a partner to check for accuracy and clarity. Collect their sentences so you can correct them before the next day. **Use as part of Assessment Task 3.**
- Task 2 for Writing: a phonic activity: Learners can make up their own sentences using some of the words, writing them in their books.

DAY 3:

- Task 1**: Individual writing to describe a picture**
  - Begin by going back to look at the previous week's Shared Reading book to find examples of joining words. Point out to learners where the author has joined two short sentences to make one, longer one by using joining words eg *"and", "but"*. Write these two words on the board and ask learners to tell you a sentence using one of these words. Explain to learners that they must rewrite their sentences describing their pictures from the previous day in their best handwriting. They can use one of the little joining words to join two of their sentences.
  - Return the learners' sentences which you have now corrected. (Try to speak to each learner explaining his/her mistakes.) They copy their sentences onto a new sheet of paper and then glue the picture on the sheet. Remind them to give their picture a title and write their name. Afterwards you can staple these together to make short reading books. ***Tip:*** *There will probably not be time for a written phonics activity on this day.*

DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: write 4 words ending with ***ch*** on the board but muddling the letters. Learners write them in the correct order. (2) Learners can draw a picture / pictures of what the song or story makes them think about.

DAY 5: Explanation of activities for the Group Reading session: (1) Using the song or poem learners find words that rhyme with those on the board. (2) Phonics activity: a worksheet or a Learner's Book to revise the ***ch*** sound.

ASSESSMENT: Formal: recorded Assessment Task 3: Using the learners daily news and the individual writing task on Days 2 & 3 rate the learners, recording specific problems you have noticed, against the following milestones:

- Writes at least two sentences ie own news, shared writing & creative story
- With help writes words to form a sentence using sounds learnt, capital letters and full stops
- Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills

FIRST TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 3, 4, 5, 6	• Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Tells a story which has a beginning, middle and end • Participates in discussions, asking and answering questions and suggesting ideas • Uses correct words for the context eg an invitation • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news / teacher records either class or one learner's news on the board <u>Listening and Speaking activities</u> • Weekly focused listening activity (sequencing a story read by the teacher– beginning, middle and end) • Tell / read / reread stories / poems
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7	• Builds up and sounds out words using sounds learnt • Recognises vowel diagraphs eg ***oo*** • Writes words with correct spacing • Writes a sentence legibly and correctly	<u>Phonics</u> • Singing / acting out a repetitive action rhyme / song • Revision of vowel diagraph: ***oo***. <u>Handwriting</u> • Revision of upper case letters – one per day: ***T, H*** + writing a sentence.
READING **LO 3** AS 1, 2, 3, 4, 5	• Uses visual clues to predict what the story is about and express a personal response • Recognises at least 25 new sight words • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Answers open-ended questions based on the passage read • Uses clues and pictures in text for understanding • Uses decoding skills when reading • Reads simple instructions in the classroom • Reads book as a whole class with teacher (shared reading) and describes the main idea	<u>Shared reading and writing / Word and sentence level work</u> • Shared reading using a song or poem / Big Book • Pre-reading, during reading and after reading discussions esp around finding the main idea • Shared writing of verses of a poem or sing as a class / group • Introduction of new vocabulary • Identification of punctuation in a text • Paired reading <u>Group, guided and independent reading and writing</u> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING **LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3	• Writes at least three sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Writes a sentence so that others can read what has been written • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills	• Writes and illustrates sentences ie own news **(all groups write own news)**, and based on Shared Reading book • Spells words using phonics and personal dictionary • Copying and illustrating a verse from a poem or song • Punctuation activity

WEEK 8	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 3 **LO 2** AS 1, 3, 4, 5, 6
MILESTONES	• Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Tells a story which has a beginning, middle and end • Participates in discussions, asking and answering questions and suggesting ideas • Uses correct words for the context eg an invitation • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

AT THE BEGINNING OF THE DAY

- Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Guide learners on what they could talk about or give them a specific topic, reminding others of the need to listen without interrupting.
- For Task 1 for Writing on **Days 1** and **5** learners write their own news in their exercise books, using the words in their personal dictionaries.

AT LEAST TWICE DURING THE WEEK

- Read a story aloud to the learners. Explain that a story has a beginning, a middle and an end. Ask them to listen carefully so that they can tell you how the story began, what happened and how it ended.
- Guide the learners to tell a story with a beginning, middle and an end, asking questions such as "*What happened at the beginning of the story?", "Then what happened?" "What happened at the end?"*

  Tip: *You will be using these activities during weeks 8 and 9 for* ***Assessment Task 4*** *so make sure you ask different learners each time for a response. You could also do this at your table so that learners have the chance to speak in a non-threatening situation.*

ASSESSMENT: Formal: recorded Assessment Task 4: During News, story time and group discussions as well as during group problem-solving during Numeracy rate the learners, recording specific problems you have noticed, against the following milestones:

- Listens to a story and asks questions related to the story
- Talks about personal experiences eg tells personal news
- Tells a story which has a beginning, middle and end
- Participates in discussions, asking and answering questions and suggesting ideas
- Uses correct words for the context eg an invitation
- Suggests solutions to a problem especially during Numeracy

WEEK 8	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7
MILESTONES	• Builds up and sounds out words using sounds learnt • Recognises vowel diagraphs eg ***oo*** • Writes words with correct spacing • Writes a sentence legibly and correctly

DAILY ACTIVITIES

PHONICS DAILY

Begin to revise the vowel diagraphs of ***oo*** and ***ee***. Work with one diagraph each week, spending time building words and composing sentences.

Work with the diagraph ***oo*** this week:

- Day 1: Introduce the diagraph ***oo*** and brainstorm words containing the diagraph, writing each of them on half an A4 piece of paper or card. Try to guide the learners so that you have at least 20 words on pieces of paper. For Task 2 for Writing: learners choose six ***oo*** words to write and illustrate in their exercise book.
- Day 2: Do a sorting activity with the learners so that the words are sorted into word families. Explain to learners how words that have the same middle and ending can be thought of as belonging to one family. Use the lists of words to make a chart of the ***oo*** families to display in the classroom. For Task 2 for Writing learners can do an activity on a worksheet or from a Learner's Book to revise the ***oo*** families.
- Day 3: Learners can make up one or more of their own sentences using two or three of the words, writing them in their books. (Task 1 for Writing)
- Day 4: End with an activity using a worksheet in which learners match a picture of a word containing ***oo*** with a simple definition. eg We use it to eat with.(spoon) It shines in the sky at night. (moon) I wear it on my foot. (boot) I eat it. (food). **Use for Assessment Task 4.**

HANDWRITING

Continue revising the formation of the upper case letters, revising ***T*** and ***H*** this week.

Demonstrate each on the board before learners write it in their books, together with a sentence to copy beginning with the target letter (at least twice a week). **Use for Assessment Task 4.**

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

- Builds up and sounds out words using sounds learnt
- Recognises vowel diagraphs eg ***oo***
- Writes words with correct spacing
- Writes a sentence legibly and correctly

WEEK 8	READING
LO/ASs	**LO 3** AS 1, 2, 3, 4, 5
MILESTONES	• Uses visual cues to predict what the story is about and express a personal response • Recognises at least 25 new sight words • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Answers open-ended questions based on the passage read • Uses cues and pictures in text for understanding • Uses decoding skills when reading • Reads simple instructions in the classroom • Reads book as a whole class with teacher (shared reading) and describes the main idea
RESOURCES	• A new story for Shared Reading, preferably a Big Book or alternatively a story in a Learner's Book or on a photocopied sheet (one per learner) • Flashcards with new vocabulary • Sheets from a newspaper or magazine or a photocopied text – enough for one per learner

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading / Writing based on a song or poem

- The whole class rereads the previous week's song or poem.
- As a class, using the song as an example, write one or two verses of a similar song. You could use most of the same words but changing one or two words in a line. For Task 1 for Writing learners can copy one of the verses and draw a picture.

DAY 3: Shared Reading / Writing based on a song or poem

- Learners work in groups to write a similar verse using the format from the day before. One learner can record for the group and another can read it out to the rest of the class.

Tip: *As this will be a noisy activity and learners will need your help with spelling you may want to do Paired rather than Group Reading on this day. However try to hear at least Group 4.*

DAY 4: Shared Reading / Writing based on a Big Book

- Introduce a new Shared Reading Book, preferably a Big Book as you need one with plenty of illustrations. Put up flashcards containing new vocabulary and explain these words to learners.
- Follow the same pattern as previously, doing *Pre-reading, During reading* and *After reading* discussions.
- During Pre-reading discuss the title, the cover and point out the name of the author. Link with learners' prior knowledge and the theme or context you are using.
- Read the book, stopping to ask questions and encourage learners to predict what will happen next. Ask more open-ended questions that make learners think and give a personal response rather than the one correct answer.

- After finishing the book ask learners for an initial response, eg:
- Did they like the story and if so, why?
- Do they remember the characters? List their names on the board and look back in the book to see once more what they looked like. For Task 1 for Writing learners can write a sentence about one of the characters and draw a picture.

DAY 5: Shared Reading / Writing based on a Big Book

- Begin by talking about the punctuation used in the previous day's Big Book - commas, full stops and question marks. Ask learners to look carefully for this punctuation as you read the book and make a specific noise for each eg they can clap their hands for the commas, knock the table for each full stop and make a funny noise for every question mark. Then reread the Big Book with the learners responding.
- Give learners an extract from a newspaper or magazine or a photocopy of one or two paragraphs of text. For Task 2 for Writing learners look through the text and circle the commas, put a cross on every full stop and put a square around every question mark in the text. To make it easier for them, suggest that firstly they mark all the commas, then all the full stops and lastly the question marks.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension ie what is the main idea of the story they are reading:

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

Use for Assessment Task 4.

Reminder: *Only Paired Reading on Wednesday.*

ASSESSMENT: Formal: recorded Assessment Task 4: use the Group and Shared Reading sessions to assess the milestones:

- Uses visual cues to predict what the story is about and express a personal response
- Recognises at least 25 new sight words
- Reads aloud at own level in a guided reading group with teacher ie whole group reads same story
- Answers open-ended questions based on the passage read
- Uses cues and pictures in text for understanding
- Uses decoding skills when reading
- Reads simple instructions in the classroom
- Reads book as a whole class with teacher (shared reading) and describes the main idea

WEEK 8	WRITING
LO/ASs	**LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3
MILESTONES	• Writes at least three sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Writes a sentence so that others can read what has been written • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills

DAILY ACTIVITIES

This week's writing tasks involve learners composing their own sentences either individually or as a group based on their own news, shared reading and phonics. Comprehension and punctuation activities are also included.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news. (2) Phonics activity: learners choose six ***oo*** words to write and illustrate in their exercise book.

DAY 2: Explanation of activities for the Group Reading session: (1) learners copy one of the verses that the class composed and add a picture (2) Phonics activity: learners do an activity on a worksheet or from a Learner's Book to revise the ***oo*** families.

DAY 3: Explanation of the activity for the Writing session: Learners compose one or more of their own sentences using some of the ***oo*** words, writing them in their books. Note that as learners will also be doing shared writing there is only one other written activity for Day 3.

DAY 4: Explanation of activities for the Group Reading session: (1) learners write a sentence about one of the characters from the Shared Reading book and draw a picture. (2) a worksheet in which learners match a picture of a word containing ***oo*** with a simple definition.

DAY 5: Explanation of activities for the Group Reading session (1) writing / illustrating of daily news / all groups write their own news. (2) using part of a newspaper or magazine or a photocopied sheet of text learners circle the commas, put a cross on every full stop and put a square around every question mark in the text.

ASSESSMENT: Informal: unrecorded assessment of sentence construction

SUGGESTED ASSESSMENT TASKS: TASK 4: WEEKS 8 / 9

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 3, 4, 5, 6	• Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Tells a story which has a beginning, middle and end • Participates in discussions, asking and answering questions and suggesting ideas • Uses correct words for the context eg an invitation • Suggests solutions to a problem especially during Numeracy	Wks 8 & 9	• Assess learners' responses during news & story time as well as the group problem-solving time in Numeracy
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7	• Builds up and sounds out words using sounds learnt • Recognises vowel diagraphs eg ***oo*** • Writes words with correct spacing • Writes a sentence legibly and correctly	Wk 8 Wk 8	• Use a Phonics Worksheet activity to revise the ***oo*** sound • Handwriting: select one handwriting lesson for assessment
READING **LO 3** AS 1, 2, 3, 4, 5	• Uses visual clues to predict what the story is about and express a personal response • Recognises at least 25 new sight words • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Answers open-ended questions based on the passage read • Uses clues and pictures in text for understanding • Uses decoding skills when reading • Reads simple instructions in the classroom • Reads book as a whole class with teacher (shared reading) and describes the main idea	Wk 8	• Assess learners during Class / Group reading time (eg 2 learners per group per day)
WRITING **LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3	• Writes at least three sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Writes a sentence so that others can read what has been written • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills	Wk 9	• Use (1) learners' Daily News and (2) their sentences based on the Shared Reading

FIRST TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 3, 4, 5, 6	• Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Tells a story which has a beginning, middle and end • Participates in discussions, asking and answering questions and suggesting ideas • Uses correct words for the context eg an invitation • Suggests solutions to a problem especially during Numeracy	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news / teacher records either class or one learner's news on the board <u>Listening and Speaking activities</u> • Weekly focused listening activity (sequencing a story read by the teacher– beginning, middle and end) • Tell / read / reread stories / poems
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7	• Builds up and sounds out words using sounds learnt • Recognises vowel diagraphs eg ***ee*** • Writes words with correct spacing • Writes a sentence legibly and correctly	<u>Phonics</u> • Singing / acting out a repetitive action rhyme / song • Revision of consonant diagraph, ***ee***. <u>Handwriting</u> • Revision of upper case letters – one per day: ***A, G*** + writing a sentence.

READING
LO 3 AS 1, 2, 3, 4, 5
	• Uses visual cues to predict what the story is about and express a personal response
	• Recognises at least 25 new sight words
	• Reads aloud at own level in a guided reading group with teacher ie whole group reads same story
	• Answers open-ended questions based on the passage read
	• Uses cues and pictures in text for understanding
	• Uses decoding skills when reading
	• Reads simple instructions in the classroom
	• Reads book as a whole class with teacher (shared reading) and describes the main idea
		<u>Shared reading and writing / Word and sentence level work</u>
		• Shared reading using a Big Book:
		  • giving a personal response
		  • responding to open ended questions
		  • cloze procedure
		• Buddy reading
		<u>Group, guided and independent reading and writing</u>
		• Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.

WRITING **LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3	• Writes at least three sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Writes a sentence so that others can read what has been written • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills	• Writes and illustrates sentences eg own news **(all groups write own news)**, nonsense sentences and responses based on Shared Reading book • Writing using sentence starters • Spells words using phonics and personal dictionary • Written comprehension with responses in full sentences • Cloze procedure

WEEK 9	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 3 **LO 2** AS 1, 3, 4, 5, 6
MILESTONES	• Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Tells a story which has a beginning, middle and end • Participates in discussions, asking and answering questions and suggesting ideas • Uses correct words for the context eg an invitation • Suggests solutions to a problem especially during Numeracy

DAILY ACTIVITIES

AT THE BEGINNING OF THE DAY

- Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day etc.
- Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Guide learners on what they could talk about or give them a specific topic, reminding others of the need to listen without interrupting.
- For Task 1 for Writing on **Days 1** and **5** learners write their own news in their exercise books, using the words in their personal dictionaries.

AT LEAST TWICE DURING THE WEEK

- Read a story aloud to the learners. Explain that a story has a beginning, a middle and an end and ask them to listen carefully so that they can tell you how the story began, what happened and how it ended.
- Guide the learners to tell a story with a beginning, middle and an end, asking questions such as "*What happened at the beginning of the story?", "Then what happened?" "What happened at the end?"*.

  Tip: *You will be using these activities during weeks 8 and 9 for* ***Assessment Task 4*** *so make sure you ask different learners each time for a response. You could also do this in pairs or individually so that learners have the chance to speak in a non-threatening situation.*

ASSESSMENT: Formal: recorded Assessment Task 4: During News, story time and group discussions as well as during group problem-solving during Numeracy rate the learners, recording specific problems you have noticed, against the following milestones:

- Listens to a story and asks questions related to the story
- Talks about personal experiences eg tells personal news
- Tells a story which has a beginning, middle and end
- Participates in discussions, asking and answering questions and suggesting ideas
- Uses correct words for the context eg an invitation
- Suggests solutions to a problem especially during Numeracy

WEEK 9	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7
MILESTONES	• Builds up and sounds out words using sounds learnt • Recognises vowel diagraphs eg ***ee*** • Writes words with correct spacing • Writes a sentence legibly and correctly

DAILY ACTIVITIES

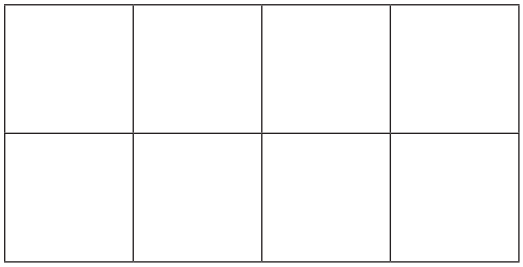
PHONICS 3 - 4 TIMES A WEEK

Continue to revise the vowel diagraphs, working with ***ee*** with this week, spending time building words and composing sentences:

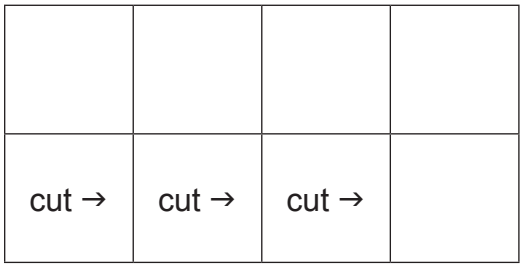
- DAY 1: Introduce the diagraph ***ee*** and tell a story linking to your theme or context using different ***ee*** words. Afterwards learners tell you the words to record on a chart.

  For Task 2 for Writing learners can do paper folding and cutting to create a fun way of testing their knowledge of ***ee*** words. Do the folding and cutting as a class, leaving them to do the writing during Group Reading time.

  - Give each learner an A4 sheet of paper to fold twice width-wise (hot-dog style) and then once lengthwise (hamburger-style). (This will give them eight rectangles.)



  - They must make 3 cuts from the edge of the paper (longwise) to the centre of the page.



- Now they must fold the paper lengthwise so they have four flaps.

sheep	(fold) ↑		

- During the group Reading time on the top of each flap they can write an ***ee*** word eg sheep. Then they lift each flap and draw a picture of the word beneath. Learners can read the word and then lift the flap to check if they read the word correctly.
  Tip: *Once the learners are used to making this visual aid or chart you can repeat it for many activities. For example: write one four-word sentence on the flaps and another beneath (I went to town / She came from school). Learners can lift the different flaps to make up to 8 different sentences. Try it and see! It's fun!*

- DAY 2: Write 3 – 4 ***ee*** words on the board but muddle the letters. The learners must write the words correctly in their books. Remind them that they can refer to the words on the chart.

- DAY 3: Revise the ***ee*** words and use at least two of them to write a nonsense sentence– the funnier the better! For Task 2 for Writing learners work in pairs to write two similar nonsense sentences using at least two ***ee*** words in each sentence. Learners can share their sentences with the rest of the class at the end of the day.

- On the last day (Day 5) revise the ***ee*** and ***oo*** words and then play a game. Divide learners into two groups. Ask one group to be the ***ee*** group and the other to be the ***oo*** group. Ask each group in turn to give you one word containing their sound. Record them on the board in two lists. The winners are those with the most words.
- Sing / act out a repetitive song or action rhyme.

HANDWRITING

Continue revising the formation of the upper case letters, revising ***A*** and ***G*** this week. At least twice during the week learners should write the day and the date, two rows of the letter and one row of a sentence.

ASSESSMENT: Informal: unrecorded assessment of learners' oral responses in the phonics activities and their daily handwriting.

WEEK 9	**READING**
LO/ASs	**LO 3** AS 1, 2, 3, 4, 5
MILESTONES	• Uses visual cues to predict what the story is about and express a personal response • Recognises at least 25 new sight words • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Answers open-ended questions based on the passage read • Uses cues and pictures in text for understanding • Uses decoding skills when reading • Reads simple instructions in the classroom • Reads book as a whole class with teacher (shared reading) and describes the main idea
RESOURCES	• Worksheet with Cloze procedure exercise

DAILY ACTIVITIES

SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK

DAY 2: Shared Reading from a Big Book / Word and Sentence level work

- Reread the previous week's Shared Reading Book with the learners and revise the vocabulary using the flashcards. You could either ask groups or individual learners to read with you. As learners start to read more confidently you can read more softly – but encourage them to read with expression.
- After finishing the book ask learners for a personal response, eg
  - Did they enjoy the story? If so why?
  - What part did they like best?
  - What would they have done if they had been in that position?

  NB *Ask questions that help learners make connections with their prior knowledge and experiences.*
- For Task 1 for Writing give learners 2 – 3 sentence starters to complete, for example:
  - *I liked…..*
  - *I didn't like….*
  - *I thought that….*

DAY 3: Shared Reading from a Big Book: Written comprehension

- Write 2 – 3 questions based on the story from the Shared Reading on the board or give learners the questions on a photocopied worksheet. Read the questions with the learners, discussing possible responses and referring back to the relevant page in the Big Book for learners to find the answer. Encourage learners to respond orally in complete sentences.
- For Task 1 for Writing learners answer the questions in their exercise books. Put vocabulary they might need on the board. As this may be the first time learners have written answers to comprehensions using full sentences you might want to scaffold this. You could write possible answers on the board but in the incorrect order or you could erase them before learners start to write.

DAY 4: Shared Reading from a Big Book: Cloze procedure

- Reread the story once again for learners, stopping to recap the story so that they are familiar with the sequence.
- Give learners a worksheet on which you have written a summary of the story but omitting one word in each sentence. Below the sentences write the words in blocks eg

The hungry tortoise

Once upon a time there was a hungry _____. He lived in a _____ in the ground. One day he met _____.

He said, _____ to him etc

Sam	tortoise	hole	hello

ASSESSMENT: Informal: unrecorded assessment of learners' responses when you ask questions and their ability to concentrate

WEEK 9	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3
MILESTONES	• Writes at least three sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Writes a sentence so that others can read what has been written • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills

DAILY ACTIVITIES

The writing activities for this week are based on a story from a Shared Reading book, in addition to Phonics and daily news.

DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news. **Use as part of Assessment Task 4.** (2) Phonics activity: learners do paper folding and cutting to make a fun visual aid.

DAY 2: Explanation of activities for the Group Reading session: (1) Based on the story in the Shared Reading learners write 2 – 3 sentences possibly using sentence starters, eg *I liked….. / I didn't like….* / *I thought that….* **Use as part of Assessment Task 4.** (2) Phonics activity: Give the learners 3 – 4 muddled words containing the ***ee*** sound: learners write the words correctly.

DAY 3: Explanation of activities for the Group Reading session: (1) Learners answer 2 – 3 questions based on the Shared Reading story in full sentences. (2) Phonics activity: learners work in pairs to write two similar nonsense sentences using at least two ***ee*** words in each sentence.

DAY 4: Explanation of the activity for the Group Reading session: (1) Cloze procedure activity based on Shared Reading story, following by drawing a picture. ***NB*** *There probably won't be time for a second written activity such as Phonics on this day.*

DAY 5: Explanation of activities for the Writing session: (1) writing / illustrating of daily news / all groups write their own news.

ASSESSMENT: Formal: recorded Assessment Task 4: Use **(1)** learners' daily news and **(2)** their sentences based on the Shared Reading to assess the following milestones:

- Writes at least three sentences ie own news, shared writing & creative story
- With help writes words to form a sentence using sounds learnt, capital letters and full stops
- Writes a sentence so that others can read what has been written
- Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills

FIRST TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING **LO 1** AS 2, 3 **LO 2** AS 1, 3, 4, 5, 6	• Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Participates in discussions, asking and answering questions and suggesting ideas	<u>Morning Oral work</u> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news / teacher records either class or one learner's news on the board <u>Listening and Speaking activities</u> • Weekly focused listening activity (sequencing a story read by the teacher – beginning, middle and end) • Tell / read / reread stories / poems
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7	• Builds up and sounds out words using sounds learnt • Recognises consonant diagraphs (sh, ch, th and wh) at the beginning of a word • Recognises consonant diagraphs (sh, ch, th and wh) at the end of a word • Writes words with correct spacing • Writes a sentence legibly and correctly	<u>Phonics</u> • Singing / acting out a repetitive action rhyme / song • Revision of consonant diagraph: ***th***. <u>Handwriting</u> • Revision of upper case letters – one per day: ***N, M*** + writing a sentence.
READING **LO 3** AS 1, 2, 3, 4, 5	• Recognises at least 25 new sight words • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Uses decoding skills when reading	<u>Shared reading and writing / Word and sentence level work</u> • Paired reading <u>Group, guided and independent reading and writing</u> • Guided reading in same-ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING **LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3	• Writes at least three sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Writes a sentence so that others can read what has been written • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills	• Writes and illustrates sentences eg own news **(all groups write own news)**, • Shared writing and editing of a class story • Spells words using phonics and personal dictionary

WEEK 10	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 2, 3 **LO 2** AS 1, 3, 4, 5, 6
MILESTONES	• Listens to a story and asks questions related to the story • Talks about personal experiences eg tells personal news • Participates in discussions, asking and answering questions and suggesting ideas

DAILY ACTIVITIES

AT THE BEGINNING OF THE DAY

- Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day etc.
- Learners tell personal news. For Task1 for Writing on **Day 1** learners write their own news in their exercise books, using the words in their personal dictionaries.

AT LEAST ONCE DURING THE WEEK

- Read a poem or song to the learners. Discuss the message behind the song or poem and ask learners to listen for words that rhyme or words that are repeated, as in a refrain or chorus. As a class they can sing the song, clapping their hands to the beat.

ASSESSMENT: Informal: unrecorded assessment of learners' listening and speaking skills.

WEEK 10	**PHONICS / HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7
MILESTONES	• Builds up and sounds out words using sounds learnt • Recognises consonant diagraphs (sh, ch, th and wh) at the beginning of a word • Recognises consonant diagraphs (sh, ch, th and wh) at the end of a word • Writes words with correct spacing • Writes a sentence legibly and correctly

DAILY ACTIVITIES

PHONICS

Continue to revise the consonant diagraphs of ***sh, ch, th*** and ***wh***, working with one sound each week, spending two days revising the diagraph at the beginning of a word and two days revising it at the end of a word.

Work with the diagraph ***th*** this week:

- DAY 1: Introduce the diagraph ***th*** and ask learners to work in groups to find words that begin or end with ***th.*** They can do a word search through their reading books to add to the words they already know. Use their words to make a chart to display in the classroom.
- For DAYS 2 and 3 Task 2 for Writing, learners can make up their own sentences using some of the words, writing them in their books. (A number of the ***th*** words are not nouns and are best taught in a sentence).
- On DAY 4 do an activity using a worksheet or a Learner's Book or make a Word Search (see Week 1) to revise the ***th*** sound.
- Sing / act out a repetitive song or action rhyme.

HANDWRITING

Continue revising the formation of the upper case letters, revising ***N*** and ***M*** this week. At least twice during the week learners should write the day and the date, two rows of the letter and one row of a sentence.

ASSESSMENT: Informal: unrecorded assessment of learners' oral responses in the phonics activities and their handwriting.

WEEK 10	READING
LO/ASs	**LO 3** AS 1, 2, 3, 4, 5
MILESTONES	• Recognises at least 25 new sight words • Reads aloud at own level in a guided reading group with teacher ie whole group reads same story • Uses decoding skills when reading

DAILY ACTIVITIES

The shared reading and writing activities this week focus on the shared writing of a class story. The details are included under the Writing component.

GROUP READING ACTIVITIES

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

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

Note: *On Wednesday there will not be time to take Group Reading so do Paired Reading on this day.*

ASSESSMENT: Informal: unrecorded assessment of: learners' reading ability within the group to identify learners who may need to change reading groups at the beginning of the second term, either because:

- they are battling to cope with the level of reading or
- they are reading far more fluently than the rest of the group.

WEEK 10	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 5, 6 **LO 6** AS 1, 2, 3
MILESTONES	• Writes at least three sentences ie own news, shared writing & creative story • With help writes words to form a sentence using sounds learnt, capital letters and full stops • Writes a sentence so that others can read what has been written • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills
NOTE	As this is the last week of term you might wish to do something a little different to consolidate the term's work. Accordingly, the Plan this week is for learners to write a Class story, developing it over the five days. This is a good opportunity to model the writing of a story.

DAILY ACTIVITIES

DAY 1: Shared Writing: class discussion

- Begin by explaining to learners that during this week they are going to become authors and write a proper story.
- On this first day you and the learners need to decide what the story is going to be about:
  - Will it be a story about animals or people?
  - Who will be the main characters? Identify 2 or 3.
  - What is going to happen in the story? ie What is the big event?
  - How will it end?

Note: *All of this will be oral although you could record some of the ideas on the board or a flipchart for example:*

List the characters here ⇨ **Write what is going to happen here** ⇨ **Write how it will end here**

Explanation of the activity for the Group Reading session: (1) writing / illustrating of daily news.

DAYS 2 AND 3: Shared Writing

- Begin by reminding everyone of the decisions made the previous day and then start writing, prompting the learners to help them to create the sentences. Record the sentences either on the board or on a flipchart.

  The following is just an example of how one can structure the writing of a class story for young children. It provides you with a simple writing frame to develop a story – one you can use later in the year for group or even individual stories. Adapt it to your needs.
- You will not be able to write the whole story in one day so spread it over two days, possibly writing the introduction on Day 2 and the remainder on Day 3.

- **Introduce the story**
  - **Write an introductory sentence. Some stories begin with, "*Once upon a time…*" but you might want to simply start by saying, *"In the village of Inanda lived three friends."***
  - **The next sentence can introduce the characters, giving their names.**
  - **You could then write one sentence about each of the characters.**
  - **Finally you could write a sentence or two about the setting, in this case, Inanda.**

- **Then write about the plot :**
  - **Write 2 or 3 sentences about what happened to the characters. Eg "*They were walking home from school one day when suddenly….*"**

- **Write 2 or 3 sentences about how the problem was solved.**

- **Write a final sentence bringing the story to a close.**

DAY 4: Shared Writing

- Finish the story if you have didn't have time the previous day.
- If there is time you could model how to edit one's work by rewriting the story:
  - adding more detail
  - including descriptive words (adjectives)
  - sequencing the story by using words such as "*first", "next"* and "*finally"*

Explanation of the activity for the Group Reading session: (1) Phonics: an activity to revise the ***th*** sound by using a worksheet or a Learner's Book or by doing a Word Search (see Week 1)

DAY 5:

- The Class story is now ready to be rewritten neatly by the class. Number the sentences and give each learner one sentence to copy and illustrate on a sheet of paper. Organise this carefully so that 2 or even 3 learners write the same sentence. At the end you can collate the pages and have 2 or 3 complete stories.
- Each copy will need a cover page – you could either let learners who finish first do these pages or give them to learners with no pages to write.
- Add an extra page with the names of all the learners who have written the book. The page could be headed, "*This book was written and illustrated by…..*"

ASSESSMENT: Informal: unrecorded assessment of contributions to shared writing

Annexures

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

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

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 and the order can be changed. The Shared Reading of a story is used as a starting point for Phonics and Handwriting is done after oral.

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.

Handwriting

- Revise the formation of the capital letter ***"G"*** (or whatever letter is the next to be revised), explaining where it starts, the direction of movement, where it finishes, how it sits on the line. Emphasise the tight curl of the letter, comparing it to the letter ***"C"***.
- 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 ***"G"*** adding the ears, eyes and feet) 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.

Shared Reading linked to Phonics

Pre-reading

- Tell learners that they are going to read a new story today and that it's about a little boy who got lost. (You can use any story from a learner's Book)
- Before turning to the page with the story in the Learner's Book ask them questions such as: *"Have you ever been lost?" "How did you feel?" "What did you do?"*

During reading

- Read the story with the learners, stopping a few times to ask questions such as *"Why do you think that happened?" "What would you have done?"*

After reading

- Write the consonant diagraph of ***"th"*** on the board and ask learners if they can think of a word beginning or ending with ***"th"***. Write only one on the board. For **Task 1 for Writing** learners can look through the story that they have just read to find any words containing ***"th"***. Explain that if a ***"th"*** word appears more than once, they must write it down again. (They could end up having written down ***"the"*** several times.)

Writing

- Read the story again, either with learners reading individually or one group at a time.
- Ask further questions to ensure understanding.

- For **Task 2 for Writing** the learners can do a Cloze procedure exercise. For example:

cold.

Sam was lost.

eating.

- The learners have three choices to finish the sentence. They must copy the sentence, choosing the correct option. In all give learners 2 – 3 sentences to write.

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 ***"th"***.
- 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 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 lesson:

- When learners have finished the two Writing tasks call them back to the carpet, bringing their books with them. Ask them to tell you what words they found beginning with ***"th"***. Write these words on the board, putting the ***"th"*** in colour. Then ask them to count how many of each of the words they wrote. Some learners might not have recognised ***"th"*** written with a capital letter. Talk about which word was most common and why.
- 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 / cloze procedure)
  - Enjoyed their learning

ANNEXURE 2: EXAMPLE OF A PHONICS PLAN FOR GRADE 2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Term 1	**Revision of single sounds**					**Revision of consonant diagraphs**		**Revision of vowel diagraphs**		**Revision of consonant diagraph**
	c, o, a, d, g, l, h, b + 3-letter blends	**i, r, n, m, t** + 3-letter blends	**s, e, j, f, p** + 3 / 4 letter blends	**u, y, v, w** + 3 / 4 letter blends	**k, q, x, z** + 3 / 4 letter blends	**sh** + 4-letter blends	**ch** + 4-letter blends	**oo** + 4-letter blends	**ee** + 4-letter blends	**th** + 4-letter blends
Term 2	Revision of initial sounds **+sh, ch, _ll, _ss**	Revision of initial sounds **+ th, wh**	Teach 3 letter consonant blends at beginning of a word + **ee** vowel blend	3 letter consonant blends at the end of a word eg **_nds, _tch + ea** vowel blend	**Oa, oo** vowel blends(short as in book)	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**	Teach magic e as in **u_e**
Term 3	Revision of initial consonant blends **_r** and **_l**	Revision of end consonant blends **_ng, _ld, _lt, _nd, _ft, _nt**	Revision of **st +** teach: **ai** vowel blend	Revision of **ck** + teach **ay** vowel blend:	Revise consonant diagraphs: **ch, sh, th,** and **wh**	Teach vowel blend **oi** +	Teach vowel blend **oy,** and **short ea**	Revise vowel blends: **ee, ea, oa**	Onset and rime in more complex patterns eg **dr-eam, scr-eam, str-eam**	Revision of **magic e**
Term 4	Revision	Teach new sound **ar**	Teach new sound **ir** + rhyming words	Teach new sound **or**	**er, ur** + revision of onset and rime in more complex patterns eg **dr-eam, scr-eam, str-eam**	Teach new sound **ou**	Classifying complex word families eg **dr-eam, scr-eam**	Teaches suffixes eg **_ly, _ies**	Teach consonant diagraph making **f** sound: **ph gh**	Revision

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: