Foundations For Learning

Foundation Phase
Literacy
Lesson plans

First term

Grade 3

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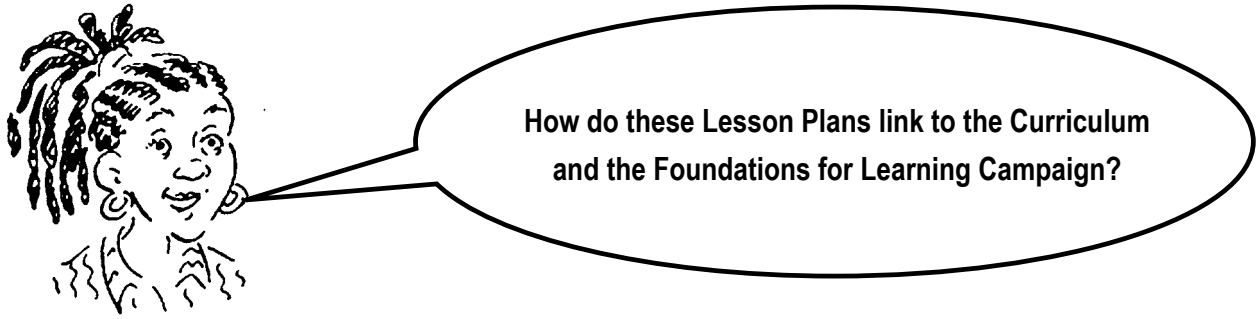
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INTRODUCTION

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.



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

- The NCS Learning Outcomes and Assessment Standards.
- 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 3 in Literacy (Home Language):

Learning Outcomes	**Milestones for Literacy Grade 3**	**Government Gazette: Daily Teacher Activities for Literacy Grades 3**	**Grade 3 time Allocation in Gazette**
LO1 Listening LO2 Speaking	• Oral	• Oral work at the beginning of the day.	10 min per day
		• Listening and Speaking	20 min per week
LO3 Reading and Viewing LO6 Language Structure and Usage LO4 Writing	• Reading • Phonics	• Reading and writing focus time: 1.Shared reading or shared writing 2. Word and sentence level work 3. Group, guided and independent reading/writing.	60 min per day
		• Reading for enjoyment	30 min per day
	• Handwriting	• Handwriting	30 min per week
	• Writing	• Writing	60 min per week
LO 5 Thinking and Reasoning activities throughout			



How do I use the time allocated for Literacy?

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

Grade	Daily total for Numeracy	Daily total for Literacy	Home Language Literacy	First Additional Language Literacy	In addition, time 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	

As shown above, in the Foundation Phase, for Literacy for Home Language there are separate times for different aspects of language:

Government Gazette: Daily Teacher Activities for Literacy Grade 3	Time Allocation in Gazette
• Oral work at the beginning of the day.	10 minutes per day
• Reading and Writing Focus Time: o Shared reading or shared writing o Word and sentence level work (phonics, spelling, sight words, language) o Group, guided and independent reading/writing.	60 minutes per day : • 15 minutes • 15 minutes • 30 minutes
• Handwriting	30 minutes per week (2 X 15 min)
• Writing	60 minutes per week (3 X 20min)
• Listening and Speaking	20 minutes per week (2 X 10 min)
• Reading for Enjoyment	30 minutes per day

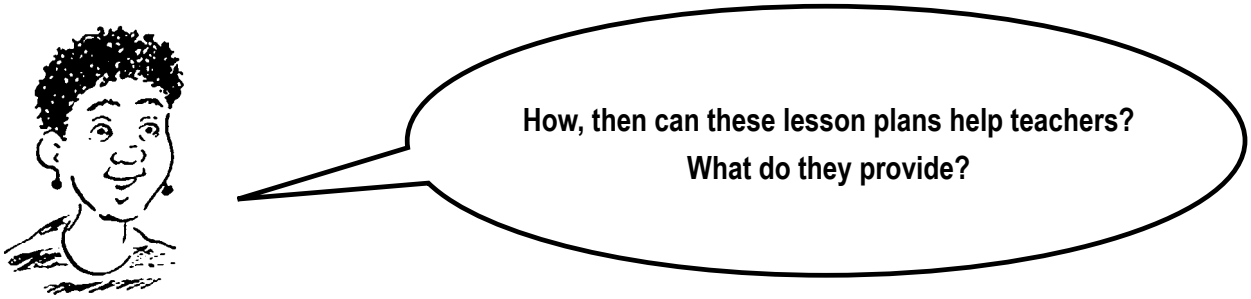
However in practice:

- Because language activities are closely linked, **certain activities often go together.** For example,

during Reading and Writing time, while some learners are busy doing writing, the teacher is doing Guided Group Reading.

- **Activities may also be 'chunked'** so that two 15 minute lessons could be combined into a single 30 minute lesson.
- Some activities may be done **in a different order**; for example, Phonics may be done before Shared Reading rather than during Word and Sentence Level work time.

THE PUPOSE OF THESE LESSON PLANS



These Lesson Plans are intended to assist teachers to **pace their teaching**, give them guidance when **planning their lessons**, help them with **assessment tasks** and provide suggestions to enrich **teaching practice**. If you follow these Lesson Plans systematically you will cover the curriculum and reach the Milestones for Grade 3.

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

The **Lesson 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 may 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 or activities.** There are **10 weekly Lesson Plans for each term.** Each week's plan provides **Daily Activities** under **four headings to correspond with the milestones:** These are:
  - **Oral**
  - **Phonics & Spelling + Handwriting**

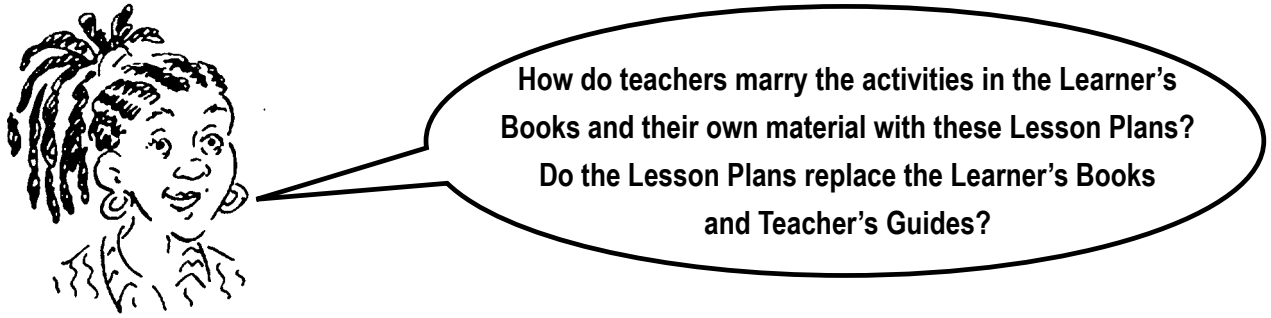
- **Reading**
- **Writing.**

These are broken down into daily steps and provide suggestions for continuous assessment. *However the plans are not prescriptive and allow you to use your own way of presenting the lesson. However, 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).

CHANGING THE LESSON PLANS

Every class and learner is unique. There can be no "one size fits all". Learners progress at different speeds and in different ways and you, as the class teacher, are best able to adjust 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 3.** For example, in Phonics, the lesson plans provide a suggested order for the introduction of new sounds. But you are free to follow your own sequence as long as it is systematic and thorough.



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 AND LISTENING & SPEAKING

Learners in Grade 3 are able to speak their home language and possess knowledge derived from their home environment. However, because home environments differ, the knowledge learners bring to school also differs. The Oral and Listening & Speaking time provides a good opportunity to access this prior knowledge and link it to "school knowledge".

a. Daily Morning Oral Work

Because the attention span of young learners is short, most teachers start each day with brief **Daily Morning Oral Work**, with learners sitting on the carpet. 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 tell their news or show and tell about a picture or object. Try to hear every learner's news at least once every two weeks.
- Write an item of news or a 'morning message' on the board for learners to read and discuss.

b. Listening and speaking

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; specific attention needs to be given throughout the Foundation Phase to improve learners' listening skills. The Listening and Speaking time twice a week includes ideas for focussed Listening and Speaking Activities. These are often centred round a story that you read aloud to learners.

PHONICS & SPELLING + HANDWRITING

a. Phonics

Explicit phonics teaching needs to continue into the third year of schooling. Knowledge of sound-letter correspondences should be revised, reinforced and extended in Grade 3. There should also be an emphasis on blending letters (to read words) and segmenting letters (to spell words). However it should always be remembered that **phonics is a step to word recognition and that the automatic reading of all words is the ultimate goal of a phonics programme.**

b. Integration

In the Lesson Plans, **Phonics and Spelling** have been linked so that learners are learning to read and spell simultaneously. It works like this: new letter-sounds are revised or learnt each day in the Phonics lesson. (This lesson should consist of a mix of oral activities, written activities, games and rhymes). The new letter-sounds can be reinforced each day with five spelling words and a spelling sentence which is written by learners into their Spelling exercise books, used for spelling and can be practised for homework. The **Phonics and Spelling** learning is reinforced in **Handwriting** twice a week when the spelling words/sentence is written with special emphasis on letter formation. This all helps learners to link the sound of the letter to its visual form.

c. Timetabling

Phonics and Spelling form part of Word and Sentence Level Work in the Reading and Writing focus time. In the Government Gazette, this is shown after Shared Reading. However, as it is important to follow a systematic Phonics and Spelling programme, this can be done as a separate activity **before Shared Reading begins**. As long as the time allocations in the Government Gazette are followed, the sequence or order may be changed.

d. Handwriting

Handwriting means the legible formation of letters, words and numerals. It is essential that learners master the skills of handwriting, because although handwriting may be supplemented by technical aids such as the computer, it can never be replaced completely. Handwriting is a skill of fine motor control and can only be learnt by continual practice. Although learners will develop their own writing styles in later years, it is essential that initially they use the correct pencil grip and are taught how to form the letters, paying attention to the starting point, size, shape and how the letters are positioned on/ spaced between the lines. In Grade 3, in most provinces, learners are meant to revise their print script and learn to write in cursive or another joined script. It is important to learn and practise cursive or joined writing as, in high school, when essays and longer texts need to be written in all subjects, this is a more efficient and quicker way of writing.

READING

Although Reading and Writing are indicated as separate components in the NCS and the milestones, 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. The handbook also explains how we learn to read.

Automatic reading of words should be the aim of the reading teacher.

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 – focusing on teaching learners to recognize individual words *on sight*, as a whole, without sounding them out. Words that appear frequently in texts (High Frequency words) can be learnt in this way. (*English, unlike many languages, contains a large percentage of high-frequency irregular words ie words that are not spelt as they sound.)* Developing learners' vocabulary and general knowledge will help them to read unfamiliar texts.

TEACHING READING SKILLS AND STRATEGIES

a. Shared Reading

In a Shared Reading lesson the teacher reads with the class or a group, using an enlarged book or chart 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 on the board.) Note: Textbooks or multiple copies of texts, can also be used for shared reading, as long as every learner is looking at the same text. The

teacher introduces and models reading the text and then re-reads the book with the learners reading along with the teacher. This is not done line by line, but rather in a natural way, reading right through the text. There are plenty of opportunities to develop reading skills, e.g. you can discuss the story and the illustrations, make predictions, develop comprehension skills and increase vocabulary. The story can also become the starting point for a number of activities lasting several weeks.

b. Read for meaning

When working with text, you can help learners make meaning of text through demonstrating or teaching skills such as **Prediction, Visual literacy, answering questions** about texts, including more thoughtful (inferential) questions and meaningful **comprehension** activities.

c. Use Word Attack skills

You can also demonstrate how to work out what a new word says by showing learners how to:

- read to the end of the sentence
- reread the sentence
- use the picture

d. Read-Alouds (by the teacher)

A 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 you can create in learners a love of reading and a passion for stories, while developing vocabulary and demonstrating how books and stories 'work'. In these Lesson Plans, most read-alouds will be done during Listening and Speaking time.

3.3 PROVIDE OPPORTUNITIES FOR READING PRACTICE

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 Group Reading, Guided Reading with the teacher, Paired Reading and Independent Reading. All of these are included in the Lesson Plans.

a. Guided Reading

Learners need to read texts that suit their level of competence (not too simple/not too difficult). This is where guided reading comes in. Learners are grouped according to their reading ability and read an appropriate text with the teacher. For this the teacher needs to divide the class into same-ability reading groups. Some teachers prefer three large groups but others will divide learners into 5-6 smaller groups. The teacher should work with each group at least once a week but preferably more often (at least three times a week with weaker groups if possible).

Graded reading schemes with multiple copies of the readers at different levels can be used for guided group reading. Alternatively a single, longer reader can be used. Some teachers use the

shared texts which have been read with the whole class. Weaker groups will work more slowly and need more support from the teacher.

Working with a small group enables the teacher to listen to the learners read (either individually or together), discuss the text, ask questions to check comprehension, help them apply phonic knowledge to new words, and support the learners as they attempt to read by themselves.

b. 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. Individual reading can take place each day in class after written literacy work is completed, but many teachers also like to give learners individual reading to do at home,. They may want the learners to read through all the graded reading books and texts in the classroom systematically, or re-read the guided reading text or shared text. This extra reading practice, done on a regular basis, every day, whether at school or at home, plays an important role in learning to read. (see paragraph on Homework)

c. Group and Paired Reading

Another way of giving learners reading practice is to have learners read in pairs or larger seating groups, using either similar or mixed reading levels. Groups can read a short text such a poem, reread their shared or guided readers, read simple 'fun' books or read a text on a particular topic. 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, e.g. two learners who have completed their tasks can read together. Group reading involving the whole class needs a little more organization but enables groups of learners to discuss texts or books together.

d. Reading for Enjoyment

During this time learners choose what they want to read. If learners are to choose what they like to read, you should try to build up a small collection of children's books, suitable magazine or newspaper articles stuck onto cardboard, reading cards, and learners' work for them to read. Learners should keep a list of what they have read and there should be opportunities for report-backs from learners talking about what they have read. If there are no books to read, you can read aloud to the learners.

A NOTE ON ORGANISING GUIDED READING

Listening to two or more Guided Reading groups will take at least half an hour every day. This will take place as part of Reading and Writing Focus Time, during Group, Guided and Independent Reading/ Writing.

While the teacher is reading with a Guided reading group, the other 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 you, the teacher or 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.

During the first term the tasks have been kept simple, short and quite repetitive. Each day learners will be expected to complete a short written phonics task, write their spelling words/sentence into their Spelling books and complete an additional written task such as a comprehension, language, vocabulary or high-frequency word activity. It helps to have a routine 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 you "What do I do next?" Once a week, all learners can be given the opportunity to 'catch up' with the written activities they missed during the Guided group reading sessions with you.

WRITING

a. Shared Writing

Shared Writing will be done by the teacher, together with the class, during Reading and Writing Focus Time. Aim to use the vocabulary, high frequency words, and sentence patterns from the shared reading text, but plan to make it much shorter. You can use a writing frame. Always write a sample text beforehand even though you know the shared writing will differ. This will help you with prompt questions.

Shared Writing procedure: 1. Ask a prompt question. Get a few responses**.** 2. Help learners construct a sentence: *What sentence shall I write to say that?* 3*.* Involve learners as you write the sentence. Ask: *Where do I begin? How do I spell this word? Where shall I put the full stop?* Use a sheet of flipchart paper for shared writing if possible (cut it up afterwards for sequencing – struggling readers can put together the text/ sentences or words). Alternatively, use the chalkboard.

b. Individual/independent writing

Learners will be doing structured, independent writing tasks daily in the Reading and Writing focus time. However, In addition to this, Grade 3 learners should have time to do expressive writing three times a week, for twenty minutes, as indicated in the Government Gazette. In this first term's Lesson Plan, two expressive writing activities will be suggested each week. The third writing activity each week will be personal writing.

The two expressive writing activities will be based on a process writing approach which is suggested in the curriculum. Learners can do pre-writing activities, write a first draft, then edit and revise their writing and finally 'publish' or write a neat version of their writing. The writing will usually be based on a writing frame, showing learners how to write in different genres or text types, such as a recount, message, story, paragraph etc.

The personal writing activity will be a free writing activity, often in the form of a Weekly Diary. This personal writing should be read by the teacher regularly, but need not be corrected, and learners should be encouraged to write whatever news or thoughts they wish, in the form of a diary, poem or narrative. Learners need to be encouraged to express themselves in writing and be given positive reinforcement for writing stories, poems and reflective pieces.

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 learners reads, and talk to the learner about the pictures. Try to avoid sending home **new** reading texts as there may not be someone to help the learner read it. It is better for learners to have a text to read 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 two weeks or more. These Lessons Plans do not prescribe any particular theme or context. Teachers are free to use whatever themes / contexts they feel are appropriate. **However the Phonics programme and Guided Reading groups need not follow a theme as these activities are based on systematic progression.**

RESOURCES

The Government Gazette No 30880 gives a list of recommended resources for Literacy which schools **should endeavour to provide**. The following resources are highlighted as being especially important for Grade 3:

a. For the walls

An alphabet frieze or chart for phonics work and a Birthday chart, Day and Month chart and Weather chart for Daily Morning Oral Work.

b. For each learner

Exercise books: For Grade 3, learners should have at least a Jotter, a Handwriting book (lined in Grade 3) a Phonics/Spelling Book, a Language/Writing Book and a Personal Dictionary book. They should also have pencils, erasers, sharpeners and crayons. This may mean keeping a class sharpener on your desk and tins of pencils to be handed out to each group and collected again each day. It may also mean keeping a tin of 'spare pencils' to be handed out and collected when required. No child should be sitting doing nothing because they have 'lost their pencil' or 'left it behind' - however irritating this is for the teacher.

Additional resources for each learner may include Grade 3 Sight word sheets (50 words on a sheet of paper to cut out, keep and learn from). Small whiteboards or slates for 'quick writes' in Phonics/ Spelling time are also useful and alphabet cards or games are always motivational.

The Government Gazette also recommends a Workbook or Learner's book, especially if this is part of the Language Programme you are using. These should contain comprehension activities, Phonic activities, language activities and reading texts.

c. For the teacher

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. Alternatively, Big Books or charts can be made by the teacher or even written on the board. Multiple copies of textbooks can serve a similar purpose.

Graded Readers are used during Guided Reading, Group Reading and Independent Reading. A number of publishers produce reading schemes containing sets of short readers with the reading level graded 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 during Guided Reading. Not every school presently has such sets. Some schools have 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 Guided, Group and Independent reading using the single reader, preparing and working through one chapter at a time.

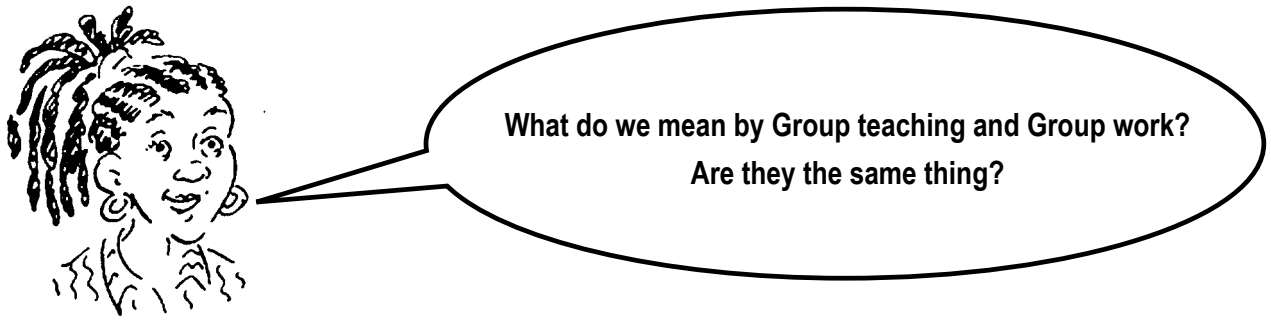
Reading for Enjoyment books, or "real" books, are ideal for learners to read on their own or in pairs. Many publishers produce packs of small, short readers with, for example, one copy of 10 different titles. It would be best to buy one copy of a number of different sets – making sure that the reading is at a more simple level than that in the Guided readers. Suitable magazine articles, newspaper articles or reading cards, or the learners' work, can also be stuck onto cardboard and used for reading for enjoyment.

Read aloud books: Teachers also need to have access to books to **read aloud** to their learners. It 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 access books from a public library as many 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 literature.

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 2 will vary considerably, so the Grade 3 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
  - Once you have assessed learners' levels of reading ability 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

Oral Listening & Speaking	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Oral: Discussion on weather, birthdays chart, date, class and school activities etc									
	Speaking & Listening activities: read-aloud stories, poems, reports + class / group discussions									

Phonics, spelling & Handwriting	Revision of 10 **single sounds** + 3-letter blends	Revision of 10 **single sounds** + **ck**	Revision of 6 **single sounds** + 3-letter blends	Revision of consonant diagraphs **sh, ch, th, wh, + -ng**	Revision of vowel diagraphs **ee, ea, oo (long & short), oi, oy**	Revision of **A (ai, ay) O (oa, ow)**	Revision of **E (e, ey, ee, ea) + er, ew, ar**	Revision of **ar, ir, or, ur**	Revision of **silent "e"**	Revision of initial consonant blends
	Spelling: 20 high frequency/sight/phonics words + 5 sentences									Revision of mispelt words
	Handwriting: lower case letters: **I, h, b, k +** numerals **1,2**	Handwriting: lower case letters: **i, r, n, m** + numerals **3, 4**	Handwriting: lower case letters: **c, o, d, g, q**	Handwriting: lower case letters: **j, e, v, w** + numerals **5, 6**	Handwriting: lower case letters:, **f, t, u, y** + numerals **7, 8**	Handwriting: lower case letters: **p, s +** upper & lower case **X, Z** + numerals **9, 0**	Handwriting: upper case letters: **P, R, B, A, S, C**	Handwriting: upper case letters: **O, G, I, L, H, K**	Handwriting, upper case letters: **D, F, E, T, J, U**	Handwriting: upper case letters: **N, M, Y, V, W, Q**

Reading	**Shared Reading and writing using the following texts:**									
	Poem & Grade 2 story	Grade 3 Big Book or other shared text		Story (Big Book or from a textbook) and riddle		Non-fiction text with photograph		Story (Big Book, or from a reader or textbook)		Short story
	Word and sentence level work: weekly vocabulary, comprehension and language activities									
	Illustrating a poem and sentences, oral comprehension cloze activity	Written comprehension, punctuation (capital letters/full stops)	Cloze activity, punctuation (speech marks),	Written comprehension, language task (conjunctions – and, but, because)	Cloze activity, language task (conjunctions – although, when, so)	Written comprehension, language task (pronouns – he, she, it, they)	Cloze activity, language task (pronouns: her, him, me, them, they)	Sequencing of sentences, language task: (verbs: past tense)	Cloze activity, language task: (verbs: present / past tense)	Written comprehension,
	reading assessments	**Guided reading in same-ability groups: each group working with the teacher at least once a week**								
	Group/paired Reading using mixed-ability groups + independent reading									

Writing		Min 3 sentences: My Special Day:	Responding to a picture (3 sentences)	Writing Riddles: Pre-writing, writing, editing, publishing, reading		5 sentences describing a photograph	Paragraph about Myself (5 sentences)	Writing instructions: (4-5 points)	Completing a story	Story paragraph:
	Personal writing: once a week									
	All about Me	Diary entry	Story	A riddle	Family news or riddles	Keeping fit and healthy	My family	Diary entry	Feeling happy / scared	Holiday plans

OVERVIEW OF ASSESSMENT TASKS

	ACTIVITIES THAT CAN BE USED FOR ASSESSMENT			
	ORAL	**PHONICS & SPELLING HANDWRITING**	**READING**	**WRITING**
WEEK 1	Daily Morning Oral Work: Talks			
WEEK 2	Daily Morning Oral Work: Talks Listening & Speaking: Listens to a read-aloud story		Written Comprehension Guided Reading	Pre-writing: Writing: My special Day
WEEK 3	Listening & Speaking: Following instructions	Written Phonics revision Assessment Spelling test Handwriting	Guided Reading	Planning sentences about a picture
ASSESSMENT TASK 1 COMPLETED				
WEEK 4	Daily Morning Oral Work: Talks Listening & Speaking: Respond to read aloud story		Written Comprehension	Pre-writing: planning a riddle
WEEK 5	Daily Morning Oral Work: Talks Listening & Speaking: Using an OWL chart	Written Phonics revision Assessment Handwriting	Guided reading Language Task (conjunctions) **(for Writing)**	Writing riddles Reading riddles
ASSESSMENT TASK 2 COMPLETED				
WEEK 6	Daily Morning Oral Work: Photograph talks **(also for Reading milestone)**		Shared reading of information text with photograph	Pre-writing and Writing a paragraph with at least 5 sentences Checking Personal Dictionaries
WEEK 7	Daily Morning Oral Work: Photograph talks **(also for Reading milestone)** Group Discussion	Written Phonics revision Assessment Spelling test / spelling in other books Handwriting	Guided Reading	
ASSESSMENT TASK 3 COMPLETED				
WEEK 8	Daily Morning Oral Work: talking about an object Listening comprehension		Shared Reading	
WEEK 9	Daily Morning Oral Work: talking about an object Group Discussion	Handwriting Written Phonics revision Assessment Spelling Test / spelling in other books	Guided Reading Shared reading Shared writing (**for Writing**)	Writing instructions Checking Personal Dictionaries
WEEK 10	Role Plays		Sight word Task	Writing paragraph
ASSESSMENT TASK 4 COMPLETED				

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	WEEK 1
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 4 **LO 2** AS 1, 2	• Listens to complex sequence of instructions (at least 4) and responds appropriately. • Listens without interrupting showing respect for the speaker. • Talks about personal experiences, e.g. tells news using descriptive language and different gestures.	Morning oral work • Class discussion: names • Hand out and label exercise books • Class discussion: days/birthdays/weather chart • Learners tell news / talk about their holiday Listening and speaking activities: • Story a read aloud to learners.
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1, 7	• Identifies letter-sound and letter-name relationships of all single sounds. • Builds words with sounds learnt. • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Writes a sentence legibly and correctly.	Phonics • Alphabet / Word Wall • Learners' names are mapped onto an Alphabet chart • Rhymes • Sounding out words • Revision of letter sounds and names **s, a, t, p, l, n, m, d, g, o** • Revision of 4 word families: **_ot**, **_at, _ad, _in** Spelling:20 high frequency, sight words and 5 sentences Handwriting: • Lower case letters of the alphabet / numerals written: **l, h, b, k + 1, 2**
READING **LO 3** AS 1, 2, 3, 5 **LO 4** AS 5, 6	• Reads aloud at own level in a guided reading group with teacher ie whole group reads same story. *(will begin in Week 2)* • Identifies the main idea in what was read. • Uses word recognition skills when reading aloud. • Shows an understanding of punctuation when reading aloud.	Shared reading and writing • 1 poem and 1 Grade 2 story read as shared texts, shared writing Word and sentence level work • High frequency words Group, guided and independent reading and writing • Oral comprehension / Written comprehension • Drawing response to story • Illustrations for wall story / Copy wall story into books. • Group/paired reading (mixed ability, simple text) • Independent reading to teacher to prepare for guided reading groups
WRITING **LO 4** AS 1, 2, 3, 4 **LO 6** AS 1	• Uses a picture to choose a topic to write about • Talks to a partner to begin planning writing • Contributes ideas and words for a class story. • Writes words to form a sentence using sounds learnt, capital letters and full stops.	Personal writing: All about me

WEEK 1	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 1, 2
MILESTONES	• Listens to complex sequence of instructions (at least 4) and responds appropriately. • Listens without interrupting showing respect for the speaker. • Talks about personal experiences, e.g. tells news using descriptive language and different gestures.
NOTES	• Daily Morning Oral Work is done every day, with the learners sitting on the carpet. • Listening and Speaking activities are done twice a week, later in the day, for example after break. • As week 1 encompasses 8 days in total the activities should be spread over the time. • On the Friday of the first (short) week explain to learners that during the next two weeks you will be asking 3 – 4 learners each day to share a holiday memory with the class.
RESOURCES	• Alphabet frieze/chart • Weather chart • Birthday chart

ACTIVITIES

DAILY MORNING ORAL WORK

FIRST THREE DAYS

DAY 1: NAMES

- Begin the day by greeting everybody, discussing classroom routines, classroom rules, toilets, washing hands, playtime etc.
- Sing the alphabet song. Show the letters of the alphabet as you sing.
- Point to the letters of the alphabet on the Word Wall in turn and ask: *Who has a name beginning with ...?*

DAY 2: EXERCISE BOOKS FOR LITERACY

- Begin the day by discussing any special happenings.
- Talk about the different exercise books learners will use in Literacy. Write the names of the books on the board and on flashcards; (for example: *Handwriting, Phonics & Spelling, Language & Writing)*
- Look at the beginning letters of each flashcard. Say the name of the letter and the sound that it makes. Place the flashcards where the books will be stored.
- Hand out the books one by one and have learners label them.
- Play a game where you call out the name of the book and they hold it up.

DAY 3: WEEKEND NEWS

- Begin the day by discussing any special happenings.
- Invite a few learners to tell you what they plan to do at the weekend or ask if anyone has any news they would like to share with the class. ***NB*** *Create a safe environment for this. If learners get restless, sing a song to re-focus their attention or end the session. Do not allow any disrespect to the learner who is talking.*

- Tell the learners about a special day in your holidays. Model how to do this expressively by using descriptive language and different gestures.
- Ask learners to close their eyes and think of a special day in their own holidays. After ten seconds have them open their eyes.
- Explain to learners that during the next two weeks you will be asking 3 – 4 learners each day to share a holiday memory / experience with the class.

FIRST FULL WEEK

DAY 1: DAY/MONTH/BIRTHDAY CHART

- Begin the day by discussing the day/month chart and any special happenings
- Go over the days of the week. Go over the months of the year.
- Ask learners when their birthdays are and record these on a chart of months of the year. You can do this by giving each learner a small picture, e.g. a balloon with space to write their names and birthdays. They can fill it in, colour the balloon and then place it on the birthday chart in the correct month.
- Ask some questions about the birthday chart. *In which month are there most birthdays? When is Thabo's birthday? Who shares your birthday month?*
- Sing a song with learners.

DAY 2: WEATHER CHART

- Begin the day by discussing the day/month/birthday charts and any special happenings.
- Introduce the weather chart. Show the different weather symbols and words on flashcards: *windy, sunny, cloudy, rainy, stormy.*
- Learners match the symbols and words.
- One learner puts the correct symbol for the day on the weather chart.
- Have 2-3 learners stand up and tell the other children about a special day in their holidays. **Use for Assessment Task 1.** *Keep an Assessment Notebook. Each day, after Morning Oral Work, jot down the names of the learners who spoke and make a few notes.*

DAY 3:

- Discuss the charts and any special happenings.
- Have 3 - 4 learners stand up and tell the rest of the class about a special day in their holidays. **Use for Assessment Task 1.**
- Sing a song to end the activity.

DAY 4: MORNING MESSAGE

- Discuss the charts and any special happenings.
- Have 3 - 4 learners tell the other children about a special day in the holidays. **Use for Assessment Task 1.**

- Write a 'morning message' on the board for the learners. It should be on the board when they arrive. It should be a short meaningful message, for example:
  Dear Grade 3's, Today we are going to listen to a special story. From Ms Dlamini.
  Learners try to read it silently and then ask questions, read and discuss it with you.
- Sing a song to end the activity.

DAY 5:
- Discuss the charts and any special happenings.
- Have 3 - 4 learners tell the other children about a special day in the holidays. **Assessment Task 1**
- Write a 'morning message' on the board for the learners. Learners try to read it silently and then ask questions, read and discuss it with you.

LISTENING AND SPEAKING

ACTIVITY 1: STORYTELLING
- Choose a traditional story or a story from a picture book, text book or reader.
- Introduce the story to the learners and sensitively draw on their prior knowledge (their worlds).
- Introduce any new words needed for the story. These can also be written onto flashcards and placed on the Word Wall.
- Read the story to the learners in a lively, interactive way.

ACTIVITY 2: RESPONDING TO THE STORY
- Ask learners some questions about the story, e.g. *Who was in the story? How did the story begin? What happened next? etc.*
- Responding to the story: Each learner does a drawing showing their favourite part of the story. They can also write a sentence or two about the story.

ASSESSMENT:

Formal: recorded Assessment Task 1: Use Morning Oral Work (A Special Day in the holidays) over the next two weeks to rate the learners, recording any problems you have noticed, against the following milestone:
- Talks about personal experiences, e.g. tells news using descriptive language and different gestures.

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

Informal: unrecorded assessment of the following milestone:
- Listens without interrupting showing respect for the speaker.

WEEK 1	**PHONICS & SPELLING + HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1,7
MILESTONES	**Phonics / spelling** • Identifies letter-sound and letter-name relationships of all single sounds. • Builds words with sounds learnt. **Handwriting** • Uses handwriting tools effectively. • Writes a sentence legibly and correctly.
NOTES	• Although Phonics and Spelling fall under Word and Sentence Level Work, you may prefer to do the Phonics and Spelling early in the day. Phonics and Spelling should be done directly after one another. • Prepare daily phonic oral activities and written tasks; prepare daily spelling words and sentences. • Handwriting is done twice a week. It can be linked to the Phonic/Spelling words and can be done directly after Phonics or at a separate time.
RESOURCES	• An alphabet chart or frieze and a clean sheet of paper to make a new alphabet chart. • 12 small squares of paper for each learner. • A Word Wall (Letters of the alphabet) and a few sample flashcards. • 3-4 rhymes • A list of phonically regular words to sound out. e.g. *cat, hen, sad, ten, hat, sat, run* • 20 high frequency, sight words on flashcards (See Spelling)

ACTIVITIES

PHONICS:

FIRST THREE DAYS

DAY 1: ALPHABET NAME CHART

- Sing the alphabet song.
- Make an alphabet chart with learners and put learners' names next to each letter. e.g. *A: Anna, Amos B: Bupelo etc.* With learners say the **name** of each letter and then the **sound** of each letter. Read the chart through with the learners.

DAY 2: WORD WALL

- Introduce the Word Wall. Give each learner a letter of the alphabet for the Word Wall.
- The learner says the alphabet **name** and **sound** and then puts the letter on the wall.
- Have a few flashcards, e.g. *yes, no, boy girl*. Choose learners to put these into the correct place on the Word Wall.
- Play *I spy* with the learners. *I spy with my little eye something beginning with ….(say the name of the letter).*

DAY 3: RHYMING WORDS / SOUNDING OUT WORDS

- Say some familiar rhymes but stop before the last word of each line. Learners have to complete the rhyme. e.g. *Mary had a little lamb, Miss Polly had a dolly* etc.

- Say a word, e.g. *ten.* Now sound it out *t…e…n*. Learners clap each sound they hear. Repeat with 4-5 words.
- Sound out a word, e.g. *h… a… t*. Learners say the word, ***hat***. Example words: *cat, hen, sad, ten, hat, sat, run*

FIRST FULL WEEK: REVISE 10 SINGLE SOUNDS AND 4 WORD FAMILIES

- Introduce the two letters for revision in small groups each day. Say the **name** of each letter as well as the **sound**, and **write it** on the board. Learners write it in the air as you write it on the board.
- Learners prepare squares of paper, or you can prepare these beforehand. Show learners how to take a sheet of A4 paper, fold and cut it into 16 squares. Each day, the learners write the two new letters onto the squares of paper. They keep these in a plastic bag and work with them during the first three weeks. They can use the letters for games and word building (see below). (Alternatively, plastic letters can be used.)
- A suggested sequence of letters and sample words for revision:
  - **Day 1: s a**
  - **Day 2: t p** (CVC words: *sat at pat tap sap)* Revise –at (*at sat pat*) word family
  - **Day 3: i n** (CVC words: *sit pit tip sip pan pin tin tan nap in an it is*) Revise –in (*pin, tin)* word family
  - **Day 4: m d** (CVC words: *am man mat map did sad dip and dip pig dig).* Revise –ad (*sad mad dad*) word family
  - **Day 5: g o** (CVC words: *got on not pot top dog pop God mop gig gap nag)* Revise –ot (*dot, got, pot, tot*) word family

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

- Call out the **sounds** of letters. Learners hold up the correct letter.
- Call out the **names** of the letters. Learners hold up the correct letter.
- Call out a mix of CVC words beginning with the target letters. Learners hold up the correct letter.
- Blending (for reading): Sound out a CVC word. Learners say the word normally.
- Blending (for reading) Sound out a CVC word. Learners construct the word with their letters.
- Segmenting (for spelling): Say a CVC word. Learners sound out the word.
- Word families: Take a large sheet of paper (A3 or bigger). Write the word family 'starter' on top, e.g. ***-en*.** Learners suggest words for each word family. These are displayed on the walls.
- Written Task: Learners sort a group of CVC words according to their beginning letter.

SPELLING ACTIVITIES FOR FIRST FULL WEEK: DAYS 2 - 5

- Written task: Each day, learners write five of the CVC PHONICS words into their Phonics & Spelling exercise books. e.g. On Day 2 they will write *sat at pat tap sap.* In addition, learners can copy down a sentence containing some of the words, e.g. *We **sat at** the **tap** to drink*

water. (This has the advantage of high- frequency/sight word revision. You will provide the sentence.)

- Teach them the 6-step routine for learning to spell a word: *look, spell out loud, look again, cover, write, check*.
- Learners revise the words/sentence for homework.
- Have a short written spelling assessment every two weeks where learners write some of the words and sentences.

HANDWRITING: REVISION OF LOWER CASE LETTERS AND NUMERALS

ACTIVITY 1:

- Revise the formation of lower case letters ***l, h, b.*** Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement). Finally, learners copy a sentence from the board using some of the letters and the spelling words.

ACTIVITY 2:

- Revise the formation of lower case letters ***b, k*** and numerals ***2, 3.*** Learners write a row of each letter/numeral after watching you write it. Finally, learners copy a sentence from the board using some of the letters and the spelling words.

ASSESSMENT: Informal: unrecorded assessment of (a) learner's knowledge of letter-sounds (b) knowledge of lower case letter formation

WEEK 1	READING
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 6** AS 2,3
MILESTONES	• Reads aloud at own level in a guided reading group with teacher ie whole group reads same story. • Identifies the main idea in what was read. • Uses word recognition skills when reading aloud. • Shows an understanding of punctuation when reading aloud.
NOTES	• Reading is developed in Reading and Writing Focus Time for one hour each day. • It is split into: Shared Reading & Writing, Word & Sentence Level Work, and Group, Guided & Independent Reading/Writing. • In this first week, learning will be less formal and will revise work from Grade 2.
RESOURCES	• A poem written on a chart • A Grade 2 Big Book (borrowed from a Grade 2 teacher) or a simple story text written on the board. • A sheet of flipchart paper or 5 sheets of A3/A4 paper for 5 sentences. • Copies of a simple Grade 2 text for Group Reading.

ACTIVITIES

FIRST THREE DAYS

DAY 1:

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

- Choose a short poem, song or rhyme. Write it onto a chart or the board.
- Orientate learners to the poem, e.g. using the title.
- Elicit learners' prior knowledge of the topic and link it to their 'world'.
- Read the poem, running a pointer under the lines as you read.

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

- Drawing: Learners draw a picture for the poem. Choose one picture to stick onto the poem chart.

DAY 2:

SHARED READING AND WRITING: SHARED READING (POEM)

- Read the poem with the learners as Shared Reading. Make sure your voice is heard. Run your pointer under the lines of the poem as you read. Read slowly but naturally. Do not read line by line.
- Check understanding by asking 3 - 4 oral questions, e.g. *What was the poem about?*

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

- High frequency, sight words: With learners, go through the poem and find all the high frequency words. (Words like *the, this, said, she, and* etc). Make a list. The list can be put onto the wall or the words can be made into flashcards for the Word Wall.

DAY 3:

SHARED READING AND WRITING: SHARED READING (POEM), NEW TEXT (BIG BOOK)

- Re-read the poem with the learners. Make sure your voice is heard.

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

- Oral Comprehension: Learners answer 4-5 questions about the poem.
- Group reading: Learners read a short, simple, Grade 2 text in their seating groups. (This could be pairs or more). *The text could be from a reader or it could be a photocopied text that you have written. It should contain a majority of familiar, high frequency and phonically regular words. One learner volunteers to read aloud or the group reads quietly in unison.*

FIRST FULL WEEK

DAY 1:

SHARED READING AND WRITING: SHARED READING (BIG BOOK)

- Show a **Grade 2 Big Book** to the learners. Discuss the cover and title. Read the shared text to the learners, modelling the following: *pausing at full stops, looking carefully at illustrations for more information, reading fluently, pronouncing words correctly.*

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

- Individual reading assessment with the teacher**: While learners are doing their written tasks,** call learners to your desk one at a time to read a few sentences to you for reading assessment. Try to listen to 5-8 readers each day this week. *The purpose of this assessment is to group the learners into 3 broad levels for Guided Reading, which will begin next week. The levels are: Fluent Readers, Early Readers and Emergent Readers (above average/ average/ below average readers)*

DAY 2:

SHARED READING AND WRITING: SHARED WRITING (RETELLING A STORY)

- Read the Grade 2 Big Book as Shared Reading.
- Shared Writing: With learners re-tell the story in 4 - 5 sentences.
- Write each Shared Writing sentence on a new line on flipchart paper or on a separate piece of A3 paper.

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

- Cut the story that you and the learners have written into separate sentences and give one sentence to each group of learners.
- They read their sentence and draw a picture to illustrate their line of text.
- Individual reading assessment with the teacher as before.

DAY 3: SHARED READING AND WRITING: SHARED READING (WALL STORY)

- Re-read the poem and the Big Book.

- Give 4-5 learners one sentence each, in random order, from the previous day's Shared Writing. Have them stand at the front.
- The class reads each sentence.
- The learners put the Shared Writing sentences into the correct order by moving around.
- The five sentences are put along the wall to make a Wall Story.
- A picture or pictures from each group is put above each sentence.
- Read the illustrated Wall Story with the learners.

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

- Learners copy the story into their Language/Writing books.
- Individual reading assessment with the teacher as before.

DAY 4:

SHARED READING AND WRITING: SHARED READING (WALL STORY)

- Re-read the Shared Writing sentences put up on the wall.

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

- Comprehension task: Do a cloze activity based on the class sentences.
- Individual reading assessment with teacher as before.
- Group reading: Learners read a short, simple, Grade 2 text in their seating groups.

DAY 5:

SHARED READING AND WRITING: SHARED WRITING (CHANGING A STORY)

- Read the Grade 2 Big Book as Shared Reading.
- Shared Writing: with learners re-write 4-5 lines of the story changing the names and / or setting. (Select 4-5 sentences that tell the story). Do this very simply by showing the sentence in the Big Book and then asking learners to change it using the new character.

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

- Learners copy the new story into their Language/Writing books.
- Individual reading assessment with the teacher as before.

ASSESSMENT: Informal: unrecorded assessment of learners' participation in Shared Reading and Shared Writing to gain an understanding of the reading levels in the class.

WEEK 1	**WRITING**
LO/ASs	**LO 4** AS 1,2,3,4 **LO 6** AS 2,3
MILESTONES	• Uses a picture to choose a topic to write about. • Talks to a partner to begin planning writing. • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Contributes ideas and words for a class story.
RESOURCES	• Learners can use the back of their Language and Writing books for personal writing or you could give them a separate book for this purpose.

ACTIVITIES

FIRST THREE DAYS

ACTIVITY 1: PERSONAL WRITING – ABOUT ME

- Introduce personal writing to learners. Explain that they may write as much as they like and can illustrate the writing. This will not be corrected but will be read by you every now and then.
- This week learners can begin writing about themselves. They can write their names, their birthdays and all about their families.

FIRST FULL WEEK

ACTIVITIES 1 & 2: PERSONAL WRITING – ABOUT ME

- Learners continue writing about themselves. They can say what they like to do, what they like to eat and where they like to go.

ASSESSMENT: Informal: unrecorded assessment: Read through every piece of writing and make a positive comment about the contents, e.g. *You have a lovely big family!.* This will give you a good idea of writing levels and learners will feel positive about writing from the beginning.

FIRST TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 4 **LO 2** AS 1, 2	• Listens to complex sequence of instructions (at least 4) and responds appropriately. • Listens without interrupting showing respect for the speaker. • Talks about personal experiences, e.g. tells news using descriptive language and different gestures.	Morning oral work • Class discussion: names, charts, etc. • Learners follow instructions. • Learners talk about their holiday. • The 'morning message' is read daily. Listening and speaking activities: • Story read aloud to learners. Learners respond.
PHONICS / SPELLING + HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1, 7	• Identifies letter-sound and letter-name relationships of all single sounds. • Builds words with sounds learnt. • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Writes a sentence legibly and correctly.	Phonics • Revision of letter sounds and names: **c, k, e, u, r, h, b, f, l, j** • Revision of 4 word families**: –ip –ack, -ick, -ock** • Practice in blending, segmenting, sorting, constructing, and matching CVC words made up of these letters. • 5 written phonics activities Spelling • 20 phonics/sight words (5 per day for 4 days). • Spelling words recorded in Spelling books. Handwriting • Lower case letters of the alphabet / numerals written: **i, r, n, m + 3, 4**
READING **LO 3** AS 1, 2, 3, 5 **LO 4** AS 5, 6	• Reads aloud at own level in a guided reading group with teacher ie whole group reads same story. *(will begin in Week 2)* • Identifies the main idea in what was read. • Uses word recognition skills when reading aloud. • Shows an understanding of punctuation when reading aloud.	Shared reading and writing • A story read as a shared text. Focus on the main idea. Word and sentence level work • Vocabulary (5 words) Language (Punctuation), High frequency words (5) Group, guided and independent reading and writing • High frequency words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text. • Punctuate sentences from shared text. • Spelling Test • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups. Reading for enjoyment
WRITING **LO 4** AS 1, 2, 3, 4 **LO 6** AS 1	• Uses a picture to choose a topic to write about • Talks to a partner to begin planning writing • Contributes ideas and words for a class story. • Writes words to form a sentence using sounds learnt, capital letters and full stops.	Writing : *Writing frame: My Special Day* • Shared writing of model sentences about a special day. • Pre-writing: planning in pairs. • Writing of 3 or more sentences. Personal writing: Diary entry

WEEK 2	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 1, 2
MILESTONES	• Listens to complex sequence of instructions (at least 4) and responds appropriately. • Listens without interrupting showing respect for the speaker. • Talks about personal experiences, e.g. tells news using descriptive language and different gestures.
NOTES	• Daily Morning Oral Work is done daily, with the learners sitting on the carpet. • Listening and Speaking activities are done twice a week, later in the day.

ACTIVITIES

DAILY MORNING ORAL WORK

DAY 1:

- Begin the day by discussing the day chart, month chart, weather chart and birthday chart.
- Have 3 - 4 learners tell the rest of the class about a special day in the holidays. **Use for Assessment Task 1. Every learner should be assessed by the end of the week.**
- Give the learners practice in following instructions.
- Hand out a set of exercise books and give learners a set of instructions for making these into **Personal Dictionaries.** (They write a letter of the alphabet on each page.)
- Sing a song with the learners joining in and doing actions.

DAYS 2 - 3:

- Discuss the charts and any special happenings.
- Have 3 - 4 learners tell the other children about a special day in the holidays. **Use for Assessment Task 1.**
- Sing a song to end the activity.

DAY 4:

- Discuss the charts and any special happenings.
- Have 3 - 4 learners tell the children about a special day in the holidays. **Use for Assessment Task 1.**
- Write a 'morning message' on the board for the learners. It should be on the board when they arrive. It should be a short meaningful message, for example:
  Dear Grade 3's, Today we are going to listen to a special story. From Ms Dlamini.
  Learners try to read it silently and then ask questions, read and discuss it with you.
- Sing a song to end the activity.

DAY 5:

- Discuss the charts and any special happenings.
- Have the remaining learners tell the class about a special day in the holidays. **Use for Assessment Task 1.**

- Write a 'morning message' on the board for the learners. Learners try to read it silently and then ask questions, read and discuss it with you.
- Sing a song to end the activity.

LISTENING AND SPEAKING

ACTIVITY 1: STORYTELLING

- Choose a traditional story or a story from a picture book, textbook or reader.
- Introduce the story to the learners and draw on their prior knowledge (their worlds). Introduce any new words. These can be written onto flashcards and placed on the Word Wall.
- Read the story to the learners in a lively, interactive way. **Use for Assessment Task 1. Note in your Assessment Notebook who is <u>unable</u> to listen without interrupting.**

ACTIVITY 2: RESPONDING TO THE STORY

- Ask learners to re-tell the story, either in pairs to each other, or as a whole class activity. Prompt them with questions, e.g. *Who was in the story? How did the story begin? What happened then? etc.*
- Each learner does a drawing showing their favourite part of the story. They can also write a sentence or two about the story.

ASSESSMENT: Formal: recorded Assessment Task 1:

(1) Use Morning Oral Work (A Special Day in the holidays) to rate the learners by the end of this week, recording any problems you have noticed, against the following milestone:

- Talks about personal experiences, e.g. tells news using descriptive language and different gestures.

(2) Use Activity 1 (Storytelling) to rate the learners, recording any problems, against the following milestone:

- Listens without interrupting showing respect for the speaker.

WEEK 2	PHONICS & SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1, 7
MILESTONES	**Phonics / spelling** • Identifies letter-sound and letter-name relationships of all single sounds. • Builds words with sounds learnt. **Handwriting** • Uses handwriting tools effectively. • Writes a sentence legibly and correctly.
NOTES	• Although Phonics and Spelling fall under Word and Sentence Level Work, you may prefer to do the Phonics and Spelling earlier, at the beginning of the Reading and Writing Focus Time. • Prepare daily phonic activities and written tasks; prepare daily spelling words / sentences. • Handwriting is done twice a week either directly after Phonics/Spelling or at a separate time.
RESOURCES	• 10 small squares of paper for each learner.

ACTIVITIES

PHONICS: REVISE 10 SINGLE SOUNDS AND 4 WORD FAMILIES.

DAYS 1 - 5:

- Introduce the two letters for revision in small groups each day. Say the **name** of each letter as well as the **sound**, and **write it** on the board. Learners write it in the air as you write it on the board.
- Learners prepare more squares of paper, or you can pre-prepare these (See previous week). Each day, the learners write the two new letters onto squares of paper. They keep these in a plastic bag and work with them for the first three weeks. They can use these letters for games and word building (see below). (Alternatively, plastic letters can be used.)

- A suggested sequence of letters and sample words for revision:
  - **Day 1: c k** (ck); (CVC words: *kid kit kick sock sack pick sick pack)* Revise the –ack word family (*sack pack rack*).
  - **Day 2: e u** (CVC words: *get pet ten net pen peg met men neck up mum run mug cup sun mud)* Revise the –ick word family (*sick pick kick tick*).
  - **Day 3: r h** (CVC words: *rim rip ram rat rag rug rot carrot had him his hot hut hop hum hit hat has)* Revise the –ock word family (*sock rock dock*).
  - **Day 4: b f** (CVC words: *but big back bet bad bag bed bud beg bug bun bus bat bit of if fit fin fun fig fan fat*) Revise the –ip word family (*dip hip nip pip rip sip tip*).
  - **Day 5**: **l j** (CVC words: *lap let leg lot lit jam jog*)

Note: *A suggested plan for the revision / introduction of the phonic sounds is included as an Annexure at the end of this document.*

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

- Call out the **sounds** of letters. Learners hold up the correct letter.

- Call out the **names** of the letters. Learners hold up the correct letter.
- Call out a mix of CVC words beginning with the target letters. Learners hold up the correct letter.
- Blending (for reading): Sound out a CVC word. Learners say the word normally.
- Blending (for reading): Sound out a CVC word. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting (for spelling): Say a CVC word. Learners sound out the word.
- Word families: Take a large sheet of paper (A3 or bigger). Write the word family 'starter' on top, e.g. ***-en*.** Learners suggest words for each word family. These are displayed on the walls.
- Written Task: Learners sort a group of CVC words according to their beginning letter
- Written Task: Learners sort a group of CVC words according to their word family.
- Written Task: Learners re-arrange groups of letters to make words, e.g. ats = sat.

SPELLING ACTIVITIES

- Written task: Each day, learners write five of the CVC PHONICS words into their Phonics & Spelling exercise books. In addition, learners can copy down a sentence containing some of the words. *(This has the advantage of high - frequency/sight word revision. You need to provide the sentence).*
- Revise the 6-step routine for learning to spell a word: *look, spell out loud, look again, cover, write, check*.
- Learners revise the words/sentence for homework.
- Have a short written spelling test every two weeks where learners write some of the 20 spelling / 5 high frequency words and the sentences containing some of the Spelling and HF words. Then write the words/sentences on the board for learners to do self- or peer assessment by comparing their answers to those on the board.

HANDWRITING: REVISION OF LOWER CASE LETTERS AND NUMERALS
ACTIVITY 1:

- Revise the formation of lower case letters ***i, r*** and the numeral ***3.*** Learners write a row of each letter/numeral after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement). Finally, learners copy a sentence from the board using some of the letters and spelling words.

ACTIVITY 2:

- Revise the formation of lower case letters ***n, m*** and the numeral ***4.*** Learners write a row of each letter/numeral after watching you write it. Finally, learners copy a sentence from the board.

ASSESSMENT: Informal: unrecorded assessment of learners' knowledge of letter-sounds and writing skills.

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 2	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5 **LO 6** AS 2, 3
MILESTONES	• Reads aloud at own level in a guided reading group with teacher ie whole group reads same story. • Identifies the main idea in what was read. • Uses word recognition skills when reading aloud. • Shows an understanding of punctuation when reading aloud**.**
NOTE	• Reading is developed in Reading and Writing Focus Time for one hour each day. • It is split into: Shared Reading & Writing, Word & Sentence Level Work, and Group, Guided & Independent Reading/Writing. • Introduce Guided reading this week.
RESOURCES	• A Big Book (published or home-made). It should be a story. • Graded group readers or class readers for Guided Reading groups

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Choose a story-based, Grade 3-level Big Book.
- Orientate learners to the text by looking at the cover and title. Elicit learners' prior knowledge.
- Do a 'picture walk' through the Big Book to help learners predict what it will be about.
- Vocabulary: Teach 5 new vocabulary words from the text. Display the flashcards on the Word Wall. Teach the meaning of each word, e.g. by demonstrating, translating etc. and use the word in a sentence.

  NB: *The vocabulary from the Shared Reading texts can be the starting point for the teaching of additional vocabulary. You can take the opportunity to also introduce other, related words – even if they don't appear in the actual text. For example, if the story uses words like kitten or puppy, you could teach other words for animal babies. If the text referred to flocks of sheep you could introduce other collective nouns, eg a herd of cows. Another idea is to introduce synonyms and anonyms.*

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

Introducing Guided Reading*:*

- ***Explain*** *to the class that from now on, on most days, you are going to listen to a group read while the rest of the class completes the written activities. They should not disturb you. Early finishers should do independent reading. Any work the reading group misses can be caught up on Day 5 each week. (Note: You may want learners to do 2-3 written tasks each day while you are busy, e.g. their phonics, spelling + another written task.)*
- ***Preparation:*** *Give the groups names e.g. of colours.*
- ***Material:*** *A text at the learners' instructional level.*
- ***Method:*** *If it is a new text, introduce it to the learners. Listen to each learner read aloud. Support and scaffold their reading and meaning-making. After reading aloud, allow learners to complete the text silently. Ask a question or discuss the text afterwards.*

- ***Assessment:*** *After each guided reading session note down any problem areas in your Assessment Notebook.*

- Guided reading**: Yellow Group. Use Guided Reading for Assessment Task 1.**
- Guided Reading Focus for the Week: Pausing at full stops. Finding the main idea.
- Vocabulary Task: Learners write vocabulary words into their Personal Dictionaries. (The Personal Dictionaries were introduced in ORAL).

DAY 2:

SHARED READING AND WRITING: MODELED READING

- Read the shared text to the learners, modelling the following: *pausing at full stops, looking carefully at illustrations for more information, reading fluently, pronouncing words correctly.*
- Afterwards check understanding by asking 3 - 4 oral questions.

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

- Comprehension Task: Learners complete a comprehension activity based on the Shared text. It should consist of 1 - 2 simple factual questions that can be answered without referring back to the text. e.g. *Who fell in the water?* It should also contain a question about the main idea, e.g. *Complete this sentence: The story was about.....* **Use this for Assessment Task 1.**
- Guided reading**: Blue Group. Use Guided Reading for Assessment Task 1.**

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading **with** learners. Use the pointer and run it underneath the line being read. Do not read word for word or have learners repeat after you - they should read with you. Make sure your voice is heard.
- Afterwards talk about the main idea in greater detail, asking more probing questions.

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

- Language: Draw attention to the punctuation in the text. Name the punctuation marks and have learners describe their purposes.
- Language Task: Learners copy and punctuate three sentences taken from the text and written on the chalkboard with punctuation marks left out.
- Guided reading**: Red Group. Use Guided Reading for Assessment Task 1.**

DAY 4:

SHARED READING AND WRITING: RE-READING

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

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

- Sight/High Frequency (HF) words: Teach 5 **new** HF words. (*These will be more meaningful if they are taken from the text or used in a sentence.)*
- Sight/High Frequency (HF) Words Task: Learners write the new HF words for the week into their Phonics & Spelling Books under the heading: *Sight Words.* (This list can be written at the back of the Phonics & Spelling Book as these words will also be used for Spelling.)
- Guided reading: **Green Group. Use Guided Reading for Assessment Task 1**.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

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

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

- Group reading: Learners read a short simple text in their seating groups. (This could be pairs or more). *The text could be from a reader or it could be a photocopied text that you have written. It should contain mostly familiar high frequency and phonically regular words. One learner can volunteer to read aloud or the group reads quietly in unison.*

READING FOR ENJOYMENT

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

ASSESSMENT: Formal: recorded Assessment Task 1:

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

- Identifies the main idea in what was read.

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

- Reads aloud at own level in a guided reading group with teacher ie whole group reads same story.
- Uses word recognition skills when reading aloud. *(ie can read the HF words in the text and attempts to sound out unknown words)*
- Shows an understanding of punctuation when reading aloud.*(ie pauses at full stops)*

WEEK 2	WRITING
LO/ASs	**LO 4** AS 2
MILESTONES	• Uses a picture to choose a topic to write about. • Talks to a partner to begin planning writing. • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Contributes ideas and words for a class story.
RESOURCES	• Prepare a writing frame chart (see below).

ACTIVITIES

ACTIVITY 1: DESCRIPTION: MY SPECIAL DAY - PRE-WRITING

- Remind learners of the special day in the holidays that you and the learners have been talking about. Explain that you also want to write about it. You can use this writing frame:

My Special Day	
When was your special day?	*My special day was .....*
Who was with you?	*I was with .....*
What did you do?	*We .....*
Why was it special?	*It was special because .....*

- Write about the day you described as shared writing. Learners help you with the sentences.
- Afterwards learners work in pairs and take turns to ask and answer each question about their own special day. **Observe learners for Assessment Task 1.**

ACTIVITY 2: WRITING, EDITING

- Learners each write at least three sentences about their special day.
- Then they self-edit their sentences for punctuation and sense. **Use the sentences for Assessment Task 1.**

ACTIVITY 3: PERSONAL WRITING - DIARY WRITING

- Learners add to their personal writing. This week they can write a diary entry. They write about what they have done, thought about or heard about this week.

ASSESSMENT: Formal: recorded Assessment Task 1:
(1) Use your notes from Activity 1 (Pre-writing) to rate the learners, recording any problems, against the following milestone:

- Talks to a partner to begin planning writing.

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

- Writes words to form a sentence using sounds learnt, capital letters and full stops.

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

	Milestones	**Week**	**Assessment Task**
ORAL AND LISTENING & SPEAKING **LO 1** AS 1 **LO 2** AS 1	Listens to complex sequence of instructions (at least 4) and responds appropriately.	3	Listening & Speaking Activity 2 Following Instructions
	Listens without interrupting showing respect for the speaker.	2	Listening & Speaking Activity Read aloud story
	Talks about personal experiences, e.g. tells news using descriptive language and different gestures.	1 & 2	Morning Oral Work Daily: Holiday memory- a special day
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1	Identifies letter-sound and letter-name relationships of all single sounds.	3	Written Assessment Task for Phonics and weekly Spelling test
	Builds words with sounds learnt.		
HANDWRITING **LO 4** AS 5	Uses handwriting tools effectively e.g. pencil, rubber, ruler	3	Handwriting Activity
	Writes a sentence legibly and correctly.		
READING **LO 3** AS 2, 3, 5	Identifies the main idea in what was read.	2	Reading Day 2: Written Comprehension
	Reads aloud at own level in a guided reading group with teacher ie whole group reads the same story.	2	Reading Days 1-4: Guided Reading time
	Uses word recognition skills when reading aloud.		
	Shows an understanding of punctuation when reading aloud**.**		
WRITING **LO 4** AS 1, 2, 3 **LO 6** AS 4	Contributes ideas and words for a class story	3	Writing Activity 1: Sentences about a picture
	Uses a picture to choose a topic to write about		
	Talks to a partner to begin planning writing	2	Writing Activity 1 Pre-writing
	Writes words to form a sentence using sounds learnt, capital letters and full stops.	2	Writing Activity 2 Description: My Special Day

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

FIRST TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL / LISTENING AND SPEAKING **LO 1** AS 1 **LO 2** AS 1	• Listens to complex sequence of instructions (at least 4) and responds appropriately. • Listens without interrupting showing respect for the speaker. • Talks about personal experiences, e.g. tells news using descriptive language and different gestures.	Morning oral work • Class discussion: Charts. • The 'morning message' is read and discussed daily. Speaking and listening activities: • 3 complex sequences of instructions (class work, pair work and individual work).
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1	• Identifies letter-sound and letter-name relationships of all single sounds. • Builds words with sounds learnt. • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Writes a sentence legibly and correctly.	Phonics • Revision of remaining 6 letter-sounds and letter names: **qu, v, w, x, y, z** • Revision of 3 word families: **-en –ug –ix** • Practice in blending, segmenting, sorting, constructing and matching CVC words made up of these letters. Spelling • 20 words (5 per day), 5 sentences (1 per day) Handwriting • Lower case letters revised: **c, o, d, g, q**
READING **LO 3** AS 2, 3, 5	• Reads aloud at own level in a guided reading group with teacher ie whole group reads same story. • Identifies the main idea in what was read. • Uses word recognition skills when reading aloud. • Shows an understanding of punctuation when reading aloud.	Shared reading and writing • 1 shared writing text based on Week 2's shared reading. Word and sentence level work • Language (Punctuation) Group, guided and independent reading and writing • Cloze activity based on shared writing. • Vocabulary and HF word sentences or Word Search. • Punctuate sentences based on shared writing. • Group/paired reading (mixed ability, simple text). • Independent reading. • Guided reading with all groups. Reading for enjoyment
WRITING **LO 4** AS 1, 2, 3 **LO 6** AS 4	• Uses a picture to choose a topic to write about • Talks to a partner to begin planning writing • Contributes ideas and words for a class story.(See READING) • Writes words to form a sentence using sounds learnt, capital letters and full stops.	Writing: *Writing frame: Responding to a picture.* • Shared writing of model sentences. • Pre-writing: Planning in pairs. • Drafting, writing, revision and 'publishing' of 3 or more sentences. Personal writing: • Story

WEEK 3	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	**LO 1** AS 1, 4 **LO 2** AS 1
MILESTONES	• Listens to complex sequence of instructions (at least 4) and responds appropriately. • Listens without interrupting showing respect for the speaker. • Talks about personal experiences, e.g. tells news using descriptive language and different gestures.
NOTE	• Prepare two sets of instructions for Listening and Speaking activity 1.

ACTIVITIES

DAILY MORNING ORAL WORK: EACH DAY…

- Discuss the day chart, month chart, weather chart, birthday chart, or special happenings.
- Give learners feedback on how they shared news. Explain that using gestures and describing events in an interesting way will help to keep an audience's interest. Demonstrate this by sharing some general news. Have 3-4 learners share 1 - 2 minutes of family or general news.
- Write a 'morning message' on the board for the learners. It should be on the board when they arrive. Learners read it silently and then ask questions and discuss it with you.

LISTENING AND SPEAKING

ACTIVITY 1: INTRODUCING INSTRUCTIONS

- Introduce and read a set of instructions, for example for a mystery drawing. Have a few learners follow the instructions by drawing on the board after you have read them out. E.g. *Draw a rectangle. Draw a triangle on top of the rectangle. Draw a rounded door in the rectangle. Draw a window in the rectangle. What do you have? (A traditional dwelling).*
- Look at the different interpretations of the instructions and talk about this with learners. Talk about the need to listen very carefully and to give instructions precisely. Also that each person's drawing will always be different.
- Pair work: Photocopy and give half the class one set of 3-4 instructions and the other half another set. One learner reads out the instructions which their partner must do. E.g. *Stand up, clap your hands, jump twice and sit down with your legs crossed.*

ACTIVITY 2: INSTRUCTIONS

- Give each learner a clean sheet of paper. Ask them to follow your instructions to draw something. Give four instructions including the instruction to write their names in a particular place. **Use the learners' drawings for Assessment Task 1.**

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

- Listens to complex sequence of instructions (at least 4) and responds appropriately.

WEEK 3	**PHONICS & SPELLING AND HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	**Phonics / spelling** • Identifies letter-sound and letter-name relationships of all single sounds. • Builds words with sounds learnt. **Handwriting** • Uses handwriting tools effectively. • Writes a sentence legibly and correctly.

NOTES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/sentences.
	• Prepare a formal written assessment task including all phonics learnt in Weeks 1-3: The assessment can include four components:
	  • *Jumbled letters to make words*
	  • *Words with letters left out*
	  • *Sorting words according to word family*
	  • *Sorting words according to beginning letter*
	NB: If you complete the revision of the remaining letters earlier than planned you may wish to revise the *ng* diagraph during this week as well, rather than leaving it for Week 4.

ACTIVITIES

PHONICS: REVISE 6 SINGLE SOUNDS AND 3 WORD FAMILIES

- Continue a thorough revision of the remaining 6 letters of the alphabet.
- Say the **name** of each letter as well as the **sound**, and **write it** on the board. Learners write it in the air as you write it on the board.
- Each day, the learners write the new letters onto squares of paper. A suggested sequence:
  - **Day 1 + w qu** (CVC words: *will win wax quick quack)*
  - **Day 2 + v x** (CVC words: *van vet box six mix fix)*
  - **Day 3 + y z** (CVC words: *yes buzz zoo*)
  - **Day 4: Three word families** -en (*pen ten pen men hen den*), -ug (*hug mug tug bug dug rug*), -ix (*fix six mix*).
  - **Day 5:** Do a formal written assessment on Day 5 during Group, Guided and Independent Reading Time. **Use for Assessment Task 1.**

DAILY PHONICS ACTIVITIES: Choose two oral activities and a written task each day.
(The written task can be done during Group, Guided and Independent Reading/Writing Time.)

- Call out the sounds of the letters. Learners hold up the correct letter.
- Call out the names of the letters. Learners hold up the correct letter.
- Call out CVC words beginning with the target letters. Learners hold up the correct letter.
- Blending (for reading): Say 2-3 CVC words as sounds (sound them out). Learners say each word normally. Learners can also construct the word with their letters or do a 'quick-write' and write it onto a whiteboard or slate.
- Segmenting (for spelling): Say 2-3 CVC words. Learners sound out each word.
- Word families: Take a large sheet of paper (A3 or bigger). Write the word family 'starter' on top, e.g. *-en*. Learners suggest words for each word family. These are displayed on the walls.

- Written Task: Learners sort a group of CVC words according to their beginning letter
- Written Task: Learners sort a group of CVC words according to their word family.
- Written Task : Learners re-arrange groups of letters to make words. E.g. ats = sat.

DAILY SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a sentence into their Phonics & Spelling exercise books. (The task can be completed during Group, Guided and Independent reading/Writing time.)
- Learners revise the words/sentence for homework. They use the 6-step routine: *look, spell out loud, look again, cover, write, check* .
- On Day 5 have a short, spelling test of the week's words/sentences. **Use this for Assessment Task 1,**

HANDWRITING: REVISION OF LOWER CASE LETTERS

ACTIVITY 1:

- Revise the formation of lower case letters ***c, o, d.*** Learners write a row of each letter after watching you write it. Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement). Finally, learners copy a sentence from the board using some of the letters and spelling words.

ACTIVITY 2:

Revise the formation of lower case letters ***d, g, q.*** Learners write a row of each letter after watching you write it. Finally, learners copy a sentence from the board.

NB *These can be tricky letters – ensure that learners start in the correct place. Watch out for letter reversals.*

ASSESSMENT: Formal: recorded Assessment Task 1:

(1) Use the written assessment task for phonics and (2) the spelling test to rate the learners, recording any problems you have noticed, against the following milestones:

- Identifies letter-sound and letter-name relationships of all single sounds.
- Builds words with sounds learnt.

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

- Uses handwriting tools effectively e.g. pencil, rubber, ruler.
- Writes a sentence legibly and correctly.

WEEK 3	**READING**
LO/ASs	**LO 3** AS 2, 3, 5
MILESTONES	• Reads aloud at own level in a guided reading group with teacher ie whole group reads same story. • Identifies the main idea in what was read. • Uses word recognition skills when reading aloud. • Shows an understanding of punctuation when reading aloud.
NOTE	• Introduce Independent reading this week. • Prepare the Language work/task.
RESOURCES	• Graded group readers or class readers for Independent Reading. • A suitable text for group reading, e.g. a simple, short story.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING SHARED WRITING

- Re-read the shared text. Revise sight words and vocabulary words from Week 2.
- **Introduce shared writing.** Explain that you are going to write a class story. Aim to use the vocabulary, high frequency words and sentence patterns from the shared reading text. Base it on the shared reading text but plan to make it much shorter. You could use this writing frame:

Story Summary	
Setting the scene (1-2 sentences)	*Who is the story about?* *Where is it set?*
Actions (2-3 sentences)	*What happened first?* *What happened next?* *What happened last?*
Ending (1 sentence)	*How did it end?*

- **Preparation:** Write a sample text beforehand even though you know the shared writing will differ. This will help you with prompt questions.
- **Shared writing procedure:** 1. Ask a prompt question. Get a few responses**.** 2. Help learners construct the sentences: Ask *What sentence shall I write to say that?* 3. Involve learners as you write the sentences. Ask: *Where do I begin? How do I spell this word? Where shall I put the full stop?*
- Use a sheet of flipchart paper for shared writing if possible.
- Stop after three sentences and continue the next day.

Introducing Independent Reading

- *Give each group of learners a book for independent reading at their reading level each week. The books could be from Guided Group Reading or Shared Reading or be a Graded Reading book or Grade 3 class reader.*

- *Learners read a page or two each day, at home or at school.*
- *Books can be given out during Guided Reading.*

- Vocabulary task: Learners write meaningful sentences with Week 2's vocabulary words. .
- Guided reading**: Yellow Group.**
- Guided Reading Focus for the Week: Pausing at full stops. Finding the main idea.
- Independent reading**:** Hand out books for independent reading for the week.

DAY 2:

SHARED READING AND WRITING: SHARED WRITING DAY 2

- Complete the shared writing. Include text using speech marks. Edit for correct punctuation with the class.

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

- Comprehension task: Do a cloze activity based on the class story. You could use small rectangles of paper to cover the words in the class story, writing the hidden words in a list below to help learners with spelling.
- Guided reading**: Blue Group;**
- Independent reading as before**.**

DAY 3:

SHARED READING AND WRITING: SHARED READING OF NEW TEXT

- Do shared reading of the shared writing text. Ask 2 – 3 questions about the main idea and the message in the story.

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

- Language: Revise and extend learners' knowledge of punctuation, using the Shared Reading book as an example. e.g. point out the use of speech marks and capital letters at the beginning of sentences and for the names of people and places.
- Language task: Learners copy and punctuate three sentences (based on the class story), using full stops and commas, as well as capital letters where appropriate.
- Guided reading**: Green Group;**
- Independent reading as before.

DAY 4:

SHARED READING AND WRITING: RE-READING THE NEW TEXT

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

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

- Sight Words Task: Learners do a Word Search using Week 2's sight words/words needed for writing. 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 6 – 10 sight words in the blocks and fill in the other blocks with random letters.
- Words can be written vertically, horizontally or diagonally. However if learners are not familiar with doing Word Searches, begin by writing the words horizontally. Photocopy one for each learner. Learners must find the words, circle them and then write them below the frame.

t	h	e	i	r	n	m	g	o	d
x	s	h	e	a	d	w	a	n	t
s	h	a	b	e	f	o	r	e	v
s	w	h	e	r	e	a	d	j	b
f	a	d	a	s	c	h	o	o	l
a	y	e	s	t	e	r	d	a	y
a	y	o	u	r	v	d	o	e	s

- Guided reading**: Red Group**.
- Independent reading as before.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED WRITING

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

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

- Learners complete the written activity that they missed during Guided Reading.
- Group reading: Learners read a short simple text in their seating groups as before.

ASSESSMENT: Informal assessment of learners' use of punctuation**.**

WEEK 3	WRITING
LO/ASs	**LO 4** AS 1, 2, 3, 4 **LO 6** AS 2, 3
MILESTONES	• Uses a picture to choose a topic to write about. • Talks to a partner to begin planning writing. • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Contributes ideas and words for a class story.
RESOURCES	• One large picture for the class discussion. • Collect, or have learners collect, interesting pictures, e.g. from old calendars, posters, or magazines.

ACTIVITIES

ACTIVITY 1: PRE-WRITING, DRAFTING - RESPONDING TO A PICTURE

- Display an interesting colour picture and briefly discuss what learners can see in the picture.
- Show learners this writing frame:

Responding to a picture	
• What do you see in the picture?	• *I can see a ....., a .....and a .....*
• What does the picture remind you of?	• *The picture reminds me of .....*
• What question do you have about the picture?	• *I wonder if/what .....*

- Ask the learners each question in turn. Allow a few learners to respond to each question. **Use the discussion and learners' answers for Assessment Task 1.**
- Choose one response to write down as shared writing using the sentence starters given.
- Display the sentences as a writing model.
- Learners work in pairs, sharing a picture and take turns to ask and answer each question about the picture they have chosen. **Use this for Assessment Task 1.**
  NB *Make sure each pair of learners has a suitable picture.*
- Learners write three sentences about their picture. (They can ask for words they don't know. These can be written into their Personal Dictionaries.)

ACTIVITY 2: REVISING, 'PUBLISHING' – RESPONDING TO A PICTURE

- Learners read their completed sentences to their partners to check that they make sense. They adjust the sentences as needed. *Demonstrate how to do this with a set of sentences you have written that have a few deliberate mistakes.*
- Now guide learners to edit their sentences for punctuation, checking capital letters and full stops. *Again, a demonstration will be needed.*
- Each pair of learners writes a 'neat' version of their sentences and sticks it onto card/ paper together with their picture. These can be displayed or made into a book for the classroom.

ACTIVITY 3: PERSONAL WRITING - STORY WRITING

- Learners write their own version of the class story written in shared writing. They could write it as if they were involved or as if it happened to a friend. You could give them a starter sentence to get them going, for example:
  - Something amazing / terrible happened to me yesterday. I…..
- My friend told me this story. He / She……

  NB: *Although you don't need to correct all the spelling and grammar errors in learners' personal writing you should be reading, and commenting, on the content of learners' writing regularly, every week if possible. You can make an encouraging comment or ask a question. If you notice spelling or grammar errors that are repeated frequently you could speak to the learner to explain the mistake. Or you could model the correct spelling by using the word in your response. For example, if a learner who wrote, "I ate paster last night." you could respond by writing, "I like my pasta with mince. Do you?"*

ASSESSMENT: Formal: recorded Assessment Task 1:

Use your notes from Activity 1 to rate the learners, recording any problems you have noticed, against the following milestones:

- Uses a picture to choose a topic to talk about.
- Contributes ideas and words for a class story.

FIRST TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 4 **LO 2** AS 1, 4	• Asks questions for clarification and comments on what was heard. • Expresses feelings about text and gives reasons. • Talks about personal experiences, e.g. tells news using descriptive language and different gestures.	Morning oral work • Class discussion: Charts • Learners talk about their family or general news. • The 'morning message' is read daily. Speaking and listening activities • Story read aloud to learners. • Express feelings about a story.
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1	• Recognises consonant diagraphs (sh,ch, th and wh) at the beginning and end of a word. • Recognizes vowel diagraphs taught in Grade 2. • Builds words with sounds learnt. • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Writes a sentence legibly and correctly.	Phonics • Revision of 5 consonant diagraphs: **sh, ch, th, wh, ng.** • Practice in blending, segmenting, sorting, constructing, and matching words made up of these letters. Spelling • 20 words (5 per day), 5 short sentences (1 per day) Handwriting • Lower case letters of the alphabet / numerals revised: **j, e, v, w + 5, 6**
READING **LO 3** AS 2, 3, 5 **LO 4** AS 5, 7 **LO 6** AS 1	• Reads aloud at own level in a guided reading group with teacher ie whole group reads same story. • Identifies the main idea in what was read. • Uses word recognition skills when reading aloud. • Answers open-ended questions based on the passage read.	Shared reading and writing • Shared reading story and a riddle introduced and read. • Focus: Open-ended questions. Word and sentence level work • Vocabulary (5 words), High frequency words (5 words). • Language (Conjunctions), Group, guided and independent reading and writing • Comprehension (including open-ended questions). • Join sentences with conjunctions. • Group/paired reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups. Reading for enjoyment
WRITING **LO 4** AS 1, 2, 6	• Talks to a partner to begin planning writing • Asks questions to help define the task. • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Joins two short sentences with a conjunction to make a longer sentence • Writes so that others can read what has been written.	Writing: *Writing frame: A Riddle* • Shared writing of model sentences about a mystery object • Asking questions to clarify the task. • Pre-writing (pairs), drafting, editing, publishing a riddle.(3 or more sentences). Personal writing: family news

WEEK 4	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 1
MILESTONES	• Asks questions for clarification and comments on what was heard. • Expresses feelings about text and gives reasons. • Talks about personal experiences, e.g. tells news using descriptive language and different gestures.
RESOURCES	• Read-aloud story.

ACTIVITIES

DAILY MORNING ORAL WORK

- Discuss the day chart, month chart, weather chart, birthday chart, or special happenings.
- Have 3-4 learners share 1 - 2 minutes of family or general news. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 5.**
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: STORY READING

- Tell the learners about an incident you witnessed, how it made you feel and why. Use the conjunction *because*. E.g. *I saw Akani carrying his granny's packets. It made me feel proud of him because he was helping an older person.*
- Choose a story/newspaper article/poem that is likely to evoke emotions, e.g. a lost and found story.
- Introduce and read the story aloud to the learners. Put vocabulary on the Word Wall.

ACTIVITY 2: FEELINGS

- Ask the learners how the story made them feel and why. (*I felt…. because…..)*
- Divide learners into pairs. Each learner gets a chance to say what they feel and why to a partner. Remind them to use *because.*
- Pairs report back briefly. **Use this for Assessment Task 2.**

ASSESSMENT: Formal: Assessment Task 2:

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

- Talks about personal experiences, e.g. tells news using descriptive language and different gestures.

Use Activity 2 (Express feelings) over the next two weeks to rate the learners, recording any problems you have noticed, against the following this milestone:

- Expresses feelings about text and gives reasons.

WEEK 4	**PHONICS & SPELLING AND HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	**Phonics / Spelling** • Identifies letter-sound and letter-name relationships of all single sounds. • Recognises consonant diagraphs at the beginning and end of a word. • Recognises vowel diagraphs taught in Grade 2. • Builds words with sounds learnt. **Handwriting** • Uses handwriting tools effectively. • Writes a sentence legibly and correctly.
NOTES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences; • If you have chosen to revise the diagraph ***ng*** during Week 3, you will have more time for the other four diagraphs this week.

ACTIVITIES

PHONICS: 5 CONSONANT DIAGRAPHS

- Write a set of consonant diagraph words onto the board, e.g. ***sh****ip* ***sh****op* ***sh****ed* ***sh****ell fi****sh*** ***sh****ock wi****sh***
- Introduce each diagraph by reading the words. Show learners how the **two letters make one sound**. Sound out each word.
- A suggested sequence:
  - **Day 1: sh** at the beginning and end of a word (CCVC/CVCC words: *ship shop shed shell fish shock cash rush)*
  - **Day 2: ch** at the beginning and end of a word (CCVC/CVCC words: *chop chip check such much rich)*
  - **Day 3: th** at the beginning and end of a word (CCVC/CVCC words: *them then that this thin thick with moth*)
  - **Day 4: wh** at the beginning of a word (CCVC Words: *when what wheel which)*
  - **Day 5: ng** (CVCC words: *ring rang song wing king long sing*)

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

- Games: Call out the word. Learners say *beginning* or *end* depending on where the diagraph is.
- Blending: Sound out a word e.g. sh-i-p. Learners put the sounds together to make a word. .
- Segmenting: Learners work in pairs to segment the words on the board into three sounds.
- Written Task : Sorting: Learners sort a mixed group of words according to their diagraph.
- Written Task: Constructing: Learners re-arrange groups of letters to make words. E.g. p i ch = chip.

DAILY SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a sentence into their exercise book, e.g. *Day 1: ship, shop, shell cash rush; He went to the fish shop with some cash.*

- Learners revise the words/sentence for homework.
- On Day 5 have a short, stress-free spelling test of the week's words/sentences.

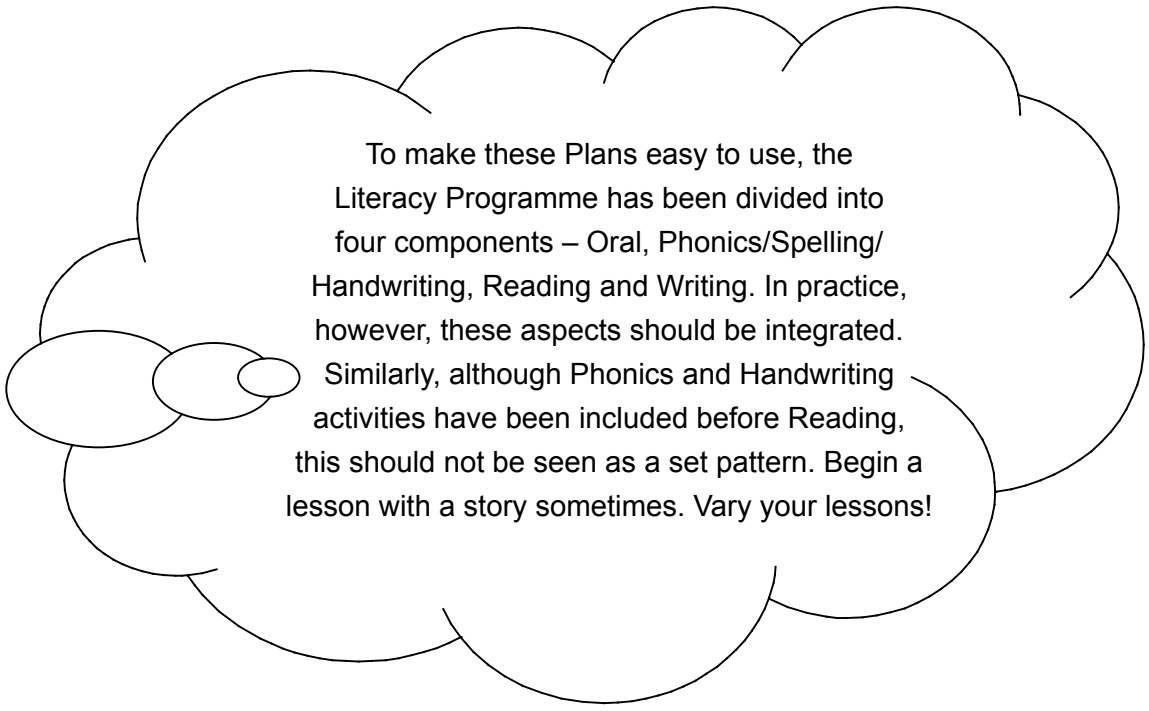
HANDWRITING: REVISION OF LOWER CASE LETTERS AND NUMERALS
ACTIVITY 1:

- Revise the formation of lower case letters ***j, e*** and numeral ***5.*** Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement). Finally, learners copy a sentence from the board using some of the letters and spelling words.

ACTIVITY 2:

Revise the formation of lower case letters ***v, w*** and numeral ***6.*** Learners write a row of each letter after watching you write it. Finally, learners copy a sentence from the board.

ASSESSMENT: Informal Assessment of (1) learners' use of consonant diagraphs (2) numeral reversals.



WEEK 4	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 5, 6 **LO 5** AS 2
MILESTONES	• Reads aloud at own level in a guided reading group with teacher ie whole group reads the same story. • Uses word recognition skills when reading aloud. • Identifies the main idea in what was read. • Answers open-ended questions based on the passage read. • Joins two short sentences with a conjunction to make a longer sentence (From WRITING Milestone)
RESOURCES	• A Grade 3 level Big Book (story) or a short story/one or two paragraphs from a textbook. • A riddle written onto a chart. (see WRITING for model) • Graded group readers or class readers for Guided Reading groups/Independent reading. • A suitable short story or joke for Group Reading.
NOTES	• Prepare vocabulary words, a comprehension and a language task based on the Big Book.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce and orientate learners to a new shared text, eg a Big Book or a short story/one or two paragraphs from a textbook.
- Teach 5 new vocabulary words based on the text.

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

- Vocabulary task: Learners write the 5 vocabulary words into their Personal Dictionaries.
- Guided reading**: Blue Group**
- Focus for the week: Reading all sight words correctly. Open-ended questions.
- Independent reading **as before.**

DAY 2:

SHARED READING AND WRITING: MODELED READING

- Read the text to the learners modelling the following: *Pausing at full stops, looking carefully at illustrations for more information, reading fluently, pronouncing words correctly*. Afterwards check understanding by asking 3 - 4 oral *wh* questions (*who.., where..., what happened..., why..*).

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

- Written Comprehension task: Learners complete a short comprehension based on the shared reading text. It should consist of 2-3 factual questions, a question about the main idea, and an open-ended question e.g. *Why do you think.....? What would you have done?* **Use for Assessment Task 2.**
- Guided reading**: Yellow Group;** Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading with learners. Afterwards ask some open-ended questions. ***Note:*** *These type of questions help learners to see that there is not always a single, correct answer and that it's acceptable to have their own opinions, even if they are not the same as other learners, or even the teacher.*

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

- Language: Introduce three common conjunctions. Explain their purpose, ie. Adding on: *and,* Contrasting: *but,* Explaining: *because*. Draw attention to any conjunctions in the text.
- Language Task: Learners join three sets of sentences using *and, but* and *because.* They choose the correct conjunction for each set. The sentences can be based on the text.
- Guided reading**: Green Group;** Independent reading.

DAY 4:

SHARED READING AND WRITING: RE-READING; INTRODUCING A NEW TEXT (A RIDDLE)

- Re-read the text together with learners. Make your voice softer but still use the pointer.
- Introduce and read the riddle with the learners. Talk about how riddles are written and discuss possible answers to the riddle you wrote. Ask learners which was the best clue.

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

- High frequency (HF) words: Teach 5 new HF words. (*These will be more meaningful if they are from the text or in a sentence.)*
- Sight Words Task: Learners write 5 HF words into their Spelling Books under *Sight Words.*
- Guided reading**: Red Group**. Independent reading as before.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

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

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

- Learners complete the written activity that they missed during Guided Reading
- Guided reading**: Red Group;** Independent reading.

ASSESSMENT: Formal Assessment Task 2:
Use Day 2 (Comprehension) to rate the learners, recording any problems you have noticed, against the following milestones:

- Identifies the main idea in what was read.
- Answers open-ended questions based on the passage read.

WEEK 4	**WRITING**
LO/ASs	**LO 4** AS 1,2,3 **LO 6** AS 4
MILESTONES	• Talks to a partner to begin planning writing. • Asks questions to help define the task. • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Writes so that others can read what has been written.
RESOURCES	• Make a riddle writing frame (see below)

ACTIVITIES

ACTIVITY 1: PRE-WRITING, DRAFTING – A RIDDLE

- Explain: You are going to describe a mystery object in the classroom. Learners have to guess what it is. Describe a common object, e.g *This object is round, black and white. It is used when you play soccer. What is it?* Or *This object is big and colourless. It is on the wall near the ceiling. It is used to see through. What is it?* (Link to similar activities in Reading.)
- Show this writing frame:

A Riddle	
What size/ colour/shape is your object?	*This object is ..... and it is .....*
Where is it?	*It is .....*
What is it used for?	*It is used for .....*
	What is it?

- Have learners work in pairs to take turns to describe an object /guess what it is.
- Explain that learners will write their own riddle.
- Learners can work in seating pairs to plan their riddle and ask a question to clarify the task, e.g. *Can the object be any size? How long must the riddle be? etc*.
- Have each group ask a question and answer it for them. **Use for Assessment Task 2.**
- Learners each write a riddle. They can expand on the frame.

ACTIVITY 2: EDITING / PUBLISHING A RIDDLE

- Learners read their riddle to a partner to make sure it makes sense/ check for punctuation.
- Learners 'publish' a neat version of their riddle. Collect all the riddles. **Use for Assessment Task 2.**

ACTIVITY 3: PERSONAL WRITING – FAMILY NEWS

- Learners write family news.

ASSESSMENT: Formal Assessment Task 2: Use Activity 1 (asking questions) to rate the learners, recording any problems you have noticed, against the following milestones:

- Asks questions to help define the task.
- Talks to a partner to begin planning writing.

Use Activity 2 (Publishing riddle) to rate learners against the following milestone:

- Writes words to form a sentence using sounds learnt, capital letters and full stops.

SUGGESTED ASSESSMENT: ASSESSMENT TASK 2: WEEKS 4 / 5

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING **LO 1** AS 1, 2, 4 **LO 2** AS 1	Asks questions for clarification and comments on what was heard.	5	Listening & Speaking Activity 2 Using an OWL Chart
	Expresses feelings about text and gives reasons.	4	Listening & Speaking Activity 2: Responding to read aloud story
	Talks about personal experiences e.g. tells news using descriptive language and different gestures.	4 & 5	Morning Oral Work Daily: Family News
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1	Recognises consonant diagraphs at the beginning and end of words.	5	Written Assessment Task for Phonics
	Recognises vowel diagraphs taught in grade 2.		
	Builds words with sounds learnt.		
HANDWRITING **LO 4** AS 5	Uses handwriting tools effectively e.g. pencil, rubber, ruler.	5	Handwriting Activity
	Writes a sentence legibly and correctly.		
READING **LO 3** AS 2, 3, 5	Identifies the main idea in what was read.	4	Reading Day 2 Written Comprehension
	Answers open-ended questions based on the passage read.		
	Reads aloud at own level in a guided reading group with teacher ie whole group reads the same story.	5	Reading Day 1-4 Guided Reading time
	Uses word recognition skills when reading aloud.		
WRITING **LO 4** AS 1, 2, 3 **LO 6** AS 4	Asks questions to help define task	4	Writing Activity 1 Planning a Riddle
	Talks to a partner to begin planning writing		
	Writes words to form a sentence using sounds learnt, capital letters and full stops.	4	Writing Activity 2 Editing/Publishing a Riddle
	Writes so that others can read what has been written	5	Writing Activity 2 Reading riddles
	Joins two short sentences with a conjunction to make a longer sentence	5	**Reading** Day 3 Language Task

FIRST TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 4 **LO 2** AS 1, 4	• Asks questions for clarification and comments on what was heard. • Expresses feelings about text and gives reasons. • Talks about personal experiences, e.g. tells news using descriptive language and different gestures.	Morning oral work • Class discussion: Charts. • Learners talk about family or general news. • The 'morning message' is read daily. Speaking and listening activities • A story/news report is read aloud. • Express feelings about text.
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1	• Recognises consonant diagraphs (sh,ch, th and wh) at the beginning and end of a word. • Recognizes vowel diagraphs taught in Grade 2. • Builds words with sounds learnt. • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Writes a sentence legibly and correctly.	Phonics • Revision of 6 vowel diagraphs: **ee, ea, oo(long), oo(short), oi, oy** • Practice in blending, segmenting, sorting, constructing, and matching words made up of these letters. Spelling • 20 words (5 per day), 5 short sentences (1 per day) Handwriting • Lower case letters of the alphabet / numerals revised: **f, t, u, y + 7, 8**
READING **LO 1** AS 5 **LO 3** AS 2, 3, 5 **LO 4** AS 5, 6 **LO 6** AS 2	• Reads aloud at own level in a guided reading group with teacher ie whole group reads same story. • Identifies the main idea in what was read. • Uses word recognition skills when reading aloud. • Answers open-ended questions based on the passage read.	Shared reading and writing • Shared writing of a riddle describing a character. Word and sentence level work • Language (Conjunctions) • Cloze activity. Group, guided and independent reading and writing • Vocabulary and HF matching words and meanings / Bingo Game. • Joining sentences / sentence completion using conjunctions. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups. Reading for Enjoyment
WRITING **LO 1** AS 5 **LO 4** AS 1, 2, 3, 5 **LO 6** AS 4	• Talks to a partner to begin planning writing • Asks questions to help define the task. • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Joins two short sentences with a conjunction to make a longer sentence. • Writes so that others can read what has been written.	Writing: *Writing frame: A Riddle* • Learners 'publish' their riddles. • Learners read out and answer each other's riddles. • Learners draft, write, publish a new riddle describing a person they know. Personal Writing • Family news

WEEK 5	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	**LO 1** AS 1, 2 **LO 2** AS 1
MILESTONES	• Asks questions for clarification and comments on what was heard. • Expresses feelings about text and gives reasons. • Talks about personal experiences, e.g. tells news using descriptive language and different gestures.
RESOURCES	• Read-aloud story. • OWL chart

ACTIVITIES

DAILY MORNING ORAL WORK

- Discuss the day chart, month chart, weather chart, birthday chart, or special happenings.
- Continue having a few learners tell family or general news each morning. **Use for Assessment Task 2. Every learner should be assessed by the end of the week.**
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: STORY READING

- Choose a story that is likely to evoke emotions.
- Introduce and read the story to the learners.

ACTIVITY 2: RESPONDING TO A STORY: OWL CHART

- Use an OWL Chart to enable learners to respond to the story.

OWL CHART

O= OBSERVE
What do you notice about the text or illustrations?

W=WONDER
What questions do you have about the text? What do you wonder about?

L= LINKS
What does the text remind you of? (e.g. other stories, something you remember, something that happened to you etc.)

- Divide learners into pairs. Each learner gets a chance to say what they OBSERVED, WONDERED ABOUT and what LINKS they made.
- Pairs report back briefly. **Use this for Assessment Task 2.**

ASSESSMENT: Formal: recorded Assessment Task 2: Use Morning Oral Work to rate the learners, recording any problems you have noticed, against the following milestone:

- Talks about personal experiences, e.g. tells news using descriptive language and different gestures.

Use Activity 2 (Responding) to rate the learners against the following milestone:

- Asks questions for clarification and comments on what was heard.

WEEK 5	**PHONICS & SPELLING AND HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	**Phonics/Spelling** • Recognises consonant diagraphs at the beginning and end of a word. • Recognises vowel diagraphs taught in Grade 2 • Builds words with sounds learnt. **Handwriting** • Uses handwriting tools effectively. • Writes a sentence legibly and correctly.

NOTES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/sentences.
	• Prepare a formal written assessment task including all phonics learnt in Weeks 4 & 5: The assessment can include four components:
	  • *Jumbled letters to make words*
	  • *Words with letters left out*
	  • *Sorting words according to word family*
	  • *Sorting words according to beginning letter*

ACTIVITIES

PHONICS: VOWEL DIAGRAPHS

- Revise the five vowel sounds on the alphabet charts: **a e i o u**. Explain that each vowel has a **name** which never changes. Explain that sometimes a vowel's **sound** changes. This happens when a vowel is combined with another letter.
- Write a set of CVVC vowel diagraph words on the board, e.g. s**ee**n, f**ee**t, m**ee**t, n**ee**d
- Introduce each diagraph by reading the words. Show learners how the **two letters make one sound**. Sound out each word.
- Suggested sequence:
  - **Day 1: ee** (CVVC words: *need see feel feet seem meet week seen feed deep)*
  - **Day 2: ea** (CVVC words: *bead, lead, read, eat, beat, bean, heat, mean, pea, sea, seat)*
  - **Day 3: oo** (long)**, oo** (short), (CVVC words: *zoo too boot cool moon food (long sounds),look foot cook good book took wool (short sounds)*
  - **Day 4: oi** (CVVC words: *oil, boil, coin, join, coil, soil)*
  - **Day 5 oy** (CVC words: *boy, toy, joy, coy)*
  - Do a written assessment on Day 5. **Use for Assessment Task 2.**

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

- Games: Call out the word. Learners say *beginning o*r *end* depending on where the diagraph is.
- Blending: Sound out a word e.g. *th-e-m.* Learners put the sounds together to make a word.

- Segmenting: Learners work in pairs to segment words on the board into 3 sounds.
- Written Task: Sorting: Learners sort a group of words according to the diagraph.
- Written Task: Sorting: Learners sort a group of words into two columns according to where the diagraph is in the word (beginning or end).
- Written Task: Constructing: Learners re-arrange groups of letters to make words.

DAILY SPELLING ACTIVITIES

Written task: Each day, learners write five of the PHONICS words and a sentence into their Phonics & Spelling exercise books.

- Learners revise the words/sentence for homework.
- On Day 5 have a short, stress-free spelling test of the week's words/sentences.

HANDWRITING: REVISION OF LOWER CASE LETTERS AND NUMERALS

ACTIVITY 1:

- Revise the formation of lower case letters ***f, t*** and numeral ***7.*** Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement). Finally learners copy a sentence from the board using some of the letters and spelling words.

ACTIVITY 2:

- Revise the formation of lower case letters ***u, y*** and numeral ***8.*** Learners write a row of each letter after watching you write it. Finally learners copy a sentence from the board.

ASSESSMENT: Formal: recorded Assessment Task 2: Use Day 5's written assessment to rate the learners, recording any problems you have noticed, against the following milestones:

- Recognises consonant diagraphs at the beginning and end of a word.
- Recognises vowel diagraphs taught in Grade 2.
- Builds words with sounds learnt.

WEEK 5	**READING**
LO/ASs	**LO 5** AS 2 **LO 4** AS 5, 6 **LO 3** AS 2, 3, 5 **LO 1** AS 5
MILESTONES	• Reads aloud at own level in a guided reading group with teacher ie whole group reads same story. • Uses word recognition skills when reading aloud. • Identifies the main idea in what was read. • Answers open-ended questions based on the passage read. • Joins two short sentences with a conjunction to make a longer sentence (From WRITING Milestone).
NOTE	• Prepare the Language work/task.
RESOURCES	• Graded group readers or class readers for Guided Reading groups/Independent reading. • A suitable short text for Group Reading, e.g. jokes

DAY 1:

SHARED READING AND WRITING: INTRODUCING SHARED WRITING

- Re-read the Week 4 shared text. Revise HF and vocabulary words from Week 4.
- **Do shared writing of a riddle describing a person.** Choose a character from the story. Use this frame to make a riddle:

A Riddle	
What does the character look like?	*This person is .....*
What did he/she do? / What happened to him/her?	*He/She .....*
	Who is it?

- **Preparation:** Write a sample text as before.
- **Shared writing:** 1. Ask a prompt question. Get a few responses**.** 2. Help learners construct the sentences. 3. Involve learners as you write the sentences.

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

- Vocabulary task: Learners do an activity matching the Week 4's vocabulary words with simple definitions, or they can use a published dictionary to find and write down the meaning of each word.

  Note: *If this is the first time learners have used a published dictionary you will need to explain how to find a word. Firstly they can use the alphabetical Word Wall to see there the initial letter of the word comes in the alphabet. It helps to know which letters it comes after/ before. Point out how the published dictionary, just like their own, indicates the initial letter at the top of the page. Once they have found the right letter in the dictionary, further guide them to pay attention to the second letter of the word they are searching for.*

  You could repeat this activity regularly, for example, when a lesson finishes earlier than you planned. Make it a game with learners working in pairs to see who can find a word first.

- Guided reading**: Yellow Group**
- Focus for the week: Reading all the words. Answering an open-ended question.
  On Days 1–4 assess each learner during Guided Reading for Assessment Task 2.
- Independent reading**:** Learners read a page or more of a graded reader every day.

DAY 2:

SHARED READING AND WRITING: SHARED WRITING DAY 2

- Write another riddle with the class.
- Edit for correct punctuation with the class. Point out the question mark.

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

- Comprehension task: Learners complete a cloze activity based on the Week 4's shared text.
- Guided reading**: Blue Group + assessment;** Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading of the riddles.

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

- Language: Revise the first three conjunctions. Teach more conjunctions, e.g. *although, when, so.*
- Language task: Learners join three sets of sentences with correct conjunctions or give the learners the start of three sentences but ending after the conjunction. Learners can complete the sentences using an appropriate ending. **Use this task for Assessment Task 2 for WRITING.**
- Guided reading**: Green Group + assessment;** Independent reading.

DAY 4:

SHARED READING AND WRITING: RE-READING RIDDLES

- Re-read the shared writing riddles.

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

- Sight Words Task: Consolidate the sight and vocabulary words taught so far. Learner could write sentences using the words or play a Bingo Game. To play, write 16 sight / vocabulary words on different squares of paper, writing each word at least three times. Divide the squares between the learners so that every learner gets at least three squares. Then say one of the words. The learner who has that word shouts "Bingo". Although more than one learner has the same word, the winner is the one who calls Bingo" first. You can reward the learner by giving the winner a star, a sweet or a point for his / her team.

- Guided reading**: Red Group + assessment;** Independent reading.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED WRITING

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

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

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

ASSESSMENT: Formal: recorded Assessment Task 2:

Use your Week 5 Guided Reading times to rate learners against the following milestones:

- Reads aloud at own level in a guided reading group with teacher ie whole group reads same story.
- Uses word recognition skills when reading aloud. *(ie can read the HF words in the text and attempts to sound out unknown words)*

Use Day 3 (Language task) to rate learners against the following WRITING milestone:

- Joins two short sentences with a conjunction to make a longer sentence

Shared Writing is a good vehicle to demonstrate the importance of using interesting **adjectives** and **adverbs**.

You could also brainstorm all the adjectives or adverbs one could use to describe a particular noun or verb. You could cover the board with them!

Learners in Grade 3 should be familiar with the words *noun* and *verb* as these were taught in Grade 2.

WEEK 5	WRITING
LO/ASs	**LO 1** AS 5 **LO 4** AS 1, 2, 3, 6
MILESTONES	• Talks to a partner to begin planning writing • Asks questions to help define the task • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Writes so that others can read what has been written.

ACTIVITIES

ACTIVITY 1 READING – A RIDDLE / WRITING A NEW RIDDLE

- Give each learner a riddle. (Not their own one)
- Each learner reads out the riddle. The class has to guess the answer.
- Display the riddles around the classroom. **Use for Assessment Task 2.**
- Use the writing frame from the Shared Writing activity on Day 1. Explain to learners that they are going to write another riddle – but this time they are going to describe a person they know.
- Learners can work in seating pairs to plan their riddle, if necessary asking questions to clarify the task.

  NB: *Guide learners to be sensitive about the way they describe people to avoid hurt feelings.*

ACTIVITY 2: EDITING / PUBLISHING A RIDDLE

- Display the writing frame.
- Learners each write a riddle about a person. They can expand on the frame.
- Learners read their riddle to a partner to make sure it makes sense/ check for punctuation.
- Learners write a neat version of their riddle in their exercise books.

ACTIVITY 3: PERSONAL WRITING – FAMILY NEWS

- Learners write family news.

ASSESSMENT: Formal: recorded Assessment Task 2:

Use Activity 1 (Reading riddles) to rate learners against the following milestone:

- Writes so that others can read what has been written.

FIRST TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 4 **LO 2** AS 1, 4, 5	• Expresses feelings about text and gives reasons. • Listens without interrupting showing respect for the speaker • Talks about personal experiences e.g. tells news using descriptive language and different gestures. • Participates in discussions, asking questions showing sensitivity to the feelings of others.	Morning oral work • Class discussion: Charts • Learners talk about a photograph. • The 'morning message' is read daily. Speaking and listening activities: • Introduction: Group discussions • Group discussion: Group rules.
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1	• Recognises 'A', 'E', 'O' sounds • Builds words with sounds learnt. • Uses handwriting tools effectively • Writes a sentence legibly and correctly. • Uses correct letter formation in all written work.	Phonics • Revision of 2 'A' sounds & 2 'O' sounds: **ai, ay, oa, ow** • Practice in blending, segmenting, sorting, constructing, and matching words made up of these letters. Spelling • 20 words (5 per day), 5 short sentences (1 per day), 5 HF words Handwriting • Remainder of lower case letters of the alphabet / numerals revised: **p, s, x, z + 9, 0** • Start of revision of Capital Letters: **X, Z**
READING **LO 3** AS 1, 2, 3, 5 **LO 4** AS 5 **LO 6** AS 4, 6	• Uses visual cues to read a graphical text e.g. a photograph • Talks about the photograph. • Reads aloud at own level in a guided reading group with teacher. • Shows an understanding of punctuation when reading aloud. • Reads a book as a whole class with teacher (shared reading with a Big Book) and describes the main idea.	Shared reading and writing: • A non-fiction shared text with photograph and Group Work Rules chart. • Analysis of photograph and finding the main idea. Word and sentence level work: • Vocabulary (5 words), Language (pronouns, linking sentences to form paragraphs), High frequency words (5) Group, guided and independent reading and writing: • Comprehension (Focus: photograph & main idea) • Linking sentences to form paragraph using pronouns and conjunctions. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups. Reading for Enjoyment
WRITING **LO 4** AS 1, 2, 3, 4	• Uses a picture to choose a topic to write about • Talks to a partner to begin planning writing • Asks questions to help define the task. • Writes at least one paragraph (five sentences) • Builds own word bank and personal dictionary using initial sounds of words.	Writing: *Writing frame: Reading a photograph* • Shared writing of model sentences. • Pre-writing: Learners work in pairs. • Drafting: Learners write 5 or more sentences. • Publishing: Learners publish this as a paragraph. Personal writing: Keeping fit and healthy

WEEK 6	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 1, 4, 5
MILESTONES	• Talks about personal experiences. • Talks about the photograph. (READING Milestone) • Expresses feelings about text and gives reasons. • Listens without interrupting showing respect for the speaker • Participates in discussions, asking questions and showing sensitivity to the feelings of others.
RESOURCES	• A personal photograph from the teacher • Learners can be asked to bring and show a photograph that is special to them; alternatively learners could bring a photograph that they like from a magazine or newspaper.

ACTIVITIES

DAILY MORNING ORAL WORK

- Discuss the charts and special happenings.
- Show learners one of your own personal photographs. Describe who and what is in the photograph. Say why it is special to you.
- Tell each learner to think of a photograph they have seen. (They may or may not wish to bring it to school.) Explain that during the next two weeks each learner will have the opportunity to talk about a photograph that is special to them. They can say: *What is in the photograph? Where / when was it taken? Who are the people? How does it make them feel? Why?*

  Use for Assessment Task 3. **Every learner should be assessed by the end of the two weeks.**
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: GROUP WORK INTRODUCTION

- Explain how discussion groups operate. Every person gets a chance to speak while the others listen. (If necessary practise this in groups using a token, e.g. a bottle top. Only the learner holding the token is allowed to speak at any one time.)
- Explain that when an answer is given, other group members should listen and can comment or ask for clarification in a polite way.
- Revise polite group behaviour and the role of the group leader.

ACTIVITY 2: GROUP DISCUSSION

- Each group discusses rules for group work.
- Every learner gets a chance to suggest one rule.
- Other learners may question this politely or add to it.
- One learner writes down the rules.
- Finally one learner from each group reads their group's rules to the rest of the class.

- Use the rules from the different groups to write a class Group Work Rules Chart.
- After the discussion, each learner fills in a Peer Assessment Form.

Name	Spoke	Asked a question	Was polite to others	Did not interrupt

NB: *You will need to show this form to learners before the group discussion so that they can try to remember who spoke, asked a question etc.*

ASSESSMENT: Formal: recorded Assessment Task 3
Use Morning Oral Work each day over the next two weeks to rate learners, recording any problems you have noticed, against the following milestones:

- Talks about personal experiences.
- Talks about the photograph (**READING** Milestone)
- Expresses feelings about text (photograph) and gives reasons.

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 6	PHONICS AND SPELLING + HANDWRITING
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	**Phonics/Spelling** • Recognises 'A', 'E', 'O' sounds. • Builds words with sounds learnt. **Handwriting** • Uses handwriting tools effectively. • Writes a sentence legibly and correctly.
NOTES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences. • By the end of this week you should have completed the revision of the lower case letters and numerals and be ready to begin the revision of capital letters.

ACTIVITIES

PHONICS: 'A' & 'O' SOUNDS

- Introduce one vowel diagraph each day.
- Write a set of words containing the sound on the board. (See below)
- Show learners how the two vowels make one sound. Sound out each word.
- A suggested sequence:
  - **Day 1: 'A' sounds: ai** words (*wait pain aim sail main tail rain hail*)
  - **Day 2: 'A' sounds: ay** words *(play May say day hay pay lay way)*
  - **Day 3: 'O' sounds: oa** words *(coat load goat loaf road soap)*
  - **Day 4: 'O' sounds: ow** words *(low, bow, mow, sow, tow, row, flow, blow, show)*
  - **Day 5:** Consolidation of week's sounds: Give a mixed list of 'A' and 'O' words for sorting, e.g.

ai words	ay words	oa words	ow words

DAILY PHONIC ACTIVITIES: Choose 2-4 oral and 1 written activity each day.

- Blending: Sound out a word e.g. l-oa-f. Learners put the sounds together to make a word.
- Write a word on the board: Learners say how the *a* or *o* is pronounced
- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds.
- Written: Constructing: Learners re-arrange groups of letters to make words. E.g. tgoa = goat.
- Written: Sorting: Learners sort a group of CVVC words into either 'A' or 'O' groups.

DAILY SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a sentence into their Spelling books to revise for homework.

- On Day 5 have a short, stress-free spelling test of the week's Spelling words, sentences, and HF words.

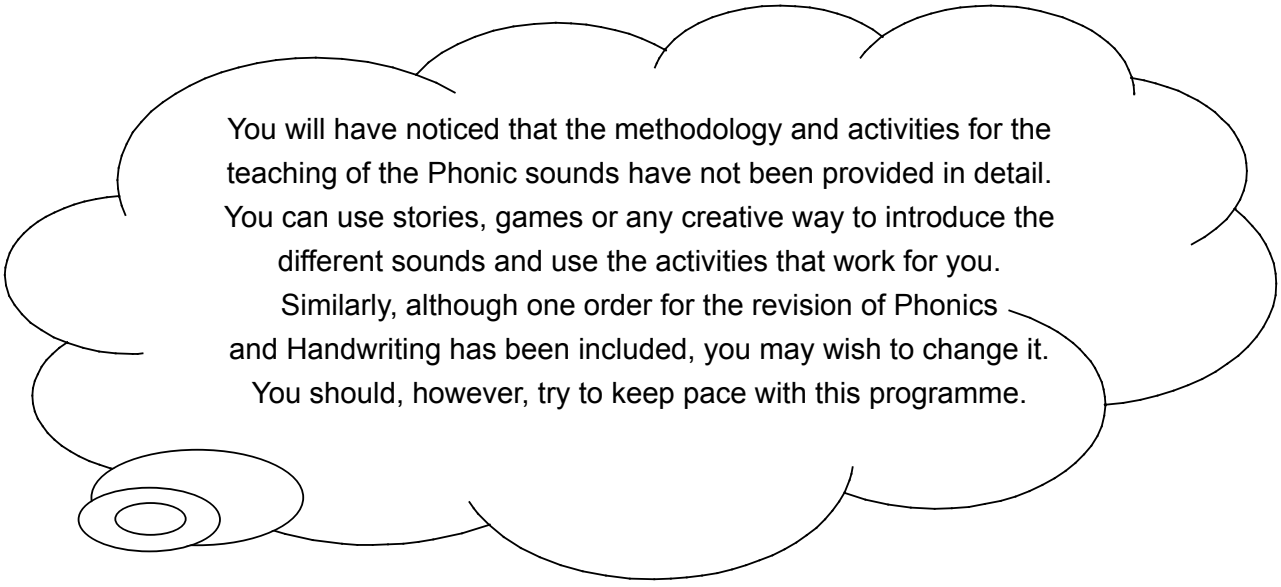
HANDWRITING: REVISION OF LOWER CASE AND CAPITAL LETTERS AND NUMERALS
ACTIVITY 1:

- Revise the formation of lower case letters ***p, s*** and numeral ***9.*** Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement). Finally, learners copy a sentence from the board using some of the letters and spelling words.

ACTIVITY 2:

- The lower case letters ***x, z*** and capital letters ***X, Z*** vary in size but not in shape. Therefore, in one lesson, learners can write one row of ***X x,*** one row of ***Z z*** and then one row of the numeral ***0.*** Finally, they can copy a sentence from the board.

ASSESSMENT: Informal: unrecorded assessment of learners' ability to build up words using vowel diagraphs.



WEEK 6	READING
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 4, 5
MILESTONES	• Uses visual cues to read a graphical text e.g. a photograph • Talks about the photograph i.e. what it is about, where it was taken etc. (see ORAL WORK) • Reads aloud at own level in a guided reading group with teacher. • Shows an understanding of punctuation when reading aloud. • Reads book as a whole class with teacher (shared reading with a Big Book) and describes the main idea.
NOTES	• Prepare vocabulary words, a comprehension and a language task based on the information text.
RESOURCES	• A Grade 3 level non-fiction Big Book or one or two paragraphs in a textbook. (The text should contain at least one photograph.) • The Group Work Rules Chart based on learners' suggestions. (from Oral) • Graded group readers or class readers for Guided Reading groups/Independent reading. • A suitable textbook page for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level **non-fiction/information text** with at least **one photograph**.
- Orientate learners to the text as before. Do a picture walk.
- Teach 5 new vocabulary words based on the text.

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

- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries.
- Guided reading**: Yellow Group**.
- Focus for the week**:** Uses visual cues to read a graphical text. Notice punctuation.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: MODELED READING

- Read the text to the learners, modelling the following: analysing photographs, reading captions, linking photographs to text.
- Afterwards check understanding by asking 3 - 4 *wh* questions and asking about the main idea. **Use for Assessment Task 3.**

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

- Comprehension task: Learners complete a comprehension based on the shared reading text and the photograph, including questions on the main idea and on the photograph.
- Guided reading**: Blue Group**; Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading.
- Learners can work in groups to each make an oral sentence about the main idea. **Use for Assessment Task 3.**

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

- Language: Notice how the sentences in each paragraph are linked. This is done through the use of conjunctions and pronouns. Revise pronouns such as: *he, she, they, my, your, their.*
- Language task: Learners link sentences into a paragraph using pronouns and conjunctions.
- Guided reading**: Green Group**; Independent reading

DAY 4:

SHARED READING AND WRITING: RE-READING THE TEXT AND READING A CHART

- Re-read the text together with learners. Make your voice softer but still use the pointer.
- Read the Group Work Rules Chart made with learners' suggestions.

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

- High Frequency words: Teach 5 new HF words.
- Sight Words Task: Learners write 5 HF words into their Spelling Books under *Sight Words.*
- Guided reading: **Red Group**; Independent reading.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

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

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

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

ASSESSMENT: Formal: recorded Assessment Task 3:
Use Days 2-3 (Shared Reading) to rate learners against the following milestone:

- Reads a book as a whole class with teacher and describes main idea.

WEEK 6	WRITING
LO/ASs	**LO 4** AS 2
MILESTONES	• Uses a picture to choose a topic to write about. • Talks to a partner to begin planning writing. • Asks questions to help define the task. • Writes at least one paragraph (five sentences). • Builds own word bank and personal dictionary using initial sounds of words. (See READING: Vocabulary work).
RESOURCES	• Make a writing frame (see below) • Use a page containing a photograph in a textbook.

ACTIVITIES

ACTIVITY 1: READING, PRE-WRITING, DRAFTING USING A PHOTOGRAPH

- Use a photograph e.g. one in a textbook. Show and explain the writing frame:

Reading a photograph	
• What is in the foreground (front) of the photograph? • What is in the background (back)? • When do you think the photograph was taken? • Is there a caption? What is it? • What did you learn from the photograph?	• In the front there is ..... • In the background there is ..... • I think the photograph was taken..... • The caption tells us about..... • I learnt.....

- Learners discuss a photograph in pairs using questions from the writing frame.
  NB: *Learners could write about different photographs from a textbook, provided that each pair uses the same photograph.*
- Learners plan with their partner what they will write, asking questions for clarity.
- Learners each write five draft sentences about the photograph.

ACTIVITY 2: WRITING ABOUT A PHOTOGRAPH

- Learners work in pairs to read their sentences to each other. They check that they make sense and that they have used good describing words.
- Learners re-write the sentences as a paragraph using conjunctions and pronouns to link the sentences to make the paragraph flow. **Use Activities 1 and 2 for Assessment Task 3.**

ACTIVITY 3: PERSONAL WRITING

- Learners write about how they keep themselves fit and healthy.

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Activities 1 & 2 to rate learners against these milestones:

- Uses a picture to choose a topic to write about.
- Talks to a partner to begin planning writing.
- Asks questions to help define the task.
- Writes at least one paragraph (Five sentences).

Check personal dictionaries to assess if learners have achieved this milestone:

- Builds own word bank and personal dictionary.

SUGGESTED ASSESSMENT: ASSESSMENT TASK 3: WEEKS 6 / 7

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING **LO 1** AS 1, 2, 4 **LO 2** AS 1, 4, 5	Talks about personal experiences, e.g. tells news using descriptive language and different gestures.	6 & 7	Morning Oral Work Daily: Photograph talks (Use also to assess a Reading milestone)
	Expresses feelings about text and gives reasons.		
	Listens without interrupting showing respect for the speaker.	7	Listening & Speaking Activity 2 Group Discussion : use completed Peer Assessment Forms and observations
	Participates in discussions, asking questions and showing sensitivity to the feelings of others.		
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1	Recognises 'A', 'E' and 'O' sounds.	7	Written Phonics Assessment Task Spelling test and checking spelling in written tasks
	Builds words with sounds learnt.		
HANDWRITING **LO 4** AS 5	Uses handwriting tools effectively e.g. pencil, rubber, ruler.	7	Handwriting Activity
	Writes a sentence legibly and correctly.		
	Uses correct letter formation in all written work.		
READING **LO 3** AS 2, 3, 5 **LO 4** AS 5	Reads book as a whole class with teacher and describes main idea	6	Reading Days 2 - 3 Observe learners: Shared reading of information text with photograph
	Talks about a photograph ie what it is about and where it was taken etc.	6 & 7	**Morning Oral Work Daily: Photograph talks**
	Reads aloud at own level in a guided reading group with teacher ie whole group reads the same story.	7	Reading Day 1-4 Observe learners: Guided Reading time
	Uses visual cues to read a graphical text e.g. a photograph		
	Shows an understanding of punctuation when reading aloud		
WRITING **LO 4** AS 1,2,3,4 **LO 6** AS 4	Uses a picture to chose a topic to write about	6	Writing Activities 1 & 2: Pre-writing & writing - Writing about a photograph: Observe learners and assess written paragraph:
	Talks to a partner to begin planning writing		
	Asks questions to help define task.		
	Writes at least one paragraph (five sentences)		
	Builds own word bank and personal dictionary using initial sounds of words.	6	Check Personal Dictionaries

FIRST TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 4 **LO 2** AS 1, 4, 5	• Expresses feelings about text and gives reasons. • Listens without interrupting showing respect for the speaker • Talks about personal experiences, e.g. tells news using descriptive language and different gestures. • Participates in discussions, asking questions showing sensitivity to the feelings of others.	Morning oral work • Class discussion: charts. • Learners talk about a photograph. • The 'morning message' is read daily. Speaking and listening activities: • A poem to read aloud. • Group discussion: Response to text using OWL chart.
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1	• Recognises 'A', 'E', 'O' sounds. • Builds words with sounds learnt. • Uses handwriting tools effectively. • Writes a sentence legibly and correctly. • Uses correct letter formation in all written work.	Phonics • Revision of **er, ew, ar**. • Revision of some 'E' Word families • Practice in blending, segmenting, sorting, constructing, and matching words made up of these letters. Spelling • 20 words (5 per day), 5 short sentences (1 per day) Handwriting • Revision of Capital Letters: ***P, R, B, A, S, C***
READING **LO 3** AS 1, 2, 3, 5 **LO 4** AS 5 **LO 6** AS 3,4	• Uses visual cues to read a graphical text e.g. a photograph • Talks about the photograph. • Reads aloud at own level in a guided reading group with teacher. • Shows an understanding of punctuation when reading aloud. • Reads a book as a whole class with teacher (shared reading with a Big Book) and describes the main idea.	Shared reading and writing • A shared writing text: Information Paragraph. Word and sentence level work • Language (Pronouns) Group, guided and independent reading and writing • Cloze activity based on information paragraph. • Vocabulary and HF words: matching synonyms/Word Search. • Writes sentences with pronouns. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups. Reading for Enjoyment
WRITING **LO 4** AS 1, 2, 3, 4	• Asks questions to help define the task. • Writes at least one paragraph (five sentences). • Builds own word bank and personal dictionary using initial sounds of words.	Writing : *Writing frame: information paragraph about themselves.* • Shared writing of model sentences. • Pre-writing: Learners plan their writing and clarify task. • Drafting: Learners draft a paragraph describing themselves. Personal Writing • Information about my family

WEEK 7	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 1, 4, 5
MILESTONES	• Expresses feelings about text and gives reasons. • Listens without interrupting showing respect for the speaker • Talks about personal experiences, e.g. tells news using descriptive language and different gestures. • Participates in discussions, asking questions and showing sensitivity to the feelings of others.
RESOURCES	• Read-aloud poem. • OWL chart

ACTIVITIES

DAILY MORNING ORAL WORK

- Discuss the charts and special happenings.
- Learners continue talking about a special photograph. **Use for Assessment Task 3. Every learner should be assessed by the end of the week.**
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Read a poem aloud to learners.

ACTIVITY 2: GROUP DISCUSSION - RESPONSE TO TEXT USING OWL CHART

- Learners work in groups to each respond to the poem using the OWL CHART.
- Afterwards they can fill in a peer assessment form:

Name	Used OWL chart to respond to the poem	Expressed feelings	Was polite to others	Did not interrupt

- Use the completed form, together with your own observations, for **Assessment Task 3**.

ASSESSMENT: Formal: recorded Assessment Task 3:
Use Morning Oral Work each day to rate learners, recording any problems you notice, against the following milestones:

- Talks about personal experiences
- Talks about the photograph (**READING** milestone)
- Expresses feelings about text and gives reasons.

Use Activity 2 (Group discussion) to rate learners against the following milestones:

- Listens without interrupting showing respect for the speaker.
- Participates in discussions, asking questions and showing sensitivity to the feelings of others.

WEEK 7	**PHONICS AND SPELLING + HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	**Phonics/Spelling** • Recognises 'A', 'E', 'O' sounds. • Builds words with sounds learnt. **Handwriting** • Uses handwriting tools effectively. • Writes sentences legibly and correctly. • Uses correct letter formation in all work.
RESOURCES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences. • Prepare a formal written assessment task based on the phonics learnt in Weeks 6 /7. It should focus on the 'A', 'E' and 'O' words and can include: o *Sorting words according to vowel sound.* o *Sorting words according to word family.* o *Filling in the letters (building words) e.g. pl __* o *Constructing words (building words) from mixed up letters e.g. teep.*

ACTIVITIES

PHONICS: 'E' WORD FAMILIES / EW, ER, AR

- Introduce one sound each day. (See below.) Show learners how the vowel and the consonant together make a single sound.
- Introduce/revise word families using 'E' words.
- A suggested sequence:
  - **Day 1: ew** (words: *blew chew grew drew flew)*
  - **Day 2: er** (words: *her, fern, alert, letter ladder supper better summer hammer dinner)*
  - **Day 3: ar** *(words: bar car far jar tar)*
  - **Day 4**: **Revision of some 'E' Word families: -e** (*he, me, be, we)***, -eel** *: (feel peel eel heel wheel) -**ead** (bead read lead)* **-ey** (*key, monkey)*
  - **Day 5**: Written Assessment Task**: Use for Assessment task 3.**

DAILY PHONICS ACTIVITIES: Choose 2-4 oral activities and 1 written task each day.

- Sorting: Mix up words with the three sounds for the week. Learners do a 'quick-write' and sort them into three lists.
- Blending: Sound out a word e.g. bl-ew. Learners put the sounds together to make a word.
- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds.
- Word Families: Make charts as before.
- Written Task : Sorting: Learners sort a mixed group of words according to their *a, e* or *o* sound.
- Written Task : Sorting: Learners sort a mixed group of words according to their word familiy.
- Written Task : Constructing: Learners re-arrange groups of letters to make words. E.g. defe = feed.

DAILY SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a sentence into their Spelling books to revise for homework.
- On Day 5 have a short spelling test of the week's words/sentences. **Use for Assessment Task 3.** ***NB:*** *Explain to learners that you also check their spelling in their other written work so that it's no good getting full marks in the weekly test and spelling everything wrong during the rest of the week!*

HANDWRITING: REVISION OF CAPITAL LETTERS

ACTIVITY 1:

- Revise the formation of capital letters ***P, R, B.*** Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement). Learners practise a row of each letter and copy a sentence from the board using some of the letters and spelling words.

ACTIVITY 2:

- Revise the formation of capital letters ***A, S, C.*** Learners practise a row of each letter and copy a sentence from the board using some of the letters and spelling words.

NB: *Remind learners that it is not enough to write their best in their Handwriting books – their writing in other exercise books must be equally neat and legible.*

Use one of these activities for Assessment Task 3.

ASSESSMENT: Formal: recorded Assessment Task 3:
Use (1) the written revision task for phonics and (2) the spelling test and learners' spelling in written tasks, to rate them against the following milestones:

- Recognises 'A' 'E' 'O' sounds
- Builds words with sounds learnt.

Use one of the Handwriting activities to rate the learners against the following milestones:

- Uses handwriting tools effectively.
- Writes sentences legibly and correctly.
- Uses correct letter formation in all work.

WEEK 7	**READING**
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 4, 5
MILESTONES	• Uses visual cues to read a graphical text e.g. a photograph • Talks about the photograph i.e. what it is about where it was taken etc. • Reads aloud at own level in a guided reading group with teacher ie whole group reads the same story. • Shows an understanding of punctuation when reading aloud. • Reads a book as a whole class with teacher and describes main idea.
NOTE	• Prepare the Language work/task.
RESOURCES	• Make a writing frame or copy this onto the board (see below). • Graded group readers or class readers for Guided Reading groups/ Independent reading. • A suitable text book page/chapter for group reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING SHARED WRITING

- Re-read the shared text. Revise HF and vocabulary words from Week 6.
- **Introduce shared writing.** Explain that you are going to write a paragraph **summing up the information** read in shared reading. Aim to use some of the vocabulary, HF words, and sentence patterns from the shared text as you write.
- **Writing Frame: Information Paragraph**

Heading: What is the title? ie the topic
Introduction: What sentence will introduce the main idea?
Information: What facts do I know about this?
Ending: What is my concluding sentence?

- **Preparation:** Write a sample text for yourself beforehand.
- **Shared writing:** 1. Ask the prompt questions. Get a few responses. 2. Help learners construct sentences *3.* Involve learners as you write the sentences.

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

- Vocabulary task: List some of the vocabulary words taught so far on the board. Ask learners if they can think of another word that means the same (a synonym). Write these words also on the board. Learners copy the words into their books and write the correct synonym next to them.
- Guided reading**: Yellow Group + Assessment**.
- Focus: Uses visual cues to read a graphical text. Notice punctuation.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: SHARED WRITING CONTD.

- Revise sentences from Day 1 to form a cohesive paragraph, e.g. use pronouns, conjunctions.

- Re-read the Information Paragraph.

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

- Comprehension task: Learners complete a cloze activity based on the new paragraph. (Cover up some words, especially pronouns and conjunctions.)
- Guided reading**: Blue Group + Assessment** Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading of the information paragraph.

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

- Language: Revise pronouns from Week 6. Introduce: *her him me them*
- Language task: Learners make sentences with the new pronouns.
- Guided reading**: Green Group + Assessment** Independent reading.

DAY 4:

SHARED READING AND WRITING: RE- READING INFORMATION PARAGRAPH

- Re-read the paragraph with learners.
- If you have time, read a second paragraph from a textbook, with the learners.

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

- Sight Words Task: Learners write sentences with Week 6's HF words or do a Word Search but this time with words written vertically, rather than horizontally. (See Week 3 as the example.)
- Guided reading**: Red Group + Assessment** Independent reading.

DAY 5:

SHARED READING AND WRITING: SHARED WRITING

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

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

- Learners complete the written activity that they missed during this week's Guided Reading.
- Group/paired reading: Learners read a textbook page or chapter in their seating groups.

ASSESSMENT: Formal: recorded Assessment Task 3:_
During Guided Reading, rate the learners, recording any problems you have noticed, against the following milestones:

- Reads aloud at own level in a guided reading group with teacher.
- Shows an understanding of punctuation when reading aloud.
- Uses visual cues to read a graphical text e.g. a photograph.

WEEK 7	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 3, 4 **LO 6** AS 3, 4
MILESTONES	• Asks questions to help define the task. • Writes at least one paragraph (five sentences). • Builds own word bank and personal dictionary.

ACTIVITIES

ACTIVITY 1: PRE-WRITING, DRAFTING - INFORMATION PARAGRAPH ABOUT MYSELF

- Explain to learners that they will write an information paragraph about themselves, containing at least five sentences.
- Provide learners with a writing frame, for example:

Introduction: What is my name and how old am I?	
Information: What do I look like? Where do I live? What do I enjoy doing?	
Ending: What do I want to do when I grow up?	

- Give learners the opportunity to ask questions before beginning to write, e.g. *What facts do I want to include in my paragraph?*
- Learners work in pairs and make notes of what they want to write.

ACTIVITY 2:, WRITING, EDITING, PUBLISHING THEIR PARAGRAPH

- Learners write a paragraph and read it to their partner, checking for spelling errors or omissions.
- They re-write it in final form and draw a picture of themselves.
- The finished paragraphs can be displayed around the classroom.

ACTIVITY 3: PERSONAL WRITING – INFORMATION ABOUT FAMILIES

- Learners write information about their family.

ASSESSMENT: Informal: unrecorded assessment of learners' ability to write a cohesive paragraph about themselves.

FIRST TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 8
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 4 **LO 2** AS 1, 4, 5	• Talks about personal experiences, e.g. tells news using descriptive language and different gestures. • Participates in discussions, asking questions showing sensitivity to the feelings of others. • Answers questions and gives reasons for the answer. • Uses appropriate language when speaking to friends or adults.	Morning oral work • Class discussion: Charts. • Learners talk about a meaningful object. • The 'morning message' is read daily. Speaking and listening activities • A suitable news report to read aloud. • Listening comprehension (answers and reasons).
PHONICS / SPELLING / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1	• Recognises 'silent e' in words. • Builds words with sounds learnt. • Uses correct letter formation in all written work.	Phonics • Revision of **ar, ir, or, ur** • Practice in blending, segmenting, sorting, constructing, and matching words made up of these letters. Spelling • 20 words (5 per day), 5 short sentences (1 per day), 5 HF words. Handwriting: revision of Capital Letters: **O, G, I, L, H, K**
READING **LO 3** AS 2, 3, 5 **LO 4** 1, 2, 3, 4, 5, 6 **LO 6** 2, 3, 4, 6	• Recognises at least 25 new sight words. • Reads aloud at own level in a guided reading group with teacher ie whole group reads the same story. • Answers open-ended questions based on passage read. • Uses comprehension skills such as prediction to read unfamiliar texts. • Shows an understanding of punctuation when reading aloud. • Reads book as a whole class with teacher (shared reading with a Big Book) and describes main idea. • Reads simple instructions in the classroom.	Shared reading and writing • Introduction and reading of one shared text (story). • Focus: Predicting / Answering open-ended questions. Word and sentence level work • Vocabulary (5 words), Language (Verbs-variety and tense), High frequency words (5). Group, guided and independent reading and writing • Comprehension sequencing sentences based on a shared text. • Vocabulary and HF word sentences. • Cloze activity: Verbs left out of sentences. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with all four groups. Reading for Enjoyment
WRITING **LO 4** AS 1, 2, 6	• Writes at least one paragraph (five sentences). • Contributes ideas and words for a class story. • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Writes simple instructions to a friend. • Builds own word bank and personal dictionary using initial sound of words.	Writing: *Writing frame: Instructions* • Shared writing of model sentences. • Pre-writing: Learners work in pairs to plan their writing. • Drafting, writing: Learners write 4-5 instructions. Personal Writing: Diary entry

WEEK 8	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	**LO 1** AS 1, 2,4 **LO 2** AS 1, 4, 5
MILESTONES	• Talks about personal experiences, e.g. tells news using descriptive language and different gestures. • Participates in discussions, asking questions showing sensitivity to the feelings of others. • Answers questions and gives reasons for the answer. • Uses appropriate language when speaking to friends or adults.
RESOURCES	• Suitable newspaper report for read-aloud time. (You might need to re-write one from a newspaper but simplifying the language.)

ACTIVITIES

DAILY MORNING ORAL WORK

- Discuss charts or special happenings.
- Bring in an object from home e.g. a childhood toy. Explain what it is and why it is special to you, using descriptive language and different gestures.
- Talk about descriptive language ie using describing words and words that will bring something to life. Also talk about gestures and how they keep people's attention.
- From Day 2 onwards, have 3 - 4 learners each day bring in an object and give a 1 - 2 minute talk on what it is and what it means to them. (Note: Explain that the object should not be a valuable one. Keep the objects for the day in your own safekeeping). **Use for Assessment Task 4. Every learner should be assessed by the end of Week 9.**
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Read a short, suitable news report aloud to learners. You could write some key words on flashcards.

ACTIVITY 2: LISTENING COMPREHENSION

- Read the news report again and ask 3-4 questions about the report. Learners write one-word or short answers. (Display the words on the flashcards.)
- The questions could ask, e.g. *Who was in the report? Where did it take place? What happened first?*
- Ask an open-ended question, e.g. *What did the report teach you?* Say *Why.*

ASSESSMENT: Formal: Assessment Task 4:
Use Morning Oral Work each day to rate learners against this milestone:

- Talks about personal experiences, e.g. tells news using descriptive language and different gestures.

WEEK 8	**PHONICS AND SPELLING & HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	**Phonics/Spelling** • Recognises 'silent e' in words. • Builds words with sounds learnt. **Handwriting** • Uses correct letter formation in all written tasks.
NOTE	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/sentences.

ACTIVITIES

PHONICS: AR, IR, OR, UR

- Introduce one sound each day. Remind learners how the vowel and the consonant together make a single sound.
- A suggested sequence:
  - **Day 1: ir** (words: *fir, sir, bird, dirt, stir, shirt)*
  - **Day 2: or** (words: *or, for, sort, fort, cord, lord, word, born, corn, horn, torn, worn, storm)*
  - **Day 3: ur** (words: *burn, turn, hurt, church)*
  - **Day 4: ar word families** (*star, art, start, sharp, harm, farm, barn, card, park, part, tart)*
  - **Day 5: Consolidation of ar, er,ir, or, ur word families**

NB: *Use different ways of introducing and revising Phonics. You can use stories or games or link the lesson to the Shared Reading activity. Similarly, the order can vary – you might want to do Phonics after Shared Reading.*

DAILY PHONIC ACTIVITIES: Choose 2-4 oral and 1 written activity each day.

- Segmenting: Learners work in pairs to segment words on the board into sounds.
- Segmenting: Learners clap the sounds in words you read out.
- Word families: Using *or, ur, ir, ur* take 1-2 large sheets of paper and write a word family starter on each. Learners suggest words for each word family.
- Written Task: Sorting: Learners sort a mixed group of words according to word families.
- Written Task: Constructing: Learners re-arrange groups of letters to make words, e.g. arts = star.

DAILY SPELLING ACTIVITIES

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

NB: *Remind learners that they must also spell correctly when they write their own sentences, not only during a spelling test! You could vary the way you check learners' ability to spell the words by, for example, letting them assess each other in pairs or giving them sentences with some words spelt wrongly. They have to identify and correct the errors.*

If you are doing spelling as a class with all the learners working on the same words, you are likely to find that your more able learners know most of the words anyway while your weaker learners usually make many mistakes every week. This can be demoralising and result in learners developing an "I'm no good at spelling" attitude. Some teachers differentiate the tasks by giving different words to different groups. Others provide extra support to weaker learners during Guided Reading by showing them how to segment the words into syllables and how to memorise the words.

Traditionally, learners were expected to "do their spelling mistakes" by writing each of the mispelt words two or three times correctly. While this practice has value, it can be daunting for a learner to have ten or fifteen errors to rewrite every week. Be selective and focus on the high frequency words in that case.

HANDWRITING: REVISION OF CAPITAL LETTERS

ACTIVITY 1:

- Revise the formation of capital letters ***O, G, I.*** Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement). Learners practise a row of each letter and copy a sentence from the board using some of the letters and spelling words.

ACTIVITY 2:

- Revise the formation of capital letters ***L, H, K.*** Learners practise a row of each letter and copy a sentence from the board using some of the letters and spelling words.

ASSESSMENT: Informal: unrecorded assessment of learners' ability to build up words using phonic sounds learnt.

WEEK 8	**READING**
LO/ASs	**LO 3** AS 2, 3, 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 the same story. • Answers open-ended questions based on passage read. • Uses comprehension skills such as prediction to read unfamiliar texts. • Shows an understanding of punctuation when reading aloud. • Reads book as a whole class with teacher (shared reading with a Big Book) and describes main idea. • Reads simple instructions in the classroom.
NOTES	• Prepare vocabulary words, a comprehension and a language task based on the information text.
RESOURCES	• A Grade 3 level story / fiction Big Book • Graded group readers or class readers for Guided Reading groups/Independent reading. • A suitable newspaper report for Group Reading – you might select one that is of interest to learners and rewrite it in simpler language before photocopying it for each learner.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level story Big Book or use a story from a class reader.
- Orientate learners to the text as before. Do a picture walk. Establish characters, setting.
- Focus on prediction skills: Either have a class discussion or have each learner write a sentence saying what they think the story will be about.

Note: *Use the Shared Reading time for this week for Assessment Task 4.*

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries.
- Guided reading**: Yellow Group**
- Focus for the week: Prediction before and during story, noticing punctuation, sight word recognition.
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: MODELED READING

- Read the text to the learners modelling prediction. (*I wonder what will happen next?).*
- Afterwards check understanding by asking 3- 4 *wh* questions and an open-ended question, possibly about what could have happened if a character had behaved differently.
- Learners check back to see if their prediction was correct.

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

- Comprehension task: Sequencing: Write 5 sentences from the story. Mix them up so that they are in the wrong sequence. Learners write the sentences in the correct sequence**.**
- Guided reading**: Blue Group**; Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading.

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

- Language: Identify verbs. Point out the variety used in the story to make the text more interesting. Point out the tense (past tense). List some past tense verbs in the text.
- Language task: Fill in the verbs (suitable verb and correct tense) in sentences from the text.
- Guided reading**: Green Group;** Independent reading.

DAY 4:

SHARED READING AND WRITING: RE-READING

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

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

- High Frequency words: Teach 5 new HF words.
- Learners copy the 5 new HF words, as well as 20 words from this week's phonics work, into their Spelling Books.
- Guided reading**: Red Group;** Independent reading

DAY 5:

SHARED READING AND WRITING: SHARED READING

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

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

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

ASSESSMENT: Formal: recorded Assessment Task 4
On Days 1-5 (Shared Reading), rate learners against the following milestones:

- Reads book as a whole class with teacher (shared reading with a Big Book) and describes main idea.
- Answers open-ended questions based on passage read.
- Uses comprehension skills such as prediction to read unfamiliar texts.

WEEK 8	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 3, 4 **LO 5** AS 2
MILESTONES	• Writes at least one paragraph (five sentences) • Contributes ideas and words for a class story • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Writes simple instructions to a friend. • Builds own word bank and personal dictionary using initial sound of words.
RESOURCES	• Make an Instruction Chart (See below)

ACTIVITIES

ACTIVITY 1: MODELED WRITING / DRAFTING - INSTRUCTIONS

- Read this instruction sheet with the learners:

> **How to make a cup of tea**
>
> 1. Fill a kettle with clean water from a tap.
> 2. Boil the water.
> 3. Pour the water into a teapot.
> 4. Add one or more teabags.
> 5. Wait two or three minutes.
> 6. Pour into a cup and add milk and sugar.

- Look at the sentences: Ask: *How are they the same? (Each sentence begins with a verb. They are numbered. They are talking to you (second person).*
- Together with learners write another set of instructions, e.g. **How to make a sandwich**. ***Note:*** *Model how to plan by firstly writing one or two key words next to each number before writing the sentences in full.*
- Tell learners they will write their own set of instructions, for example: **How to clean the chalkboard** or **How to clean a pair of shoes**.
- Learners work in pairs to plan 4-5 steps. They write one or two key words next to each number. ***NB:*** *Collect these notes in from the learners to use the next day.*

ACTIVITY 2: WRITING / PUBLISHING - INSTRUCTIONS

- Learners write sentences using the key words they wrote in the last lesson.
- They read their completed instructions to their partner to check that they make sense.
- They self-edit for spelling and punctuation.
- Learners write their instructions neatly into their books. **Use for Assessment Task 4.**

ACTIVITY 3: PERSONAL WRITING – DIARY

- Learners can think back over the last two weeks and write a diary entry.

ASSESSMENT: Formal: recorded Assessment Task 4:
Use Activities 1 & 2 (Writing / Publishing) to rate learners against these milestones:

- Writes words to form a sentence using sounds learnt, capital letters and full stops.
- Writes simple instructions to a friend.

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

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING **LO 1** AS 1, 2, 4 **LO 2** AS 1, 4, 5	Talks about personal experiences e.g. tells news using descriptive language and different gestures.	8 & 9	Morning Oral Work Daily: Special Object talk
	Participates in discussions, asking questions and showing sensitivity to the feelings of others.	9	Listening & Speaking Activity 2: Group Discussion. Use completed Peer Assessment Forms and observations.
	Answers questions and gives reasons for the answer.		
	Uses appropriate language when speaking to friends and adults.	10	Morning Oral Work Daily: Observation over the term and role-plays
PHONICS & SPELLING **LO 3** AS 4 **LO 4** AS 7 **LO 6** AS 1	Recognises Silent E in words	9 Day 5	Written revision task for Phonics
	Builds words with sounds learnt.	10	Spelling test and spelling in other written tasks.
HANDWRITING **LO 4** AS 5	Uses correct letter formation in all written work.	9	Check Handwriting and Language Books
READING **LO 3** AS 2, 3, 5	Recognises at least 25 new sight words.	10 Day 2	HF / sight word assessment
	Answers open-ended questions based on the passage read.	8 Days 1–5	Reading: Observe learners during Shared Reading
	Reads book as a whole class with teacher and describes main idea		
	Uses comprehension skills such as prediction to read unfamiliar text		
	Shows an understanding of punctuation when reading aloud.	9 Days 1-4	Reading: Observe learners during Guided Reading time
	Reads aloud at own level in a guided reading group with teacher ie whole group reads the same story.		
	Reads simple instructions in the classroom.		
WRITING **LO 4** AS 1, 2, 6	Contributes ideas and words for a class story	9 Days 1 & 2	**Reading Activity: Observe learners during Shared writing**
	Writes words to form a sentence using sounds learnt, capital letters and full stops.	8	Writing Activity 1 & 2
	Writes simple instructions to a friend.		
	Writes at least one paragraph (five sentences)	10	Writing Activity 1 & 2
	Builds own word bank and personal dictionary using initial sounds of words.	9	Check Personal Dictionaries

FIRST TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2, 4 **LO 2** AS 1, 4, 5	• Talks about personal experiences e.g. tells news using descriptive language and different gestures. • Participates in discussions, asking questions showing sensitivity to the feelings of others. • Answers questions and gives reasons for the answer. • Uses appropriate language when speaking to friends or adults.	<u>Morning oral work</u> • Class discussion: Charts. • Learners talk about a meaningful object. • The 'morning message' is read daily. <u>Speaking and listening activities</u> • A read aloud story. • Group discussion: Open-ended questions.
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1	• Recognises 'silent e' in words. • Builds words with sounds learnt. • Uses correct letter formation in all written work.	<u>Phonics</u> • Revision of 'silent e'. <u>Spelling</u> • 20 words (5 per day) 5 short sentences (1 per day). <u>Handwriting</u> • Revision of Capital Letters: **D, F, E, T, J, U**
READING **LO 3** AS 2, 3, 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. • Answers open-ended questions based on passage read. • Uses comprehension skills such as prediction to read unfamiliar texts. • Shows an understanding of punctuation when reading aloud. • Reads book as a whole class with teacher (shared reading with a Big Book) and describes main idea. • Reads simple instructions in the classroom.	<u>Shared reading and writing</u> • 1 shared writing text: a story paragraph. <u>Word and sentence level work</u> • Language (Verb tenses), <u>Group, guided and independent reading and writing</u> • Cloze activity based on shared text. • Vocabulary task (matching words to short definitions) and a Word Search using HF words. • Re-write verbs in past tense. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with all groups. <u>Reading for enjoyment</u>
WRITING **LO 4** AS 1, 2, 6	• Writes at least one paragraph (five sentences). • Contributes ideas and words for a class story. • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Builds own word bank and personal dictionary using initial sound of words.	<u>Writing:</u> *Writing frame: Completing a story* • Drafting, writing, revising, the ending of a story. <u>Personal Writing</u>: what makes me happy / scared

WEEK 9	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 1, 4, 5
MILESTONES	• Talks about personal experiences, e.g. tells news using descriptive language and different gestures. • Participates in discussions, asking questions showing sensitivity to the feelings of others. • Answers questions and gives reasons for the answer. • Uses appropriate language when speaking to friends or adults.
RESOURCES	• Read-aloud story.

ACTIVITIES

DAILY MORNING ORAL WORK

- Discuss the day chart, month chart, weather chart, birthday chart, or special happenings.
- Continue to have each learner bring an object to the classroom and give a 1-2 minute talk on what it is and what it means to them. **Use for Assessment Task 4. Every learner should be assessed by the end of the week.**
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Read a story aloud to learners.

ACTIVITY 2: GROUP DISCUSSION

- Ask open-ended questions about the story using some of the OWL questions, e.g. *What did the story remind you of? What did you wonder about?*
- Each group member gets a chance to answer the questions in their group.
- Note: A Peer Assessment Form can be used. **Use the forms together with your observations for Assessment Task 4.**

Note: *An example of a Peer Assessment Form was provided in Week 8.*

ASSESSMENT: Formal: recorded Assessment Task 4:
Use Morning Oral Work each day (talking about a special object) to rate learners against this milestone:

- Talks about personal experiences, e.g. tells news using descriptive language and different gestures.

Use Activity 2 (Group discussion) to rate learners against these milestones:

- Participates in discussions, asking questions and showing sensitivity to the feelings of others.
- Answers questions and gives reasons for the answer.

WEEK 9	**PHONICS AND SPELLING + HANDWRITING**
LO/AS's	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	• Recognises 'silent e' in words. • Builds words with sounds learnt. • Uses correct letter formation in all written work.
RESOURCES	• Prepare daily phonic oral activities and written tasks; prepare daily spelling words/sentences.

ACTIVITIES

PHONICS

- Revise 'SILENT E', where the first vowel says its own name and the *e* is silent. Explain that the word has two vowels but they are separated.
- Write a set of words with 'silent e'. (See below)
- Read the words emphasizing the long vowel sound.

- A suggested sequence:
  - **Day 1: a-e** (words: *came made make take game race same snake amaze shape late gate date) Word families: -ake -ame*
  - **Day 2: i-e** (words: *like time ripe shine slide prize nice side smile nine fine) Word families: -ice,- ine*
  - **Day 3: o-e** (words: *bone pole hole home alone those stone note joke nose hope rope) Word families: -oke -ope*
  - **Day 4: u-e, e-e** (words: *these eve complete June rude tune rule huge tube use cube)*
  - **Day 5:** Written Assessment task based on 'silent e'. **Use for Assessment Task 4.**

DAILY PHONIC ACTIVITIES: Choose 2-4 oral and 1 written activity each day.

- Games: Call out words e.g. *map shape pan came ran race*. Learners say if it contains a 'silent e'. (They can tell from the sound).
- Segmenting: Learners work in pairs to segment words on the board into different sounds.
- Segmenting: Learners clap the sounds in words you read out. (No clap for the 'silent e').
- Word families: With *a-e, i-e* and *o-e,* take 1-2 large sheets of paper and write a word family starter on each. Learners suggest words for each word family.
- Written Task: Sorting: Learners sort a mixed group of words according to whether they have the 'silent e' or not, or into word families.
- Written Task: Constructing: Learners re-arrange groups of letters to make words. E.g. keca = cake.

DAILY ACTIVITIES: Choose 2-4 oral and 1 written activity each day.

- Games: Call out words. Learners spell the word as 'quick-writes'.
- Games: Call out words. Learners say the beginning sound.
- Games: Call out words. Learners write the beginning letter.
- Blending: Sound out a selection of words. Learners say or write the word.

- Segmenting: Learners work in pairs to segment words written onto the board into sounds.
- Written Task: Sorting: Learners sort a group of words according to word families or beginning letter or vowel sound.
- Written Task: Sorting: Learners sort a group of words according to word families.
- Written Task: Sorting: Learners sort a group of words according to beginning letter.
- Constructing: Learners re-arrange groups of letters to make words.

DAILY SPELLING ACTIVITIES

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

HANDWRITING: REVISION OF CAPITAL LETTERS

ACTIVITY 1:

- Revise the formation of capital letters ***D, F, E.*** Focus on writing on the line and forming each letter correctly (starting and ending point, shape, size, direction of movement). Learners practise a row of each letter and copy a sentence from the board using some of the letters and spelling words.

ACTIVITY 2:

- Revise the formation of capital letters ***T, J, U.*** Learners practise a row of each letter and copy a sentence from the board using some of the letters and spelling words.

Note: *By the end of the term you should have revised all the lower and upper case letters.*

ASSESSMENT: Formal: recorded Assessment Task 4: Use the written Phonics assessment task to rate learners against the following milestone:

- Recognises 'silent e' in words.

Use both the Handwriting books and another exercise book to rate learners against the following milestone:

- Uses correct letter formation in all written work.

WEEK 9	**READING**
LO/ASs	**LO 3** AS 2, 3, 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. • Answers open-ended questions based on passage read. • Uses comprehension skills such as prediction to read unfamiliar texts. • Shows an understanding of punctuation when reading aloud. • Reads book as a whole class with teacher (shared reading with a Big Book) and describes main idea. • Reads simple instructions in the classroom.
NOTE	• Prepare the Language work/tasks.
RESOURCES	• Make a writing frame or copy this onto the board (see below). • Graded group readers or class readers for Guided Reading groups/ Independent reading. • A suitable text for group reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING SHARED WRITING

- Re-read the shared text. Revise HF and vocabulary words from Week 8.
- **Introduce shared writing.** Explain that you are going to write a **paragraph about a story.** Aim to use some of the vocabulary, HF words, and sentence patterns from the shared text as you write. You could use the following frame:

Introduce the paragraph.	*This story is about …. (characters).* *It is set in ……...*
Sum up the actions in the correct sequence.	*First the …….. Then …….* *After that ……..*
Say how it ended.	*In the end ……...*

- **Preparation:** Write your own sample text beforehand.
- **Shared writing:** 1. Ask prompt questions from the writing frame. 2. Help learners construct sentences *3.* Involve learners as you write the sentences.
- Stop after 3-4 sentences and continue the next day.
- **Observe learner participation and use for Assessment Task 4 for WRITING.**

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

- HF Words task: Learners do a Word Search using Week 8's HF words.
- Guided reading**: Yellow Group (Assessment Task 4).**
- Independent reading: Learners read a page or more of a graded reader each day.

DAY 2:

SHARED READING AND WRITING: SHARED WRITING CONTINUED.

- Complete the story paragraph. Edit sentences to ensure they link together in the paragraph.
- Check spelling of high frequency words with learners.

- **Observe learner participation and use for Assessment Task 4 for WRITING.**

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

- Comprehension task: Learners complete a cloze activity based on the paragraph, filling in HF words.
- Guided reading**: Blue Group (Assessment Task 4).** Independent reading.

DAY 3:

SHARED READING AND WRITING: SHARED READING

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

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

- Language: Revise some verb tenses based on shared reading/writing.
- Language task: Provide sentences from the class text in the present tense. Learners re-write them using the past tense.
- Guided reading**: Green Group (Assessment Task 4).** Independent Reading.

DAY 4:

SHARED READING AND WRITING: RE-READING

- Re-read the class text with the learners.

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

- Vocabulary Words Task: Learners complete a task matching Week 8's vocabulary words with short definitions of the words. You could do this in a Crossword form.
- Guided reading**: Red Group (Assessment Task 4).** Independent Reading.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED WRITING

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

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

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

ASSESSMENT: Formal: recorded Assessment Task 4

Use Days 1-2 (Shared Writing) to rate learners against this milestone:

- Contributes ideas and words for a class story (**WRITING** Milestone)

Use Guided Reading to rate learners against these milestones:

- Reads aloud at own level in a guided reading group with teacher ie whole group reads same story.
- Shows an understanding of punctuation when reading aloud.
- Reads simple instructions in the classroom.

WEEK 9	**WRITING**
LO/ASs	**LO 4** AS 1, 2, 3, 4 **LO 5** AS 2
MILESTONES	• Writes at least one paragraph (five sentences). • Contributes ideas and words for a class story. • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Builds own word bank and personal dictionary using initial sound of words.
RESOURCES	• A story that can be used for prediction, so that learners can write their own ending

ACTIVITIES

ACTIVITY 1: PRE WRITING – COMPLETING A STORY

- Choose a story that has a strong story line.
- Introduce and read part of a story, but stop at a point where there could be several options for what happens next.
- Write the last line you read on the board, adding "What do you think happened?"
- Learners discuss in pairs what they think happened in the story. They could use the following writing frame:

What did the character(s) do?	He/she/it/they ……..
What happened then?	First …….. Then …….
Say how it ended	In the end ……..

ACTIVITY 2: WRITING, PUBLISHING – COMPLETING A STORY

- Learners work in pairs to write their ending to the story.
- They read their completed sentences to their partners to check that they make sense.
- They self-edit for spelling and punctuation.
- Learners write their sentences neatly onto paper.
- Each pair reads their ending to the rest of the class.
- Finally, finish reading the book to the learners and discuss with them which ending they liked best and why. You could display the learners' work on the classroom wall.

ACTIVITY 3: PERSONAL WRITING – FEELING HAPPY / SCARED

- Learners can write about what makes them feel happy (or scared). They could write it in bullet form, listing 4 - 6 things that make them happy or scared.

ASSESSMENT: Formal: recorded Assessment Task 4:Check learners' personal dictionaries to rate them against this milestone:

- Builds own word bank and personal dictionary using initial sound of words.

FIRST TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL / LISTENING AND SPEAKING **LO 1** AS 1, 2,4 **LO 2** AS 1, 4, 5, 8	• Talks about personal experiences ,e.g. tells news using descriptive language and different gestures. • Participates in discussions, asking questions and showing sensitivity to the feelings of others. • Answers questions and gives reasons for the answer. • Uses appropriate language when speaking to friends or adults.	Morning oral work • Class discussion: Charts. • The 'morning message' is read daily. • Role-play: Greeting adults Speaking and listening activities: • A read aloud story • Group discussion: Open-ended questions
PHONICS / HANDWRITING **LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1	• Recognises 'silent e' in words. • Builds words with sounds learnt. • Uses correct letter formation in all written work.	Phonics • Revision of vowel and consonant diagraphs and consonant blends at the beginning of a word, Spelling • Revision of commonly misspelt words. Handwriting • Completion of revision of Capital Letters: **N, M, Y, V, W, Q**
READING **LO 3** AS 2, 3, 5 **LO 4** 1, 2, 3, 4, 5, 6 **LO 6** 2, 3, 4, 6	• Recognises at least 25 new sight words. • Reads aloud at own level in a guided reading group with teacher ie whole group reads the same story. • Answers open-ended questions based on passage read. • Uses comprehension skills such as prediction to read unfamiliar texts. • Shows an understanding of punctuation when reading aloud. • Reads book as a whole class with teacher (shared reading with a Big Book) and describes main idea. • Reads simple instructions in the classroom.	Shared reading and writing • A shared reading text (a story) Word and sentence level work • Teach: 6 new HF/vocabulary words • Comprehension & Language tasks Group, guided and independent reading and writing • Group reading (mixed ability, simple text) • Guided reading with all groups • Independent reading. Reading for enjoyment
WRITING **LO 4** AS 1, 2, 6 **LO 5** AS 1, 2, 4	• Writes at least one paragraph (five sentences). • Contributes ideas and words for a class story • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Writes simple instructions to a friend. • Builds own word bank and personal dictionary using initial sound of words.	Writing: *Writing Frame: Story Paragraph.* • Pre-writing, drafting: Story Paragraph. • Writing: Story Paragraph. Personal writing: Holiday plans

WEEK 10	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	**LO 1** AS 1, 2, 4 **LO 2** AS 1, 4, 5
MILESTONES	• Talks about personal experiences, e.g. tells news using descriptive language and different gestures. • Participates in discussions, asking questions showing sensitivity to the feelings of others. • Answers questions and gives reasons for the answer. • Uses appropriate language when speaking to friends or adults.

ACTIVITIES

DAILY MORNING ORAL WORK

- Discuss the day chart, month chart, weather chart, birthday chart, or special happenings.
- Continue to write a 'morning message' on the board for the learners.
- Discuss how children speak to other children and how they speak to adults. *What are the differences? Should both interactions be polite?* etc.
- **Role-play**: Over the next five days, ask pairs of learners to show you how they would greet an adult. Give each pair an adult to address (e.g. the principal, other teachers, their granny etc.). **Use for Assessment Task 4.**

LISTENING AND SPEAKING

ACTIVITIES 1 & 2: GROUP DISCUSSION

- Help learners make a list of all the stories they have heard or read this term.
- Write this question onto the board: *Which story did you enjoy most this term and why?*
- Each learner answers in the group.
- Afterwards, they can fill in a peer assessment form, for example:

Name	Named a story	Gave a reason for liking it	Spoke kindly to others	Asked a question politely

ASSESSMENT: Formal, Assessment Task 4: Use Morning Oral Work each day this week, as well as your observations over the term, to rate learners, recording any problems you have noticed, against this milestone:

- Uses appropriate language when speaking to friends or adults

WEEK 10	**PHONICS AND SPELLING & HANDWRITING**
LO/ASs	**LO 3** AS 4 **LO 4** AS 5, 7 **LO 6** AS 1
MILESTONES	**Phonics/Spelling** • Recognises 'silent e' in words. • Builds words with sounds learnt. **Handwriting** • Uses correct letter formation in all work.
NOTE	• Prepare a Spelling test and consolidation activities for Phonics. • Handwriting: the revision of capital letters should be completed by the end of this week.

ACTIVITIES

PHONICS: CONSOLIDATION OF TERM'S PHONICS

- You can use the last week to revise the sounds learnt during the term:
  - **Day 1**: vowel diagraphs: **ee, ea, oo, oi, oy**.
  - **Day 2**: consonant diagraphs **th wh ch sh**
  - **Day 3**: vowel diagraphs: **ew, ow, oa**
  - **Day 4:** consonant blends at the beginning of a word: **st-, br-, cr-, dr-, fr-, gr- pr-, tr-**
  - **Day 5**: consonant blends at the beginning of a word: **cl-, fl-, pl-, sl-, sc-, sn-, sm-, sp-, sk-**

You can use some of the activities suggested during the term, make a Word Search or use games such as Bingo to consolidate these sounds. You could also use an activity from a Learner's Book.

SPELLING: ASSESSMENT TASK

- Revise some of the most commonly misspelt words taught this term.
- Give a test of approximately 20 words and two of the sentences taught during the term. **Use this, together with your observations of learners' spelling in other written tasks, for Assessment Task 4.**

HANDWRITING: REVISION OF CAPITAL LETTERS

ACTIVITY 1:

- Revise the formation of capital letters ***N, M, Y.*** Learners practise a row of each letter and copy a sentence from the board using some of the letters and spelling words.

ACTIVITY 2:

- Revise the formation of capital letters ***V, W, Q.*** Learners practise a row of each letter and copy a sentence from the board using some of the letters and spelling words.

ASSESSMENT: Formal: recorded Assessment Task 4: Use the Spelling test and learners' other written work to rate the learners against the following milestone:

- Builds words with sounds learnt.

WEEK 10	READING
LO/ASs	**LO 3** AS 2, 3, 5 **LO 4** AS 1, 2, 3, 4, 5, 6 **LO 6** LO 2, 3, 4, 6
MILESTONES	• Recognises at least 25 new sight words. • Reads aloud at own level in a guided reading group with teacher ie whole group reads the same story. • Answers open-ended questions based on passage read. • Uses comprehension skills such as prediction to read unfamiliar texts. • Shows an understanding of punctuation when reading aloud. • Reads book as a whole class with teacher (shared reading with a Big Book) and describes main idea. • Reads simple instructions in the classroom.
NOTES	• Prepare Comprehension and HF word tasks
RESOURCES	• A new shared reading text. It should be a story in a textbook that every learner has access to. Alternatively you could write a story and photocopy it.

ACTIVITIES

DAY 1:SHARED READING: INTRODUCING A NEW TEXT FOR WRITTEN COMPREHENSION

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

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

- Comprehension: Learners complete a comprehension including 3-4 factual questions, a main idea question and an open-ended question. You could write the questions on the board or, preferably, give each learner a copy of the questions.
- Guided reading**: Yellow Group;**
- Focus: reading with increasing fluency
- Independent reading: learners read a page or more of a graded reader every day.

DAY 2: SHARED READING: VOCABULARY / HF WORDS

- Re-read the shared text together with learners. Point out 6 HF/ vocabulary words.

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

- HF Words Task: Use six HF/ vocabulary words from this story. Give learners short definitions of these six words and ask them to find the words in the story they read. They copy the definition and write the correct word next to it. **Use for Assessment Task 4.**
- Guided reading**: Blue Group;**
- Independent reading.

DAY 3: WORD & SENTENCE LEVEL WORK / GROUP, GUIDED & INDEPENDENT READING

- Guided reading**: Red Group;**
- Independent reading.

DAY 4: WORD & SENTENCE LEVEL WORK / GROUP, GUIDED & INDEPENDENT READING

- Guided reading**: Green Group;**
- Independent reading.

DAY 5: SHARED READING:COMPLETING A WRITTEN LANGUAGE TASK

- Re-read the shared text.
- Written Language task: Use the story to revise the grammar learnt during the term. The task could include joining two sets of sentences with the correct conjunction, substituting pronouns for nouns in two sentences and giving their opinion of the story.
- Group/paired reading: Learners read a short, simple text in their seating groups.

ASSESSMENT: Formal: recorded Assessment Task 4:

Use the Day 2, HF/vocabulary words task to rate learners against the following milestone:

- Recognises at least 25 new sight words.

WEEK 10	WRITING
LO/ASs	**LO 4** AS 1, 2, 6 **LO 5** AS 1, 2, 4
MILESTONES	• Writes at least one paragraph (five sentences). • Contributes ideas and words for a class story. • Writes words to form a sentence using sounds learnt, capital letters and full stops. • Writes simple instructions to a friend. • Builds own word bank and personal dictionary using initial sound of letter.

ACTIVITIES

ACTIVITY 1: PRE-WRITING, WRITING – STORY PARAGRAPH

- Re-read the Shared Reading story introduced on Day 1.
- **Introduce the writing task.** Explain to the learners that they are going to write a paragraph about the story. They can use the writing frame to plan and write a paragraph.
- **Preparation in pairs:** Learners discuss in pairs what they can write, asking questions for clarity.

Story Paragraph

Introduce the paragraph	This story is about …. (characters). It is set in …….
Sum up the actions in the correct sequence	First the …….. Then ……. After that …….
Say how it ended	In the end ……..

- Learners write a first draft of their paragraph.

ACTIVITY 2: REVISING, PUBLISHING THEIR PARAGRAPH

- Learners check for spelling errors or omissions and then re-write their story in final form.

ACTIVITY 3: PERSONAL WRITING:

- Learners can write about their holiday plans.

ASSESSMENT: Formal: recorded Assessment Task 4:
Use activities 1 & 2 to rate learners against this milestone:

- Writes at least one paragraph (five sentences)

Annexures

Annexure 1: An example of a Phonics Plan for Grade 3

Annexure 2: Lists of Most Common High Frequency Words

ANNEXURE 1: EXAMPLE OF A PHONICS PLAN FOR GRADE 3

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Term 1	Revision of 10 **single sounds** + 3-letter blends	Revision of 10 **single sounds** + **ck**	Revision of 6 **single sounds** + 3-letter blends	Revision of consonant diagraphs **sh, ch, th, wh, + -ng**	Revision of vowel diagraphs **ee, ea, oo (long and short), oi, oy**	Revision of **A (ai, ay) O (oa, ow)**	Revision of **E (e, ey, ee, ea) + er, ew, ar**	Revision of **ar, ir, or, ur**	Revision of **silent "e"**	Revision of initial consonant blends
Term 2	Revision of initial consonant blends	Teach **I (ie, -y, igh)**	Teach **U (ew, ue)**	Teach **ow as in cow**	**Homophones** + Teach **ou as in found**	Teach diagraphs of f sound**: ph, gh**	Teach **aw** + revision of final consonant blends	Teach **au** + revision of final consonant blends	Revision of consonant blends	Revision of consonant blends
Term 3	Revision of consonant diagraphs **sh, ch, th,**	Revision of consonant diagraphs **wh + ck, ng**	Revision of **A sounds**	Revision of **E sounds**	Revision of **I sounds**	Teach **Silent letters** eg **k, l, b**	Teach **Silent letters** eg **w, h, g**	Teach **Homophones** + Revise **O** and **U sounds**	Teach **Homophones** + Revise **oi, oy, ou, aw**	Revise **ar, er, ir, or, ur + other vowel diagraphs**
Term 4	Revision of **single sound**s and letter names	Teach new **Rhyming words**	Teach **Synonyms**	Teach **Synonyms**	Teach **hard and soft sounds (c, g) + gh, ght**	Teach **suffixes** (**ly, ies**)- + vowels with 2 sounds - **ere**	Teach Vowels with 2 sounds: **air, are, au**	Revise **ar, ir, or, ur, + other vowel diagraphs**	Revise **I, O, U sounds**	Revise **A** and **E sound**s

ANNEXURE 2: LISTS OF MOST COMMON HIGH FREQUENCY WORDS

(a) FIRST HUNDRED 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	
		or	some	there			what	
		our		they			when	
		out		this			where	
		over		to			which	
				two			who	
							will	
							with	
							would	

(b) SECOND HUNDRED MOST COMMON HIGH FREQUENCY WORDS

A	B	C	D	E	F	G	H	I	K
again	before	call	different	each	find	give	hand	its	kind
air	boy	change	does	end	follow	good	help		know
also				even	found	great	home		
animal							house		
another							how		
answer									
any									
around									
ask									
away									

L	M	N	O	P	R	S	T	U	W	Y
land	man	name	old	page	read	same	take	use	want	year
large	mean	need	other	part	right	say	tell		water	
learn	men	new		people	room	sentence	than		why	
letter	most	number		picture		set	these		word	
line	mother			place		should	thing		work	
live	move			play		show	think		world	
long	much			point		small	three		write	
	must			put		soccer	through			
						sound	time			
						spell	too			
						still	town			
						study	try			
						such	turn			

(c) THIRD HUNDRED MOST COMMON HIGH FREQUENCY WORDS

A
above
add
almost
along
always

B
began
begin
being
below
between
book
both
brother

C
car
carry
children
city
close
country
cut

D
don't

E
earth
eat
enough
every
example
eye

F
face
family
far
farm
father
feet
few
food
four
friend

G
girl
group
grow

H
hard
head
hear
high
hill

I
important

K
keep

L
last
later
leave
left
less
let
life
light
list

M
might
mountain

N
near
never
next
night

O
often
once
open
own

P
paper
plant

R
really
river
run

S
school
sea
second
seem
side
sister
something
sometimes
song
soon
start
stop
story

T
talk
teacher
those
thought
together
took
tree

U
under
until

W
walk
wanted
watch
way
while
without

Y
young

Notes: