

Foundations For Learning

**Foundation Phase
Literacy
Lesson plans**

Second term

Grade 1

Kindly send any response that you may have to:

Dr Jennifer J Joshua

E-mail: joshua.j@doe.gov.za

Department of Education

Sol Plaatje House

123 Schoeman Street

Pretoria

South Africa

Private Bag X895

Pretoria

0001

Tel: +27 12 312 6220

Fax: +27 12 312 6222

www.education.gov.za

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SECOND TERM OVERVIEW

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

| Singing / acting out repetitive songs and rhymes | | | | | | | | | | |
|--|--|---------------------------------------|---|---|--|---------------------------------------|---------------------------------------|---------------------------------------|------------------------------|------------------------------|
| Phonics & Handwriting | Revision of initial sounds +sh, ch, _ll, _ss | Revision of initial sounds + th, wh | Teach 3 letter consonant blends at beginning of a word + ee vowel blend | Teach 3 letter consonant blends at end of a word eg _nds, _tch + ea vowel blend | Teach oa, oo vowel blends (short as in book) | Teach magic e as in a_e | Teach magic e as in i_e | Teach magic e as in o_e | Teach magic e as in e_e | Teach magic e as in u_e |
| | Handwriting: upper case letters: I, L | Handwriting: upper case letters: F, E | Handwriting: upper case letters: C, O | Handwriting: upper case letters: Q, S | Handwriting: upper case letters: V, W | Handwriting: upper case letters: K, J | Handwriting: upper case letters: U, Y | Handwriting: upper case letters: X, Z | Handwriting: numerals: 2 - 5 | Handwriting: numerals: 6 - 9 |

| | | | | | |
|---|---|--|--|--|--|
| Reading | Activities using poem or song | Discussions / activities using a Shared reading text: a thank you letter (3rd book or text) | Discussions / activities using a Shared reading book (4th book or text) esp characterisation/ cause & effect / prediction | Discussions / activities using a Shared visual text: a poster or picture | Discussions / activities using a visual text: a advertisement |
| | Discussions / activities using a Shared reading book : short story (1st book or text) esp cause & effect | Discussions / activities using a Shared reading book: Big Book (2nd book or text) esp characterisation/cause & effect | Discussions / activities using a Shared reading book (4th book or text) esp characterisation/ cause & effect / prediction | Discussions / activities using a Shared reading: story from a Learner's Book (5th book or text) cause & effect / prediction | Discussions / activities using a Shared reading: story from a Learner's Book (5th book or text) cause & effect / prediction |
| Group Reading using same-ability groups, at least twice a week with each group: introduction of new sight words, reading for fluency from a reader(s), questioning | | | | | |
| Paired reading | | | | | |

| All groups write own news using personal dictionaries | | | | | | | | | |
|---|---|--|---|---|--|-----------------------------|-----------------------------|-----------------------|-----------------------|
| Writing activities linked to shared reading | | | | | | | | | |
| Sentences on cause & effect/ using speech bubbles | Punctuation activity Cloze procedure | Sentences expressing an opinion Activity on nouns | Sentences expressing an opinion Punctuation activity | Punctuation activity Changing an exemplar letter | Activity on adjectives Drawing/ labelling character | Activity on parts of speech | Activity on changing tenses | | |
| Individual writing activities | | | | | | | | | |
| | Story (minimum 5 sentences) | | Short message | Thank you letter | | Description: a character | Paragraph on a picture | Story (one paragraph) | Designs advertisement |
| Writing | | | | | | | | | |

OVERVIEW OF ASSESSMENT TASKS

| | | ACTIVITIES THAT CAN BE USED FOR ASSESSMENT | | | |
|------------------------------------|--|---|--|--|--|
| | | ORAL, LISTENING & SPEAKING | PHONICS & HANDWRITING | READING | WRITING |
| WEEK 1 | Listening and speaking activity | | Phonics activity | | |
| WEEK 2 | Daily News and Story time | | Phonics revision activity Handwriting | Class / Group / Independent Reading | Writing of a story |
| WEEK 3 | Daily News and Story time | | | | |
| ASSESSMENT TASK 1 COMPLETED | | | | | |
| WEEK 4 | Daily News and Story time Problem-solving in Numeracy Listening activity | | Phonics activity Handwriting | Class / Group Reading | |
| WEEK 5 | Daily News and Story time | | | | Writing of a thank you letter |
| ASSESSMENT TASK 2 COMPLETED | | | | | |
| WEEK 6 | Listening activity | | Phonics revision activity Handwriting | Class / Group / Paired / Independent Reading | |
| WEEK 7 | Listening activity & group discussions | | | | Writing of daily news and description of a character |
| ASSESSMENT TASK 3 COMPLETED | | | | | |
| WEEK 8 | Daily News and Story time Problem-solving in Numeracy Listening activity & group discussions | | Phonics revision activity Handwriting | Class/Group / Paired Reading | |
| WEEK 9 | Daily News and Story time | | | Shared Reading | Writing of daily news and sentences |
| WEEK 10 | | | | Discussions on advertisements Reading of story during WRITING | Writing of a story |
| ASSESSMENT TASK 4 COMPLETED | | | | | |

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

SECOND TERM: WEEK 1 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|---|--|--|--|---|
| ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 6 LO 5 AS 2 | <ul style="list-style-type: none"> Listens to instructions and responds appropriately Talks about personal experiences e.g. tells news using correct sequence Answers closed and open-ended questions | <ul style="list-style-type: none"> Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc Learners tell news about their holiday/teacher records either class or one learner's news on the board <p>Focused listening activities (eg cellphone game)</p> | | | | |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Distinguishes aurally between different end sounds of words Builds up words using sounds learnt <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | <ul style="list-style-type: none"> Singing/acting out repetitive action rhymes and songs <p>Phonics: introduce p</p> <p>Handwriting: letter p</p> | <p>Phonics: aural activity with p</p> <p>Handwriting: letter p</p> | <p>Phonics: revise c</p> <p>Handwriting: letter c</p> | <p>Phonics: revise o; Word blending: _op</p> <p>Handwriting: letter o</p> | <p>Word blending with o, p, c</p> |
| READING LO 1 AS 3 LO 2 AS 8 LO 3 AS 1,2,3,4 LO 5 AS 1, 2 LO 6 AS 1 | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Reads book as a whole class with teacher, discussing the main idea and identifying the main characters Uses pictures to predict what the story is about <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story | <p>Group reading: Groups 3 & 4</p> | <p>New Shared Reading Book (Big Book)</p> <p>– prediction, drawing characters</p> <p>Group reading: Groups 1 & 2</p> | <p>Big Book: Discussion: giving opinions</p> <p>Word Search using Sight words</p> <p>Group reading: Groups 3 & 4</p> | <p>Big Book: Discussion: open-ended questions + shared writing: main idea</p> <p>Group reading: Groups 1 & 2</p> | <p>Sequencing words in Shared Writing sentences.</p> <p>Group reading: Groups 3 & 4</p> <p>Paired reading</p> |
| WRITING LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 | <ul style="list-style-type: none"> Draws pictures to convey a message adding a label or caption e.g. about a personal experience Writes one sentence of own news or shared writing | <p>Group reading: Groups 3 & 4</p> <p>Copying / illustrating class news</p> | <p>Copying / illustrating class news</p> <p>Drawing Big Book character/ writing caption</p> | <p>Sentence completion: giving opinion on Big Book</p> | <p>Copying / illustrating sentence about the main idea of the Big Book</p> | <p>Copying / illustrating class news</p> |

| | | | |
|---|--|---------------------|------------------|
| WEEK 1 | ORAL WORK / LISTENING AND SPEAKING | | |
| LO/ASs | LO 1 AS 1, 2, 3 | LO 2 AS 1, 6 | LO 5 AS 2 |
| MILESTONES | <ul style="list-style-type: none"> • Listens to instructions and responds appropriately • Talks about personal experiences e.g. tells news using correct sequence • Answers closed and open-ended questions | | |
| DAILY ACTIVITIES | | | |
| <p>DAILY:</p> <ul style="list-style-type: none"> • Begin the day by discussing the day chart, month chart, weather chart, birthday chart and any special happenings for the week/term. • Learners tell news about the holidays – with every learner telling his/her news at least once during the week if possible; remind other learners to listen without interrupting. Guide learners to tell their news in the correct sequence; if a learner’s news is in the wrong order, recap afterwards by repeating it in the correct sequence. Ask closed and open-ended questions, noting the responses for assessment. Assess a few learners every day over the next two weeks as part of the Oral component of Assessment Task 1. • Record either the class news (eg the weather, happenings at the school) or one learner’s news on the board, revising the phonics taught so far. On Monday, Tuesday and Friday this week learners will copy the sentence and draw a picture (Task 1 for Writing). <p>AT LEAST ONCE DURING THE WEEK:</p> <ul style="list-style-type: none"> • Focused listening activity: eg “<i>talking on the cellphone</i>” game <ul style="list-style-type: none"> • each learner draws an outline of a cellphone with a big screen; • he/she writes a ten digit number on the screen and copies the same number on a separate piece of paper; • collect all the pieces of paper with the cellphone numbers indicated and select one; • pretend to dial the number, calling it out at the same time; • the learner who has the number on his/her cellphone, answers and has a brief conversation; • that learner then chooses another piece of paper and dials that number in the correct sequence; another learner answers and they, too, have a short conversation; <p>You could keep the cellphone numbers and continue the activity briefly another morning.</p> <p>DAILY: Reading aloud of a story or poem.</p> | | | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 1: During News rate the learners, recording specific problems, against the following milestone:</p> <ul style="list-style-type: none"> • Talks about personal experiences e.g. tells news using correct sequence • Answers closed and open-ended questions | | | |

| WEEK 1 | PHONICS / HANDWRITING | | | |
|--------------------------|---|------------------|---------------------|------------------|
| LO/ASs | LO 1 AS 6 | LO 2 AS 3 | LO 3 AS 4, 5 | LO 4 AS 1 |
| MILESTONES | <p><i>Phonics</i></p> <ul style="list-style-type: none"> • Distinguishes aurally between different end sounds of words • Builds up words using sounds learnt <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | | | |
| NOTES PHONICS | <p>The teaching of the single sounds continues throughout Term 2. At the same time, sounds taught during the first term are revised and used in 3-letter blends in Term 2. You may wish to complete the teaching of the initial sounds earlier in the term but don't neglect the revision of the most commonly used sounds.</p> <p>Work on 3-letter blends should take place every week. It is not enough for learners to copy and illustrate them. They need to be able to:</p> <ul style="list-style-type: none"> • begin with the three separate sounds and merge (or blend) them to build up a word. Learners must be able to hear as well as see this. Many learners find it difficult to say the word when they sound out the separate sounds in Reading. Much practice is needed to develop this auditory skill. • start with the whole word and break it up into separate sounds. This is essential for learning to spell. <p>You can work either with:</p> <ul style="list-style-type: none"> • sound families at the end of the word, using onset (initial single sound) and rime (two sounds), such as h-en, p-et, OR • sound families at the beginning of the word, such as ha-t, do-g <p>If you work according to the milestones in the Assessment Tasks (and these Lesson Plans), learners should build up words using sound families at the end of words (eg h-en) for the first half of the term, and, thereafter, sound families at the beginning of words (eg ba-t).</p> <p>Although daily practice in blending words as a class is necessary, also make provision to regularly check individual learner's ability to orally build up 3-letter words from three separate sounds. If you do this every week, you will soon identify the learners who have not developed this skill. Very often these are the learners who are weak readers as they cannot decode words. Spend more time with them, until they learn the skills, or have other learners work with them. If they don't master the skill of decoding in Grade 1, they are likely to remain poor readers throughout their school careers. You might be able to prevent this by giving extra help now.</p> | | | |
| HANDWRITING | <p>The teaching of the writing of the lower case letters continues in tandem with the Phonics programme, with at least one new letter taught every week and other letters revised. By the end of the term, learners should be able to correctly form all the lower case letters. The formal teaching of capital letters begins in Term 3. However, when you write a capital letter for the day, the month or at the beginning of a sentence, show learners how to form that letter.</p> | | | |

DAILY ACTIVITIES

DAY 1:

PHONICS

- Begin by singing/acting out a repetitive action rhyme or song.
- Teach letter/sound **p** (the aural recognition of the sound at the beginning of a word / visual

recognition of the lower case letter) – using a game or a story, and explain the drawing/writing activity or worksheet based on letter **p** to be done during Writing Time (Task 2).

HANDWRITING

- Class teaching of the formation of letter **p** (the starting and ending point, shape, size, direction of movement, position on the line). This is one of the more difficult letters and learners often write it incorrectly so give them time to write it in the air, on their desks or on the palm of their hand with a finger, etc.
- Learners write **p** in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name). Check that they start in the right place and don't remove their pencils from the paper until they have finished writing the letter.

DAY 2:

PHONICS

- Revise the letter/sound **p** (aural recognition of the sound at the beginning and ending of a word/visual recognition of the lower case letter and possibly the capital letter).
- During the first term you may have focused on learners **hearing** the sound at the beginning of a word. Now also point out the sound at the **end of the word**, as in *top*, *cap*. Do an aural activity in which learners have to clap their hands when they hear you say a word ending with **p**.
- Sing/act out a repetitive action rhyme or song (either at the beginning or the end of the lesson).

HANDWRITING

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

DAY 3:

PHONICS

- Briefly revise the sound **p** and then the **c** sound which you taught the previous term. Focus on the aural recognition of the **c** sound at both the beginning and **ending** of a word and the visual recognition of the lower case letter as well as the **upper case letter**. In this way, you are not only revising what they learnt in the first term but extending the learners' knowledge so that they are also able to:
 - learn to hear the sound at the end of a word and,
 - recognise what the capital letter looks like.

- You could use a game or a story and then a short oral activity to reinforce the **p** and **c** sounds and the recognition of the lower case and upper case letters.
- Sing/act out a repetitive action rhyme or song.

HANDWRITING

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

DAY 4:**PHONICS**

- Briefly revise the sounds **p** and **c** and then the **o** sound which you taught the previous term. Focus on the aural recognition of the **o** sound in the **middle** of a word and the visual recognition of the lower case letter as well as the upper case letter.
- Build up words using **-op** (p-op, c-op, t-op, h-op, m-op). Make a chart for the classroom.
- Explain the drawing/writing activity to be done during Writing Time (filling in the **o** sound in **-op** words eg *c-p, t-p, p-p, h-p, m-p*, and then drawing pictures for the words). (Task 1).

HANDWRITING

- Revise the formation of letters **c** and **o** (the starting and ending point, shape, size, direction of movement, position on the line).
- Learners write **o** in their books. In place of writing a pattern, learners can copy a word or a short phrase (1-3 words) such as *pop, cop, pop, cop*. Learners write the date, 2 rows of letters, a row of either a word or a short phrase and, finally, their name).

DAY 5:**PHONICS**

- Briefly revise the sounds **p, c** and **o** and explain the drawing/writing activity to be done during Writing Time (matching words to pictures using **p, c** and **o** in words such as *cob, cot, cop, pot, pop, pod*) (Task 2).
- Sing/act out a repetitive action rhyme or song.

ASSESSMENT: Informal: unrecorded assessment of knowledge of single sounds

| | |
|---|---|
| WEEK 1 | READING |
| LO/ASs | LO 1 AS 3 LO 2 AS 8 LO 3 AS 1, 2, 3, 4 LO 5 AS 1, 2, 3 LO 6 AS 1 |
| MILESTONES | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads book as a whole class with teacher, discussing the main idea and identifying the main characters • Uses pictures to predict what the story is about <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story |
| NOTES | <p>This week's Shared Reading activities focus on using pictures to predict the story and revising high frequency words taught in Term 1.</p> <p>It is also important to start group reading on the first day of term, if possible, as holidays seem to have the power to make learners forget what they've learnt the term before!</p> |
| RESOURCES | <ul style="list-style-type: none"> • A new Shared Reading book, a Big Book • Flashcards with new vocabulary • A Word Search using high frequency words – either on a worksheet or in a Learner's Book |
| DAILY ACTIVITIES | |
| <p>During the second term class reading activities continue, based on Shared Reading books or a conversation poster / picture. However, a lot of the time will be spent working with the reading groups, as all the groups should be reading from a book by now.</p> <p>You should have taught at least 25 high frequency (sight) words by the end of the first term. Use the first week of Term Two to revise these words, especially during the writing of class news and Shared Reading and Writing. One of the priorities for Term Two is to double the number of sight words learnt. A list of the most common, high frequency words is given in Annexure 3. You could use this list as a checklist and tick off the words when you have taught them. Even for Home Language learners, it is better to introduce and revise these words using a short phrase or sentence as they have more meaning than when presented in isolation.</p> | |

DAY 1:

NB After the holidays, learners will have more to talk about than usual so more time should be spent on the Oral component this week. There is therefore no class reading activity planned for the first day. Once you have explained the writing tasks for the Group Reading session you can begin Group Reading:

- Groups 3 & 4: revise vocabulary from the previous term and re-cap by rereading a few days of the last week's reading.

NB: *The assessment of learners' reading during the fourth Assessment Task in Term 1 should have enabled you to identify which learners needed to change groups this term. The composition of the groups is fluid and should change according to learners' reading levels. Change the groupings this week but handle it sensitively to avoid a loss of self esteem by learners who have to "drop" a group.*

DAY 2:

- Shared Reading activity
 - Introduce a new Shared Reading book – a Big Book with large, colourful illustrations. Write and teach new vocabulary, including high frequency words, using flashcards.
 - Show learners the cover and read the title. Ask several learners what they think this book will be about. Guide them to tell you why they think so. In this way you are encouraging learners not only to have an opinion but to begin to understand why they think so.
 - Read the first 2 – 3 pages to the learners, pointing to each word. Stop at a place where the characters have been introduced and the story begun. Ask learners to predict and explain what they think will happen. Look briefly at the characters and write their names on the board.
- Explain the tasks for the Group Reading session, including Task 2 – learners draw a picture of one or more of the characters in the story, writing the name(s) below as a caption. eg They could write: *This is Gruff.*
- Group Reading activities:
 - Groups 1 & 2: revise vocabulary from the previous term and re-cap by rereading a few days of the last week's reading.

DAY 3:

- Shared Reading activity
 - Ask learners to say what they remembered about the new Big Book story from the previous day. Revise the new vocabulary, including high frequency words, using the flashcards.
 - Read the whole of the book, stopping once or twice to ask a question eg *Has that ever happened to you? Why do you think he said that?*

- Once the story has ended, ask learners if they liked or disliked the story and why.
NB: *You will know that, for these young learners, discussions need to be short and focused. Preferably ask one, or at the most two, questions in a discussion rather than too many where their attention wanders. But try to ask different learners each time so that over a week all the learners, even the quiet ones, have a chance to respond.*
- Using Shared Writing, write short sentences on the board from this discussion, eg. *I liked the story. It was exciting. OR I disliked the story. It ended sadly.* Learners can copy one of the options and draw a picture for Task 1 for Writing.
- For the second task for Writing do a Word Search using the 6 – 8 high frequency words (from the Big Book or last term’s words). You could use one from a Learner’s Book or make your own:
 - Rule a matrix of squares, approximately 8 rows wide and 7 rows down – less if it’s the first time for your learners.
 - Write high frequency words in the blocks. Fill in the other blocks with random letters.
 - Write the same words below the table. Photocopy for each learner.
- Learners must find the words, circle them and then draw pictures. If this is new to your learners, you will need to model this by doing one of the board. But children learn quickly because it’s fun!

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| h | a | s | d | b | n | m | g |
| x | s | w | e | n | t | f | g |
| t | h | e | y | q | w | e | r |
| s | d | f | g | w | a | n | t |
| d | a | w | a | s | d | f | j |
| a | g | f | r | i | e | n | d |

- Group Reading activities (groups 3 & 4): Remember that these group reading sessions usually have three parts: (1) revising and learning new words (especially high frequency words) (2) reading as a group or individually from a book (3) questioning to check comprehension.
NB: *The learners’ reading proficiency must direct the pace of the reading. Rather than pushing on to read a number of pages with a lot of errors, let learners reread the same page several times. Make it a game to see if they can read it more quickly a second or a third time. This strategy is widely recognised as being an effective way of increasing reading fluency. Point out and re-teach difficult words in the passage.*

DAY 4:

- Shared Reading activity
 - Reread the Big Book and revise the new vocabulary, including high frequency words, using the flashcards. Encourage learners to join in where they can, especially where characters talk. Stop several times to ask a question eg *Why do you think she did that? Was that the best thing to do? What should he have done?*
- Once the story has ended, discuss the main idea, recording it as Shared Writing in one or two short sentences on strips of card. (At this stage, learners find it easier to write two, very short sentences than one, longer sentence.) Learners can copy and illustrate these sentences for Task 2 for Writing.
- Group Reading activities:
 - Groups 1 & 2: (1) revise and teach new words (especially high frequency words) (2) read as a group or individually from a book (3) ask questions to check comprehension.

DAY 5:

- Shared Reading activity
 - Reread the Big Book and revise the new high frequency words, using the flashcards. Encourage learners to read along with you, especially where there is repetition. Stop several times to point out punctuation and words containing the phonics sounds you are revising this week.
 - Read the sentence(s) giving the main idea of the story you wrote the previous day. Cut them into separate words and spread them around the board. Have some learners put them into the correct order. (Remind them that sentences begin with a capital letter and end in a full stop so this can help them.) You could repeat this, using different learners. Each time, read the sentence to make sure it is in the correct order.
Ask learners questions like, What word comes after/before "went"? What word comes between "It" and "about"? Which is the fifth word in the sentence? Which is the first/last word? This all helps to revise word recognition, sequencing and positioning concepts.
- Explain the tasks for the Group Reading session.
- Group Reading activities (groups 3 & 4): teach new words / each learner reads aloud from own book/ask questions to check comprehension.
- **Paired reading** – Continue as in the previous term.

ASSESSMENT: Informal, unrecorded assessment of learners' reading levels.

| | |
|---|---|
| WEEK 1 | WRITING |
| LO/ASs | LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 |
| MILESTONES | <ul style="list-style-type: none"> • Draws pictures to convey a message adding a label or caption e.g. about a personal experience • Writes one sentence of own news or shared writing |
| NOTE | <p>The focus for Writing in Term 2 is to develop learners' ability to build sentences from individual words. For the first few weeks learners will be sequencing words of one sentence into the correct order. Thereafter, learners are given a pack of +/- ten, high frequency words with which to build their own sentences for News. Additional words are added each week.</p> <p>By the end of the term all the learners should be able to construct and write a sentence for News by building sentences using the packs of words. Some learners will be able to write their own sentences using their knowledge of phonic sounds and their personal dictionaries for help with spelling.</p> |
| DAILY ACTIVITIES | |
| <p>DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonics: drawing/writing activity or worksheet based on letter p</p> <p>DAY 2: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) learners draw a picture of one or more of the characters in the Big Book story, writing the name(s) below as a caption.</p> <p>DAY 3: Explanation of activities for the Group Reading session (1) learners copy one of the sentences giving their opinion about the Shared Reading book and draw a picture (2) a Word Search based on High Frequency words using a worksheet or activity from a Learner's Book</p> <p>DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: learners fill in the o sound in -op words eg <i>c-p, t-p, p-p, h-p, m-p</i>, and then draw a picture for each word (2) learners copy 1 – 2 sentences giving the main idea of the Big Book story and draw a picture.</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity: matching words to pictures using p, c and o in words such as <i>cob, cot, cop, pot, pop, pod</i></p> | |
| <p>ASSESSMENT: Informal, unrecorded assessment of ability to copy and illustrate a sentence of class news.</p> | |

SECOND TERM: WEEK 2 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|--|
| ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 6 LO 5 AS 2 | <ul style="list-style-type: none"> Listens to instructions and responds appropriately Talks about personal experiences e.g. tells news using correct sequence Answers closed and open-ended questions | <ul style="list-style-type: none"> Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc Learners tell daily news /teacher records either class or one learner's news on the board <p>Focused listening activities (following instructions)</p> | | | | |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Distinguishes aurally between different end sounds of words Builds up words using sounds learnt <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | <ul style="list-style-type: none"> Singing/acting out repetitive action rhymes and songs <p>Phonics: Introduce g</p> <p>Handwriting: letter g</p> | <p>Phonics: aural activity with g + word search</p> <p>Handwriting: letter g</p> | <p>Phonics: Revise a + word blending using -ap</p> <p>Handwriting: letter a</p> | <p>Phonics: Revise s + Aural / letter sound revision of p, c, o, a, g, s</p> <p>Handwriting : letter s</p> | <p>Phonics: Word blending using pa-ca-</p> |
| READING LO 1 AS 3 LO 2 AS 8 LO 3 AS 1,2,3,4 LO 5 AS 1, 2, 3 LO 6 AS 1 | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Reads book as a whole class with teacher, discussing the main idea and identifying the main characters Uses pictures to predict what the story is about <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story | <p>Sequencing words in a sentence from Shared Reading Book (Big Book)</p> <p>Group reading: Groups 1 & 2</p> <p>Group reading: Groups 3 & 4</p> <p>Copying / illustrating class news</p> | <p>Sequencing words in a sentence from Shared Reading Book (Big Book)</p> <p>Group reading: Groups 1 & 2</p> <p>Group reading: Groups 3 & 4</p> <p>Sequencing words in a sentence</p> | <p>Discussions on characters in the Big Book</p> <p>Group reading: Groups 3 & 4</p> <p>Sentence completion using sentence starter to describe a character</p> | <p>Dramatizing the story in the Big Book</p> <p>Paired reading</p> <p>Group reading: Groups 1 & 2</p> | <p>Shared Reading of simple poem</p> <p>Group reading: Groups 1 & 2</p> <p>Copying / illustrating class news</p> |
| WRITING LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 | <ul style="list-style-type: none"> Draws pictures to convey a message adding a label or caption e.g. about a personal experience Writes one sentence of own news or shared writing | <p>Group reading: Groups 3 & 4</p> <p>Copying / illustrating class news</p> | <p>Sequencing words in a sentence</p> | <p>Sentence completion using sentence starter to describe a character</p> | <p>Paired reading</p> | <p>Group reading: Groups 1 & 2</p> <p>Copying / illustrating class news</p> |

| | | | |
|--|--|---------------------|------------------|
| WEEK 2 | ORAL WORK / LISTENING AND SPEAKING | | |
| LO/ASs | LO 1 AS 1, 2, 3 | LO 2 AS 1, 6 | LO 5 AS 2 |
| MILESTONES | <ul style="list-style-type: none"> Listens to instructions and responds appropriately Talks about personal experiences e.g. tells news using correct sequence Answers closed and open-ended questions | | |
| DAILY ACTIVITIES | | | |
| <p>DAILY:</p> <ul style="list-style-type: none"> Begin the day by discussing the day chart, month chart, weather chart, birthday chart and any special happenings for the week. Learners tell news – with every learner telling his/her news at least once over a two week period. Remind learners to tell their news in the correct sequence; if a learner’s news is in the wrong order, recap afterwards by repeating it in the correct sequence. Ask closed and open-ended questions, noting the responses for assessment. Assess a few learners every day as part of the Oral component of Assessment Task 1. Record either the class news or one learner’s news on the board, revising the phonics taught so far. On Monday and Friday, and possibly on other days also, learners will copy the sentence and draw a picture (Task 1 for Writing). <p>AT LEAST ONCE DURING THE WEEK:</p> <ul style="list-style-type: none"> Focused listening activity: eg following instructions by drawing a picture. <ul style="list-style-type: none"> Give each learner a piece of paper and tell them to draw three tall stick figures in a row; make sure they make them at least 10 cm in height. Learners write the name of each figure either above or below each drawing eg Ben, Sbu, Linda. Call out instructions one at a time (at least seven in total), eg Ben has a red hat; Sbu is wearing a blue shirt; Linda has a dog. Learners add to their pictures, according to each instruction. Then ask the learners which figure has a red hat or a blue shirt etc, noting their responses. Collect in the pictures and use them for Assessment Task 1. <p>DAILY: Reading aloud of a story or poem.</p> | | | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 1: During News rate the learners, recording specific problems against the following milestone:</p> <ul style="list-style-type: none"> Talks about personal experiences e.g. tells news using correct sequence Answers closed and open-ended questions <p>Use the focused, listening activity to rate the learners, recording specific problems against the following milestone:</p> <ul style="list-style-type: none"> Listens to instructions and responds appropriately | | | |

| WEEK 2 | PHONICS / HANDWRITING | | | |
|--|---|-----------|--------------|-----------|
| LO/ASs | LO 1 AS 6 | LO 2 AS 3 | LO 3 AS 4, 5 | LO 4 AS 1 |
| MILESTONES | <p><i>Phonics</i></p> <ul style="list-style-type: none"> • Distinguishes aurally between different end sounds of words • Builds up words using sounds learnt <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | | | |
| DAILY ACTIVITIES | | | | |
| <p>DAY 1:</p> <p>PHONICS</p> <ul style="list-style-type: none"> • Begin by singing/acting out a repetitive action rhyme or song. • Teach letter/sound g (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the drawing/ writing activity or worksheet to be done during Writing Time (Task 2). <p>HANDWRITING</p> <ul style="list-style-type: none"> • Revise the formation of c and o before teaching the formation of letter g (the starting and ending point, shape, size, direction of movement, position on the line). This is one of the more difficult letters and learners often write it incorrectly. Give them time to write it in the air, on their desks or on the palm of their hand with a finger, etc. • Learners write g in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name). Check that they start in the right place and don't remove their pencils from the paper until they have finished writing the letter. <p>DAY 2:</p> <p>PHONICS</p> <ul style="list-style-type: none"> • Revise the letter/sound g (aural recognition of the sound at the beginning and ending of a word/visual recognition of the lower case letter and the capital letter). <p>NB: <i>The lower case letter g can be written in different ways in readers. In some scripts (font styles) it is written as g.</i> Show this to learners also.</p> <ul style="list-style-type: none"> • While during the first term, you focused only on learners hearing the sound at the beginning of a word, now also point out the sound at the end of the word, as in <i>big, rag, hug, dog</i>. Do an aural activity in which learners have to clap their hands when they hear you say a word ending with g. • For Task 1 for Writing learners can look through a page or two of their reader, find and write down three words containing the letter g. • Sing/act out a repetitive action rhyme or song. | | | | |

HANDWRITING

- Revise the formation of letter **g** (starting and ending point, shape, size, direction of movement, position on the line).
- In place of writing a pattern, learners can copy a word or a short phrase (1-3 words) such as *cog*. Learners write the date, 2 rows of letters, a row of either a word or a short phrase and, finally, their name).

DAY 3:

PHONICS

- Briefly revise the sounds **p, g, c** and **o** and then the **a** sound you taught the previous term. Focus on the aural recognition of the **a** sound in the middle of a word and the visual recognition of the lower case letter as well as the **upper case letter**. In this way, you are extending the learners' knowledge. Sentences often begin with a capital A, so learners need to be able to recognise it.

NB: *The lower case letter a, like the letter g, is often written in a different way in readers. In some scripts (font styles) it is written as a.* Show this to learners also.

- Build up words using **-ap** (c-ap, g-ap, t-ap, m-ap, n-ap). Make a chart for the classroom.
- Explain the drawing/writing activity to be done during Writing Time (filling in **ap** after **c--**, **g--**, **t--**, **m--**, **n--** and then drawing pictures for the words). (Task 1).
- Sing/act out a repetitive action rhyme or song.

HANDWRITING

- Revise the formation of letter **a** (the starting and ending point, shape, size, direction of movement, position on the line).
- Learners write **a** in their books: the date, 2 rows of letters, a row of either a word or a short phrase and, finally, their name.

DAY 4:

PHONICS

- Briefly revise the sounds **p, g, c, o** and **a** and then the **s** sound which you taught the previous term. Focus on the aural recognition of the **s** sound at the beginning and at the **end** of a word and the visual recognition of the lower case letter as well as the upper case letter.
- Do a short oral activity to reinforce the sounds revised so far and the recognition of the lower case and upper case letters. For example show them the written letter and learners have to say the sound. They need to be able to instantly recognise each sound.

HANDWRITING

- Revise the formation of letter **s** (the starting and ending point, shape, size, direction of movement, position on the line).
- Learners write **s** in their books. In place of writing a pattern, learners can copy a word, a short phrase or word pattern such as *gas, as, gas, as*. Learners write the date, 2 rows of letters, a row of either a word, a short phrase or word pattern and, finally, their name).

DAY 5:

PHONICS

- Briefly revise the sounds **p, c, o, a, g** and **s**.
- Build up words using **ca-** and **ga-** (ca-t, ca-n, ca-p, ga-s, ga-p).
- Explain the drawing/writing activity to be done during Writing Time (matching the **ca-** and **ga-** words to pictures by writing the activity on the board, using a worksheet or doing an activity from a Learner's Book. (Task 2).
- Sing/act out a repetitive action rhyme or song.

ASSESSMENT: Informal, unrecorded assessment of ability to build three-letter words.

Although you may only be formally teaching the lower case letters during the second term, it is useful to show learners the capital letters at the same time so that they can recognise them in written text.

They need to be able to write certain capital letters, especially those most frequently used at the beginning of sentences, for the months and for their name so you can show them the formation of those capital letters when you write them on the board.

| | | | | |
|-------------------|---|------------------|---------------------------|------------------------|
| WEEK 2 | READING | | | |
| LO/ASs | LO 1 AS 3 | LO 2 AS 8 | LO 3 AS 1, 2, 3, 4 | LO 5 AS 1, 2, 3 |
| MILESTONES | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads book as a whole class with teacher, discussing the main idea and identifying the main characters • Uses pictures to predict what the story is about <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story | | | |
| NOTE | As part of preparing learners to write their own sentences, for the next few weeks, learners will be sorting muddled sentences, gluing them in their books and illustrating them. | | | |
| RESOURCES | <ul style="list-style-type: none"> • Flashcards with vocabulary • Worksheet containing one sentence from the Shared Reading Book, but with each word in a separate block, and in the wrong order. • Short, repetitive poem (not more than 4 lines) | | | |

DAILY ACTIVITIES

DAY 1:

As the Oral component lasts longer on Mondays there is no class reading activity planned for this day. Once you have explained the writing tasks for the Group Reading session you can begin Group Reading: groups 3 & 4: revise / teach new words / each learner reads aloud from own book / ask questions for prediction and to check comprehension. **Assess a few learners' Reading skills for Assessment Task 1.**

DAY 2:

- Shared Reading activity
 - Reread the previous week's Shared Reading book with the learners reading with you. By now they should be fairly familiar with the text so they should be able to read it. Stop several times and have a few learners reread, on their own, a sentence or two that everyone has just read or ask them to read specific words.
 - Give learners a sheet of paper on which you have photocopied a sentence in which each word is in a separate block:

| | | | | | | |
|--------|-----|--------|-------|------|-------|-----|
| slowly | the | walked | hill. | down | giant | The |
|--------|-----|--------|-------|------|-------|-----|

- Learners cut out the words of the sentence, put them in the right order, glue them in their books and draw a picture to illustrate the sentence. (Task 2 for Writing).
- Group Reading activities:
 - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually / ask questions for prediction and to check comprehension.**Assess a few learners' Reading skills for Assessment Task 1.**

DAY 3:

- Shared Reading activity
 - Reread the shared reading book with the learners reading with you. Stop several times so that a few learners can reread a sentence or two on their own. Use different learners each day.
 - Look at pictures of two or three of the different characters again. Write their names on the board and ask learners to give you words to describe them eg ugly, fat, pretty. Write the words below the names. Choose one of the characters and write a sentence starter about him/her/it. Eg *Faun was.....* The learners must copy and complete the sentence using one of the words from the list, finishing by drawing a picture. (Task 2 for Writing)
- Group Reading activities: Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ ask questions for prediction and to check comprehension. **Use for Assessment Task 1.**

DAY 4:

- Shared Reading activity
- Explain to learners that today they are going to act out the Big Book story. There are different ways of doing this, depending on the type of story you have chosen and what best suits you and your learners. You could:
 - Read the story to the learners and have everyone act out each of the characters, doing the actions and repeating the words at the right moments.
 - OR you could group the learners so each group represents one of the characters. While you read the story the different groups act out the character. You will need to direct this!
 - OR you could have individual learners play the roles of the different characters while other learners each read a sentence from the story. This works better when there are opportunities for many characters eg in a crowd scene or a group of animals. You can always repeat the performance using different actors.
- Reading activities: Do paired reading as there will probably not be time for group reading.

DAY 5:

- Write a poem on the board and read it to the learners. Point out the rhythm to the learners and read it again with them clapping their hands to the "beat". Read it several times with learners reading along in different ways. You could even change one or two of the words to make it more relevant to the learners. Make it fun!
- Reading activities: Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ ask questions for prediction and to check comprehension. **Use for Assessment Task 1.**

ASSESSMENT: Formal: recorded Assessment Task 1: During the Class Shared reading and Guided, group reading times, rate the learners, recording specific problems, against the following milestones

- *Shared reading*
- Reads book as a whole class with teacher, discussing the main idea and identifying the main characters
- Uses pictures to predict what the story is about
- *Group, guided reading*
- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story

| | |
|--|--|
| WEEK 2 | WRITING |
| LO/ASs | LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 |
| MILESTONES | <ul style="list-style-type: none"> • Draws pictures to convey a message adding a label or caption e.g. about a personal experience • Writes one sentence of own news or shared writing |
| DAILY ACTIVITIES | |
| <p>DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity: drawing/writing activity or worksheet based on letter g.</p> <p>DAY 2: Explanation of activities for the Group Reading session (1) Phonics activity: learners find and write down three words containing the letter g in their reader (2) learners cut out the words of the sentence, put them in the right order, glue them in their books and draw a picture to illustrate the sentence.</p> <p>DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: filling in ap after c--, g--, t--, m--, n-- and drawing pictures for the words (2) The learners copy and complete a short sentence describing one of the characters using one of the words from the list, finishing by drawing a picture of the character.</p> <p>DAY 4: No formal writing activities on this day as learners will be dramatising their story.</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity: matching the ca- and ga- words to pictures by writing the activity on the board, using a worksheet or doing an activity from a Learner's Book.</p> | |
| ASSESSMENT: Informal: unrecorded assessment of ability to sequence words in a sentence. | |

SUGGESTED ASSESSMENT TASKS: TASK 1: WEEKS 2 / 3

| COMPONENT | MILESTONES | WKS | TASKS |
|---|---|-------------------------|--|
| ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 6 LO 5 AS 2 | <ul style="list-style-type: none"> Talks about personal experiences e.g. tells news using correct sequence Answers closed and open-ended questions Listens to instructions and responds appropriately | Wks 1 & 2 Wk 2 | <ul style="list-style-type: none"> Use news time Use the focused Listening activity |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <i>Phonics</i> <ul style="list-style-type: none"> Distinguishes aurally between different end sounds of words Builds up words using sounds learnt <i>Handwriting</i> <ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | Friday Wk 3 Wk 3 | <ul style="list-style-type: none"> Phonics: activity revising sounds taught so far + word building Handwriting: use one handwriting lesson |
| READING LO 1 AS 3 LO 2 AS 8 LO 3 AS 1,2,3,4 LO 5 AS 1, 2 LO 6 AS 1 | <i>Shared reading</i> <ul style="list-style-type: none"> Reads book as a whole class with teacher, discussing the main idea and identifying the main characters Uses pictures to predict what the story is about <i>Group, guided reading</i> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story | Wks 2 & 3 | <ul style="list-style-type: none"> Assess learners' during Class/Group reading time (eg 2 learners per group per day) |
| WRITING LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 | <ul style="list-style-type: none"> Draws pictures to convey a message adding a label or caption e.g. about a personal experience Writes one sentence of own news or shared writing | Friday Wk 3 | <ul style="list-style-type: none"> Use one day's written news and picture, together with the sentence completion activity |

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

SECOND TERM: WEEK 3 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|--|--|--|---|--|
| ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 6 LO 5 AS 2 | <ul style="list-style-type: none"> Listens to instructions and responds appropriately Talks about personal experiences e.g. tells news using correct sequence Answers closed and open-ended questions | <ul style="list-style-type: none"> Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc Learners tell daily news /teacher records either class or one learner's news on the board <p>Focused listening activities (eg animal noises game)</p> | | | | |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Distinguishes aurally between different end sounds of words Builds up words using sounds learnt <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | <ul style="list-style-type: none"> Singing/acting out repetitive action rhymes and songs | <ul style="list-style-type: none"> Phonics: introduce f Handwriting: letter f | <ul style="list-style-type: none"> Phonics: activity with f + aural activity with f Handwriting: letter f | <ul style="list-style-type: none"> Phonics: revise d word-blending using -ad -od Handwriting: letter d | <ul style="list-style-type: none"> Phonics: activity with t + word-blending using -ot Handwriting: letter t |
| READING LO 1 AS 3 LO 2 AS 8 LO 3 AS 1,2,3,4 LO 5 AS 1, 2 LO 6 AS 1 | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Reads book as a whole class with teacher, discussing the main idea and identifying the main characters Uses pictures to predict what the story is about <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story | <ul style="list-style-type: none"> Phonics: activity with f + aural activity with f Handwriting: letter f | <ul style="list-style-type: none"> Discussion / shared writing / picture search based on a conversation poster Group reading: Groups 1 & 2 | <ul style="list-style-type: none"> Sequencing words into sentences Group reading: Groups 3 & 4 | <ul style="list-style-type: none"> Oral comprehension based on the conversation poster Group reading: Groups 1 & 2 | <ul style="list-style-type: none"> Open ended questions based on the conversation poster Group reading: Groups 3 & 4 Paired reading |
| WRITING LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 | <ul style="list-style-type: none"> Draws pictures to convey a message adding a label or caption e.g. about a personal experience Writes one sentence of own news or shared writing | <ul style="list-style-type: none"> Group reading: Groups 3 & 4 | <ul style="list-style-type: none"> Copying / illustrating sentences describing poster | <ul style="list-style-type: none"> Sequencing words in a sentence | <ul style="list-style-type: none"> Written comprehension with <i>yes/no</i> responses | <ul style="list-style-type: none"> Copying / illustrating class news |

| | | | |
|---|--|---------------------|------------------|
| WEEK 3 | ORAL WORK / LISTENING AND SPEAKING | | |
| LO/ASs | LO 1 AS 1, 2, 3 | LO 2 AS 1, 6 | LO 5 AS 2 |
| MILESTONES | <ul style="list-style-type: none"> • Listens to instructions and responds appropriately • Talks about personal experiences e.g. tells news using correct sequence • Answers closed and open-ended questions | | |
| DAILY ACTIVITIES | | | |
| <p>DAILY:</p> <ul style="list-style-type: none"> • Begin the day by discussing the day chart, month chart, weather chart, birthday chart and any special happenings for the week. • Learners tell news – with every learner telling his/her news at least once over a two week period. • Record either the class news or one learner’s news on the board, revising the phonics taught so far. On Monday and Friday, and possibly on other days also, learners will copy the sentence and draw a picture (Task 1 for Writing). <p>AT LEAST ONCE DURING THE WEEK:</p> <ul style="list-style-type: none"> • Focused listening activity: eg animal noises game <ul style="list-style-type: none"> • Write a list of animals, with a simple picture next to each, on the board eg cat, dog, snake, bird, hen, sheep, lion, cow, horse, and talk about the noises that each animal makes. • Give every learner a piece of paper with the name of one of the animals. Make sure you have even numbers of each animal, eg, two cats, four cows, as learners will have to find a partner. • Each learner must walk around the classroom, pretending to be that animal, and whispering in other learners’ ears the sound his/her animal makes. • When he/she finds someone who is pretending to be the same animal they can sit down, together, on the carpet, until all the learners have found a partner. <p>DAILY: Reading aloud of a story or poem.</p> | | | |
| <p>ASSESSMENT: Informal: unrecorded assessment of learners’ ability to follow instructions for the game.</p> | | | |

| WEEK 3 | PHONICS / HANDWRITING | | | |
|---|---|-----------|--------------|-----------|
| LO/ASs | LO 1 AS 6 | LO 2 AS 3 | LO 3 AS 4, 5 | LO 4 AS 1 |
| MILESTONES | <p><i>Phonics</i></p> <ul style="list-style-type: none"> • Distinguishes aurally between different end sounds of words • Builds up words using sounds learnt <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | | | |
| DAILY ACTIVITIES | | | | |
| <p>DAY 1:</p> <p>PHONICS</p> <ul style="list-style-type: none"> • Begin by singing/acting out a repetitive action rhyme or song. • Teach letter/sound f (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the drawing/ writing activity or worksheet to be done during Writing Time (Task 2). <p>HANDWRITING</p> <ul style="list-style-type: none"> • Teach the formation of letter f (the starting and ending point, shape, size, direction of movement, position on the line). This is one of the more difficult letters – make sure that they begin at the right place – at the end of the hook and not at the bottom of the letter. Let them write it in the air, on their desks or on the palm of their hand with a finger, etc. • Learners write f in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name). <p>DAY 2:</p> <p>PHONICS</p> <ul style="list-style-type: none"> • Revise the letter/sound f (aural recognition of the sound at the beginning and ending of a word/visual recognition of the lower case letter and the capital letter). • While, during the first term, you focused only on learners hearing the sound at the beginning of a word, now also point out the sound at the end of the word, as in <i>off, puff, huff, cuff, fluff</i>. Do an aural activity in which learners have to clap their hands when they hear you say a word ending with f. <p>HANDWRITING</p> <ul style="list-style-type: none"> • Revise the formation of letter f (starting and ending point, shape, size, direction of movement, position on the line). • Learners write the date, 2 rows of letters, a pattern OR a row of either a word or a short phrase and, finally, their name). | | | | |

DAY 3:

PHONICS

- Briefly revise the sounds **p**, **g** and **f** and then the **d** sound you taught the previous term. Focus on the aural recognition of the **d** sound at the end of a word and the visual recognition of the lower case letter as well as the **upper case letter**. In this way, you are extending the learners' knowledge.
- Build up words using **-ad** and **-od** (h-ad, b-ad, p-ad, d-ad, m-ad, s-ad, g-od, n-od, p-od, r-od).
- Explain the drawing/writing activity to be done during Writing Time (sorting **-ad** and **-od** words into two lists and then drawing pictures for the words). (Task 1).

HANDWRITING

- Revise the formation of letters **c**, **o** and **a** before revising **d** (the starting and ending point, shape, size, direction of movement, position on the line). Remind learners that writing the letter **d** is the same as the letter **a** except that for the letter **d** the upstroke is taller.
- Learners write **d** in their books: the date, two rows of letters, a row of either a word or a short phrase and, finally, their name.

DAY 4:

PHONICS

- Briefly revise the sounds **p**, **g**, **f** and **d** and then the **t** sound which you taught the previous term. Focus on the aural recognition of the **t** sound at the beginning and at the **end** of a word and the visual recognition of the lower case letter as well as the upper case letter.
- Build up words using **-ot** (c-ot, d-ot, p-ot, g-ot, l-ot, n-ot, r-ot).
- Explain the drawing/writing activity to be done during Writing Time (matching **-ot** words and pictures). (Task 1).

HANDWRITING

- Revise the formation of letter **t** (the starting and ending point, shape, size, direction of movement, position on the line).
- Learners write **t** in their books. In place of writing a pattern, learners can copy a word or a short phrase. Learners write the date, 2 rows of letters, a row of either a word or a short phrase and, finally, their name). **Use this for Assessment Task 1.**

DAY 5:

PHONICS

- Briefly revise the sounds **p, o, c, s, a, g, f, d** and **t**.
- Do a written activity to reinforce the sounds revised so far and the recognition of the lower case letters. For example say the word, *cat* and sound out the individual letters for learners to write. Show learners how to break down the word *cat* into the three sounds. Let learners write 3 – 4 simple words, all using the same vowel and end consonant eg *-at*. You need to do this with the learners and not as an activity during the Group Reading session.

Use this for Assessment Task 1.

DAILY: Singing/acting out of a repetitive action rhyme or song, either at the beginning or the end of the lesson.

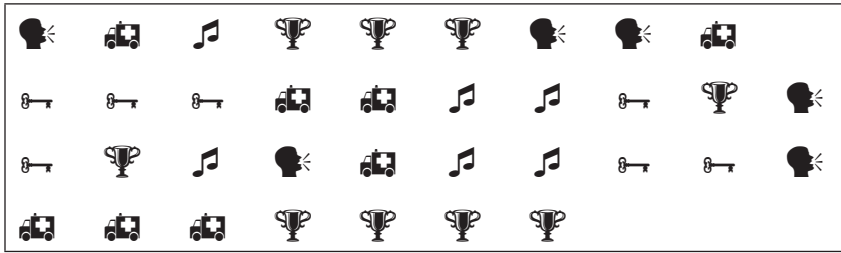
ASSESSMENT: Formal: recorded assessment: Use the Day 5's Phonics activity and one day's handwriting to rate learners, recording any problems, against the following milestones:

- *Phonics*
- Distinguishes aurally between different end sounds of words
- Builds up words using sounds learnt
- *Handwriting*
- Holds pencil and crayon correctly
- Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place

At regular times during the year you need to introduce, use and revise vocabulary (and the underlining concepts) of **time** eg yesterday, today, tomorrow, last week/month/year, next week/month/year, the week before, the week after. An understanding of the concept of the present (the *now*), the past (what has already happened) and the future (what is still going to happen) is necessary for an understanding of tenses.

| | |
|---|---|
| WEEK 3 | READING |
| LO/ASs | LO 1 AS 3 LO 2 AS 8 LO 3 AS 1, 2, 3, 4 LO 5 AS 1, 2 LO 6 AS 1 |
| MILESTONES | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads book as a whole class with teacher, discussing the main idea and identifying the main characters • Uses pictures to predict what the story is about <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story |
| NOTE | This week's Reading activities focus on using a conversation poster or large picture as the basis for Shared Reading and Writing, |
| RESOURCES | <ul style="list-style-type: none"> • Large picture or conversation poster suitable for class discussions. • Flashcards with new vocabulary • Picture Search on a worksheet photocopied for each learner • Worksheet containing one sentence from the Shared Reading book, but with each word in a separate block, and in the wrong order. (see Week 2 Day 2) |
| DAILY ACTIVITIES | |
| <p>DAY 1:</p> <ul style="list-style-type: none"> • Group Reading activities: <ul style="list-style-type: none"> • Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for prediction/comprehension. Assess a few learners' Reading skills for Assessment Task 1. <p>DAY 2:</p> <ul style="list-style-type: none"> • Shared Reading and Writing activities <ul style="list-style-type: none"> • Display a large picture or conversation poster. Ask different learners to tell you what they see. Write the vocabulary on the board or on flashcards. Try to get responses from a number of different learners. Link the discussion to what learners already know by asking questions such as: <i>Do you have a cat like that at home? Have you ever seen anything like that? Does your Mommy look like that?</i> • Read the different words with the learners, asking them to point out where they can see them in the picture. • Using the shared writing technique, use the new vocabulary to write 2 – 3 sentences on long strips of card describing the picture. Each sentence should be 5 – 8 words long (a little longer than those in Term 1). | |

- Explain the tasks for the Group Reading session: Task 1 – learners copy one or two of the sentences and draw a picture about that sentence. Task 2 – give learners a picture-search based on what is in the picture. If the picture has animals in it, use a sheet of paper and draw small, very simple, animal figures all over the paper eg ten cats, three dogs, eight cows, seven birds, six snakes etc. Photocopy one for each learner. They must count how many of each type of animal is on the paper and write down their totals. Or you could use a combination of objects and pictures, for example:



You could give a small prize to the learner who gets all the right answers.

Note: *This type of activity develops visual memory and discrimination.*

- Group Reading activities:
 - Groups 1 & 2: teach new words / each learner reads aloud from own book either as a group or individually / ask a question for prediction/comprehension. **Assess a few learners' Reading skills for Assessment Task 1.**

DAY 3:

- Shared Reading activities:
 - Continue working with the picture. Reread the shared writing sentences you wrote on strips of card the previous day. Take one of the sentences and cut it into separate words. Share the words between different learners who must put the words in the correct order to make a sentence. Repeat this, but use different learners.
- Explain the tasks for the Group Reading session including Task 2 – a similar activity to that of Day 2 of the previous week in which learners cut out words of a sentence and put them in the right order.
- Group Reading activities:
 - Groups 3 & 4: teach new words / each learner reads aloud from own book /ask a question for prediction/comprehension. **Assess a few learners' Reading skills for Assessment Task 1.**

DAY 4:

- Shared Reading activities:
 - Reread the shared writing sentences describing the picture together with the learners and revise the vocabulary.
 - Do a simple oral comprehension with learners by asking them fairly easy questions to which they must answer either *yes* or *no*. You could tell them to put up their hand if the answer is *yes* or fold their arms if the answer is *no*. Write 2 – 3 easy questions on the board. Read them with the learners. Explain to them that for Task 2 for Writing they must copy each question and write either *yes* or *no* after it. eg *Is the house red?*
- Group Reading activities:
 - Groups 1 & 2: teach new words / each learner reads aloud from own book / ask a question for prediction/comprehension. **Assess a few learners' Reading skills for Assessment Task 1.**

DAY 5:

- Shared Reading activities:
 - Display the picture again and ask learners to use their imagination to tell you what they think is happening in the story. Assure them that there is not one right answer – this helps learners to feel confident to answer open-ended questions in which they can give their opinions. At first learners might find this challenging so help them by being very specific in your questions, eg *Where do you think those people are going and why? Do you think that it is summer or winter/why? What do you think that man's thinking about?* Praise learners for their responses.
Focus on only one or two questions and write some of the learners' answers on the board, eg *I think the man is going to town / to his friend / to work.* Learners copy one of the sentences, choosing one of the endings to complete the sentence for Task 2 for Writing.
- Group Reading activities:
 - Groups 3 & 4: teach new words / each learner reads aloud from own book / ask a question for prediction/comprehension. **Use for Assessment Task 1.**
- **Paired reading** – Continue as in previous weeks, gradually extending the time.

ASSESSMENT: Formal: recorded Assessment Task 1: During the Class Shared reading and Group guided reading times, rate the learners, recording specific problems, against the following milestones

- *Shared reading*
- Reads book as a whole class with teacher, discussing the main idea and identifying the main characters
- Uses pictures to predict what the story is about
- *Group, guided reading*
- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story

| | |
|--|--|
| WEEK 3 | WRITING |
| LO/ASs | LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 |
| MILESTONES | <ul style="list-style-type: none"> • Draws pictures to convey a message adding a label or caption e.g. about a personal experience • Writes one sentence of own news or shared writing |
| DAILY ACTIVITIES | |
| <p>DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity: drawing/writing activity or worksheet based on f</p> <p>DAY 2: Explanation of activities for the Group Reading session (1) learners copy one or two of the sentences describing the conversation poster and draw a picture about that sentence (2) a picture search</p> <p>DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: sorting -ad and -od words into two lists and then drawing pictures for the words (2) learners cut out the words of a sentence, put them in the right order, glue them in their books and draw a picture to illustrate the sentence.</p> <p>DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: matching -ot words and pictures (2) learners copy 2 - 3 questions and write either <i>yes</i> or <i>no</i> after each.</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) Learners copy and complete one of the sentences about the picture, and then illustrate their sentence. Use these activities for Assessment Task 1.</p> | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 1: Use Day 5's class news and the sentence completion activity to rate the learners, recording specific problems, against the following milestones:</p> <ul style="list-style-type: none"> • Draws pictures to convey a message adding a label or caption e.g. about a personal experience • Writes one sentence of own news or shared writing | |

SECOND TERM: WEEK 4 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|--|--|---|--|---|
| ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3, 5 LO 2 AS 1, 3, 5, 6, 8 LO 5 AS 2 | <ul style="list-style-type: none"> Listens without interrupting taking turns to speak Listens to stories with interest, drawing a picture to show understanding Passes on messages Says poems and rhymes and does the actions Identifies part from the whole eg parts of a bicycle, plant | <ul style="list-style-type: none"> Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc Learners tell daily news /teacher records either class or one learner's news on the board <p>Focused listening activities (responds to a story)</p> | | | | |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Distinguishes aurally between different end sounds of words Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | <ul style="list-style-type: none"> Singing/acting out repetitive action rhymes and songs <p>Phonics: introduce y</p> <p>Handwriting: letter y</p> | Phonics: activity with y | Phonics: Revise i + word blending using _it | Phonics: activity with r + word blending using _id | Word blending using _ip |
| READING LO 1 AS 3 LO 2 AS 8 LO 3 AS 1,2,3,4 LO 5 AS 1, 2 LO 6 AS 1 | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Interprets pictures to make up own story i.e. 'reads' the pictures Reads book as a whole class with teacher, discussing the main idea and identifying the main characters <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Begins using phonics as a decoding skill when reading | <p>Shared writing based on a picture (in groups) from New Big Book</p> <p>Group reading: Groups 3 & 4</p> | Shared writing of sentence describing the story <p>Group reading: Groups 1 & 2</p> | Creating an oral story using a sequence of pictures <p>Shared writing of sentence describing the story</p> <p>Group reading: Groups 3 & 4</p> | Shared Reading of / discussions on a Big Book <p>Group reading: Groups 1 & 2</p> <p>Paired reading</p> | Shared Writing of sentences summarizing Big Book story <p>Group reading: Groups 3 & 4</p> |

| | | | | | | |
|--|--|--|---|---|---|---|
| <p>WRITING LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3</p> | <ul style="list-style-type: none"> • Writes one sentence of own news or shared writing • Contributes ideas for a class story • Writes words using sounds learnt | <p>Copying / illustrating class news</p> | <p>Copying / illustrating class news / new vocabulary</p> | <p>Copying / illustrating sentence describing class story</p> | <p>Copying / illustrating sentence giving opinion of the story.</p> | <p>Copying / illustrating class news / one group writes own news</p> |
|--|--|--|---|---|---|---|

| WEEK 4 | ORAL WORK / LISTENING AND SPEAKING | | |
|---|--|------------------------------|------------------|
| LO/ASs | LO 1 AS 1, 2, 3, 5 | LO 2 AS 1, 3, 5, 6, 8 | LO 5 AS 2 |
| MILESTONES | <ul style="list-style-type: none"> Listens without interrupting taking turns to speak Listens to stories with interest, drawing a picture to show understanding Passes on messages Says poems and rhymes and does the actions Identifies part from the whole eg parts of a bicycle, plant | | |
| RESOURCES | <ul style="list-style-type: none"> A suitable story to read aloud to learners. | | |
| DAILY ACTIVITIES | | | |
| <p>DAILY:</p> <ul style="list-style-type: none"> Begin the day by discussing the day chart, month chart, weather chart, birthday chart and any special happenings for the week. Learners tell news – with every learner telling his/her news at least once over a two week period. Record either the class news or one learner’s news on the board. On Monday, Tuesday and Friday, and possibly on other days also, learners will copy the sentence and draw a picture (Task 1 for Writing). <p>NB Use this modelled writing to prepare them to write their own news - talk about spellings, spaces between words etc. Start a vocabulary chart of useful words for writing News.</p> <p>AT LEAST ONCE DURING THE WEEK:</p> <ul style="list-style-type: none"> Focused listening activity: eg listening to a story. <ul style="list-style-type: none"> Read a story to the learners. Talk about the story and the illustrations, specifically looking at and identifying details in the pictures, eg the parts of a plant or a house <p>Use this activity together with your observations over the next two weeks for Assessment Task 2.</p> <p>DAILY: Reading aloud of a story or poem.</p> | | | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 2: Use the focused, listening activities and your observations of learners during the daily action rhymes during Phonics during the next two weeks to rate the learners, recording specific problems against the following milestones:</p> <ul style="list-style-type: none"> Listens without interrupting taking turns to speak Listens to stories with interest, drawing a picture to show understanding Identifies part from the whole eg parts of a bicycle, plant | | | |

| WEEK 4 | PHONICS / HANDWRITING | | | |
|---|---|-----------|--------------|-----------|
| LO/ASs | LO 1 AS 6 | LO 2 AS 3 | LO 3 AS 4, 5 | LO 4 AS 1 |
| MILESTONES | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Distinguishes aurally between different end sounds of words Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | | | |
| DAILY ACTIVITIES | | | | |
| <p>DAY 1:</p> <p>PHONICS</p> <ul style="list-style-type: none"> Begin by singing/acting out a repetitive action rhyme or song. Teach letter/sound y (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the drawing/ writing activity or worksheet to be done during Writing Time (Task 2). <p>HANDWRITING</p> <ul style="list-style-type: none"> Teach the formation of letter y (the starting and ending point, shape, size, direction of movement, position on the line). This is one of the more difficult letters – link it to the formation of the letter u, with the tail reaching to the midpoint of the line below. Let them write it in the air, on their desks or on the palm of their hand with a finger, etc. Learners write y in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name). <p>DAY 2:</p> <p>PHONICS</p> <ul style="list-style-type: none"> Revise the letter/sound y (aural recognition of the sound at the beginning and ending of a word/visual recognition of the lower case letter and the capital letter). While, during the first term, you focused only on learners hearing the sound at the beginning of a word, now also point out the sound at the end of the word, as in <i>by, my</i>. You will need to explain that the letter y makes a different sound at the end of a word. <p>HANDWRITING</p> <ul style="list-style-type: none"> Revise the formation of letter y (starting and ending point, shape, size, direction of movement, position on the line). In place of a pattern, learners can copy a word, short phrase or sentence. It is another way of reinforcing high frequency words. Learners write the date, 2 rows of letters, a pattern OR a row of either a word, a short phrase or a sentence and, finally, their name). | | | | |

DAY 3:

PHONICS

- Briefly revise the sounds **p, g, f** and **y** and then the **i** sound you taught the previous term. Focus on the aural recognition of the **i** sound in the middle of a word and the visual recognition of the lower case letter as well as the **upper case letter**. In this way, you are extending the learners' knowledge. Learners will already be familiar with the capital letter – point out how it makes a different sound when it stands alone (as **I**) to when it joins with other words such as **In, It**.
- Build up words using **-it** (b-it, f-it, h-it, l-it, p-it, s-it).
- Explain the drawing/writing activity to be done during Writing Time (filling in **it** after **b--**, **f--**, **h--**, **l--**, **p--** **s--** and then drawing pictures for the words). (Task 1).

HANDWRITING

- Revise the formation of letter **i** before learners write **i** in their books: the date, 2 rows of letters, a row of either a word, a short phrase or a sentence and, finally, their name.

DAY 4:

PHONICS

- Briefly revise the sounds **a, o,** and **i** and then the **r** sound which you taught the previous term. Focus on the aural recognition of the sound at the beginning of a word and the visual recognition of the lower case letter as well as the upper case letter.
- Build up words using **-id** (d-id, b-id, h-id, l-id, r-id).
- Explain the drawing/writing activity to be done during Writing Time (filling in the letter **i** to d-d, b-d, h-d, l-d, r-d and drawing pictures). (Task 1).

HANDWRITING

- Revise the formation of letter **i** and then **r**. Learners write **r** in their books. Learners write the date, 2 rows of letters, a row of either a word, short phrase or sentence and their name).

DAY 5:

PHONICS

- Briefly revise the sounds **p, o, c, s, a, g, f, d, t, y, i** and **r**.
- Build up words using **-ip** (h-ip, d-ip, l-ip, p-ip, n-ip, s-ip, t-ip).
- Explain the drawing/writing activity to be done during Writing Time using a worksheet or Learner's Book (matching the words hip, dip, lip, pip, nip, sip, tip to pictures). (Task 2).

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

ASSESSMENT: Informal, unrecorded assessment of phonics activities

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|---|--|
| WEEK 4 | READING |
| LO/ASs | LO 1 AS 3 LO 2 AS 8 LO 3 AS 1, 2, 3, 4 LO 5 AS 1, 2 LO 6 AS 1 |
| MILESTONES | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Interprets pictures to make up own story i.e. 'reads' the pictures • Reads book as a whole class with teacher, discussing the main idea and identifying the main characters <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Begins using phonics as a decoding skill when reading |
| NOTE | This week you begin using a new Big Book for Shared Reading and Writing. One of the milestones focuses on learners interpreting pictures to make up their own story so this week learners will create a story using the pictures from the Big Book. (As an alternative you could use several pictures from another source.) |
| RESOURCES | <ul style="list-style-type: none"> • New Big Book for Shared Reading and Writing • One photocopy of some of the pictures from the Big Book (cut off the text and keep it separate for Week 5) • Flashcards with new vocabulary • Long strips of card for shared writing |
| DAILY ACTIVITIES | |
| <p>DAY 1:</p> <ul style="list-style-type: none"> • Group Reading activities: <ul style="list-style-type: none"> • Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. <p>NB: Encourage learners to use their increasing knowledge of phonics to decode words that they don't know – rather than waiting for you to tell them the word.</p> <p>Assess a few learners' Reading skills for Assessment Task 2.</p> <p>DAY 2:</p> <ul style="list-style-type: none"> • Shared Reading activity <ul style="list-style-type: none"> • Today you are going to begin working with a new Shared Reading book (a Big Book). However the emphasis on the first day will be on reading the pictures so you should not introduce the book itself – only the copies you have made of the pictures in the book. • Introduce and teach new vocabulary and display the words on flashcards on the board. • Begin by giving each group one of the pictures you have copied. Ask them to talk about what is in their picture and write a short sentence about their picture. Go from group to group helping them with spellings. • One at a time, one person from each group holds up their picture and reads their sentence. Collect the pictures and the sentences at the end of the lesson. | |

- Explain the tasks for the Group Reading session including Task 2 – learners copy 3 – 5 of the vocabulary words and draw pictures. (Choose words that are easy to illustrate eg nouns.)

Group Reading activities:

- Groups 1 & 2: teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension.

NB: *Encourage learners to use their increasing knowledge of phonics to decode words that they don't know – rather than waiting for you to tell them the word.*

Assess a few learners' Reading skills for Assessment Task 2.

DAY 3:

- Shared Reading activity
 - Display all the pictures from the Big Book in the correct order on the board. Do a “picture walk” through them with the learners so they have some idea of the happenings in the story.
 - Then go back to the first picture and tell them that before you read them the story you want them to make up their own story from the pictures. Give them lots of help. You might need to start the story off for them. (You should have an idea of an imaginary story in mind before you begin.) Don't try to make the imaginary story the same as the written story – it is better if it is different. Persevere – it's important for learners to see how pictures alone can tell a story. You are also modelling how they can use their imagination to create a story – a necessary skill, especially in higher grades. **Use this task towards Assessment Task 2.**
 - When you and the learners have finished making up their story, use shared writing to write one sentence describing their story.
 - To end the lesson, read the story to learners without stopping for discussion.

NB: *Keep both the pictures and the strips of text safely to use in Week 5.*
- Explain the tasks for the Group Reading session including Task 2 – learners copy the sentence describing their story, and draw a picture.
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. **Assess a few learners' Reading skills for Assessment Task 2.**

NB: *Reading has to be assessed every two weeks as there are four Assessment Tasks per term in the Foundation Phase. You could try to assess all the learners during one week or spread it over two weeks. That means that you need to assess some learners every day.*

DAY 4:

- Shared Reading activity
 - Read the Big Book story, stopping to discuss the happenings. Ask learners why they think the character said or did that. Link the story to their own experiences.
 - Ask learners whether they liked the story or not. Encourage them to give reasons. Try to get responses from a number of learners. Record on the board two (or more) sentences, for example:
 - *I liked the fairy in the story.*
 - *I did not like the big snake.*
- Explain the tasks for the Group Reading session including Task 2 – learners copy one of the sentences about the story and draw a picture.
- Group Reading activities:
 - Groups 1 & 2: teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension. **Assess a few learners' Reading skills for Assessment Task 2.**
- **Paired reading** – Continue as in previous weeks, gradually extending the time.

DAY 5:

- Shared Reading activity
 - Reread the Big Book story, encouraging learners to join in where they can. Repeat some sentences so that the learners can read with you. **Use this for Assessment Task 2.**
 - Using Shared Writing, write 3 - 5 sentences summarising the events in the story, recording them on the board and then on long strips of card. **Use for Assessment Task 2 for WRITING.**
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. **Assess a few learners' Reading skills for Assessment Task 2.**

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

- *Shared reading*
- Interprets pictures to make up own story i.e. 'reads' the pictures
- Reads book as a whole class with teacher, discussing the main idea and identifying the main characters
- *Group, guided reading*
- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Begins using phonics as a decoding skill when reading

Use the Shared Writing activity to rate the learners against the following milestone:

- Contributes ideas for a class story (**A WRITING MILESTONE**)

| | |
|---|--|
| WEEK 4 | WRITING |
| LO/ASs | LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 |
| MILESTONES | <ul style="list-style-type: none"> Writes one sentence of own news or shared writing Contributes ideas for a class story Writes words using sounds learnt |
| NOTES | <p>The written activities are still derived from the Phonics, Daily News and Shared Reading/Writing activities.</p> <p>On Day 5 this week start a few learners writing their own News.</p> |
| RESOURCES | <ul style="list-style-type: none"> Prepare Personal Dictionaries for learners who are going to begin writing their own news. Use A5 lined notebooks and write one letter of the alphabet on the top right of each page in alphabetical order. |
| DAILY ACTIVITIES | |
| <p>DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity: drawing / writing based on y sound</p> <p>DAY 2: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) learners copy 3 – 5 of the vocabulary words and draw pictures.</p> <p>DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: filling in it after b--, f--, h--, l--, p-- s-- and then drawing pictures for the words (2) learners copy the sentence describing their imaginary story and draw a picture</p> <p>DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: filling in the letter i to d-d, b-d, h-d, l-d, r-d and drawing pictures (2) learners copy one of the sentences about the Big Book story and draw a picture.</p> <p>DAY 5: Start a group of learners writing their own news. You have been modelling writing for many weeks so your more able readers should be able to write a short sentence. Have them tell you what sentence they want to write. Give them Personal Dictionaries and explain to them that when they want to know how to spell a word they can come to you and you will write the word in their dictionaries for them. Try to manage this so that they write at a time when you can help them, rather than during Group Reading time.</p> <p>Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity: matching the words hip, dip, lip, pip, nip, sip, tip to pictures</p> | |
| ASSESSMENT: Informal, unrecorded assessment of learners who wrote their own news. | |

SUGGESTED ASSESSMENT TASKS: TASK 2: WEEKS 4 / 5

| COMPONENT | MILESTONES | WKS | TASKS |
|---|--|---------------|---|
| ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3, 5 LO 2 AS 1, 3, 5, 6, 8 LO 5 AS 2 | <ul style="list-style-type: none"> Listens without interrupting taking turns to speak Listens to stories with interest, drawing a picture to show understanding Identifies part from the whole eg parts of a bicycle, plant | Wks 4 & 5 | <ul style="list-style-type: none"> Use the focused Listening activities |
| | <ul style="list-style-type: none"> Passes on messages | Wk 5 | <ul style="list-style-type: none"> Use Observations during week 5 |
| | <ul style="list-style-type: none"> Says poems and rhymes and does the actions | Wk 5 | <ul style="list-style-type: none"> Use phonics lessons |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <i>Phonics</i> <ul style="list-style-type: none"> Distinguishes aurally between different end sounds of words Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes | Day 4 Wk 5 | <ul style="list-style-type: none"> Use Day 4's Phonics activity |
| | <i>Handwriting</i> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | Day 2 Wk 5 | <ul style="list-style-type: none"> Handwriting: use Day 2's handwriting lesson |
| READING LO 1 AS 3 LO 2 AS 8 LO 3 AS 1,2,3,4 LO 5 AS 1, 2 LO 6 AS 1 | <i>Shared reading</i> <ul style="list-style-type: none"> Interprets pictures to make up own story i.e. 'reads' the pictures Reads book as a whole class with teacher, discussing the main idea and identifying the main characters <i>Group, guided reading</i> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Begins using phonics as a decoding skill when reading | Wks 4 & 5 | <ul style="list-style-type: none"> Assess learners during Class/Group reading time (eg 2 learners per group per day) |
| WRITING LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 | <ul style="list-style-type: none"> Writes one sentence of own news or shared writing | Wk 4 | <ul style="list-style-type: none"> Use shared writing during Reading |
| | <ul style="list-style-type: none"> Contributes ideas for a class story Writes words using sounds learnt | Wk 5 | <ul style="list-style-type: none"> Use the word building task |

SECOND TERM: WEEK 5 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | |
|--|---|--|---|--|---|--|--|
| ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3, 5 LO 2 AS 1, 3, 5, 6, 8 LO 5 AS 2 | <ul style="list-style-type: none"> Listens without interrupting taking turns to speak Listens to stories with interest, drawing a picture to show understanding Passes on messages Says poems and rhymes and does the actions Identifies part from the whole eg parts of a bicycle, plant | <ul style="list-style-type: none"> Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc Learners tell daily news /teacher records either class or one learner's news on the board <p>Focused listening activities (responds to a story)</p> | | | | | |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Distinguishes aurally between different end sounds of words Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | <ul style="list-style-type: none"> Singing/acting out repetitive action rhymes and songs | <ul style="list-style-type: none"> Phonics: introduce w Handwriting: letter w | <ul style="list-style-type: none"> Phonics: activity revising e + word search using -et Handwriting: letter e | <ul style="list-style-type: none"> Phonics: revise l word blending using _ed Handwriting: letter l | <ul style="list-style-type: none"> Phonics: word blending using _eg Handwriting: Numerals + sentence with e words | <ul style="list-style-type: none"> Oral revision activity based on 15 sounds revised/taught this term |
| READING LO 1 AS 3 LO 2 AS 8 LO 3 AS 1,2,3,4 LO 5 AS 1, 2 LO 6 AS 1 | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Interprets pictures to make up own story i.e. 'reads' the pictures Reads book as a whole class with teacher, discussing the main idea and identifying the main characters <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Begins using phonics as a decoding skill when reading | <ul style="list-style-type: none"> Phonics: activity revising words in sentences from Shared Reading Book Handwriting: letter e | <ul style="list-style-type: none"> Sequencing words in sentences from Shared Reading Book Group reading: Groups 1 & 2 | <ul style="list-style-type: none"> Sequencing pictures & text of Big Book story Group reading: Groups 3 & 4 | <ul style="list-style-type: none"> Shared reading of Big Book Group reading: Groups 1 & 2 | <ul style="list-style-type: none"> Shared reading / discussion of Big Book Group reading: Groups 3 & 4 Paired reading | |

| | | | | | | |
|--|--|--|--------------------------------------|--|---|--|
| <p>WRITING LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3</p> | <ul style="list-style-type: none"> • Writes one sentence of own news or shared writing • Contributes ideas for a class story • Writes words using sounds learnt | <p>Copying / illustrating class news</p> | <p>Sequencing words in sentences</p> | <p>Activity consolidating high frequency words</p> | <p>Sentence building using individual words</p> | <p>Copying / illustrating class news Completing jigsaws</p> |
|--|--|--|--------------------------------------|--|---|--|

| WEEK 5 | ORAL WORK / LISTENING AND SPEAKING | | |
|--|--|------------------------------|------------------|
| LO/ASs | LO 1 AS 1, 2, 3, 5 | LO 2 AS 1, 3, 5, 6, 8 | LO 5 AS 2 |
| MILESTONES | <ul style="list-style-type: none"> • Listens without interrupting taking turns to speak • Listens to stories with interest, drawing a picture to show understanding • Passes on messages • Says poems and rhymes and does the actions • Identifies part from the whole eg parts of a bicycle, plant | | |
| RESOURCES | <ul style="list-style-type: none"> • A suitable story to read aloud to learners. | | |
| DAILY ACTIVITIES | | | |
| <p>DAILY:</p> <ul style="list-style-type: none"> • Begin the day by discussing the day chart, month chart, weather chart, birthday chart and any special happenings for the week. • Learners tell news – with every learner telling his/her news at least once over a two week period. • Record either the class news or one learner’s news on the board. On Monday and Friday, and possibly on other days also, learners will copy the sentence and draw a picture (Task 1 for Writing). • Use your observations of learners during the week to assess their ability to pass on messages. Use for Assessment Task 1. <p>AT LEAST ONCE DURING THE WEEK:</p> <ul style="list-style-type: none"> • Focused listening activity: eg listening to a story. Read a story to the learners. Talk about the story and the illustrations, specifically looking at and identifying details in the pictures, eg the parts of a plant or a house. Use for Assessment Task 2. <p>DAILY: Telling poems and rhymes – Assess learners’ ability to say poems and rhymes, doing the actions for Assessment Task 2.</p> <p><i>Note: This activity is done regularly in Phonics so you could assess the learners during that time.</i></p> | | | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 2: Use the focused, listening activities from the last week and this week to rate the learners, recording specific problems, against the following milestones:</p> <ul style="list-style-type: none"> • Listens without interrupting taking turns to speak • Listens to stories with interest, drawing a picture to show understanding • Identifies part from the whole eg parts of a bicycle, plant <p>Rate the learners, possibly during the Phonics lesson, against the following milestone:</p> <ul style="list-style-type: none"> • Says poems and rhymes and does the actions <p>Rate the learners during the course of the week against the following milestone:</p> <ul style="list-style-type: none"> • Passes on messages | | | |

| WEEK 5 | PHONICS / HANDWRITING | | | |
|-------------------|---|-----------|--------------|-----------|
| LO/ASs | LO 1 AS 6 | LO 2 AS 3 | LO 3 AS 4, 5 | LO 4 AS 1 |
| MILESTONES | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Distinguishes aurally between different end sounds of words Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place | | | |

DAILY ACTIVITIES

DAY 1:

PHONICS

- Begin by singing/acting out a repetitive action rhyme or song.
- Teach letter/sound **w** (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case and upper case letters) – using a game or a story, and explain the drawing/writing activity or worksheet to be done during Writing Time (Task 2).

HANDWRITING

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

DAY 2:

PHONICS

- Revise the letter/sound **w** and then the **e** sound you taught the previous term. Focus on the aural recognition of the **e** sound in the middle of a word and the visual recognition of the lower case letter as well as the **upper case letter**.
- Build up words using **-et** (b-et, g-et, l-et, m-et, p-et, n-et, w-et).
- Explain the Word Search activity using the **-et** words to be done during Writing Time. (Task 1). Use one from a Learner's Book or make your own. (see Week 1) Write several **-et** words in the blocks and fill in the other blocks with random letters. Photocopy one for each learner. Learners must find the words, circle them and then write them below, adding pictures.

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

- If this is the first time your learners have done a Word Search, give them extra help.

HANDWRITING

- Revise the formation of letter **e** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write the date, 2 rows of letters, a row of either a word, a short phrase or a sentence and, finally, their name). **Use for Assessment Task 2.**

DAY 3:

PHONICS

- Briefly revise the sounds **o, a, i,** and **e** and then the **l** sound you taught the previous term. Focus on the aural recognition of the **l** sound at the beginning and at the end of a word and the visual recognition of the lower case letter as well as the **upper case letter**.
- Build up words using **-ed** (b-ed, l-ed, f-ed, r-ed, w-ed).
- Explain the drawing/writing activity to be done during Writing Time (filling in **-ed** after **b--**, **l--**, **f--**, **r--**, **w--** and then drawing pictures for the words). (Task 1).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Revise the formation of letter **e** (the starting and ending point, shape, size, direction of movement, position on the line).
- Learners write **e** in their books: the date, 2 rows of letters, a row of either a word, a short phrase or a sentence and, finally, their name.

DAY 4:

PHONICS

- Briefly revise the sounds **p, g, f, y** and **w** and then the **m** sound which you taught the previous term. Focus on the aural recognition of the sound at the beginning and end of a word and the visual recognition of the lower case letter as well as the upper case letter.
- Build up words using **-eg** (l-eg, b-eg, p-eg, egg).
- Explain the drawing/writing activity to be done during Writing Time (learners build and write five 3-letter words containing the sound **e** and draw pictures - Task 1 for Writing) **Use for Assessment Task 2.**

HANDWRITING

- Revise the formation of letter **e** and write a sentence using **e** words eg 'Ten men get wet.' Learners copy the sentence instead of practising a letter. Remind them about finger spaces between words and the size of the letters.
- Learners write the date and the day of the week, 2 rows of the sentence, a row of numerals and, finally, their name).

DAY 5:**PHONICS:**

- Revise the 15 sounds covered this term: **p, o, c, s, a, g, f, d, t, y, i, r, e, l** and **w** both visually (lower case and upper case letters) and aurally. For example show learners the written letter for them to say the sound. They must be able to instantly recognise each sound. Say a 3-letter word for learners to break down into individual sounds eg. cat = c-a-t.

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

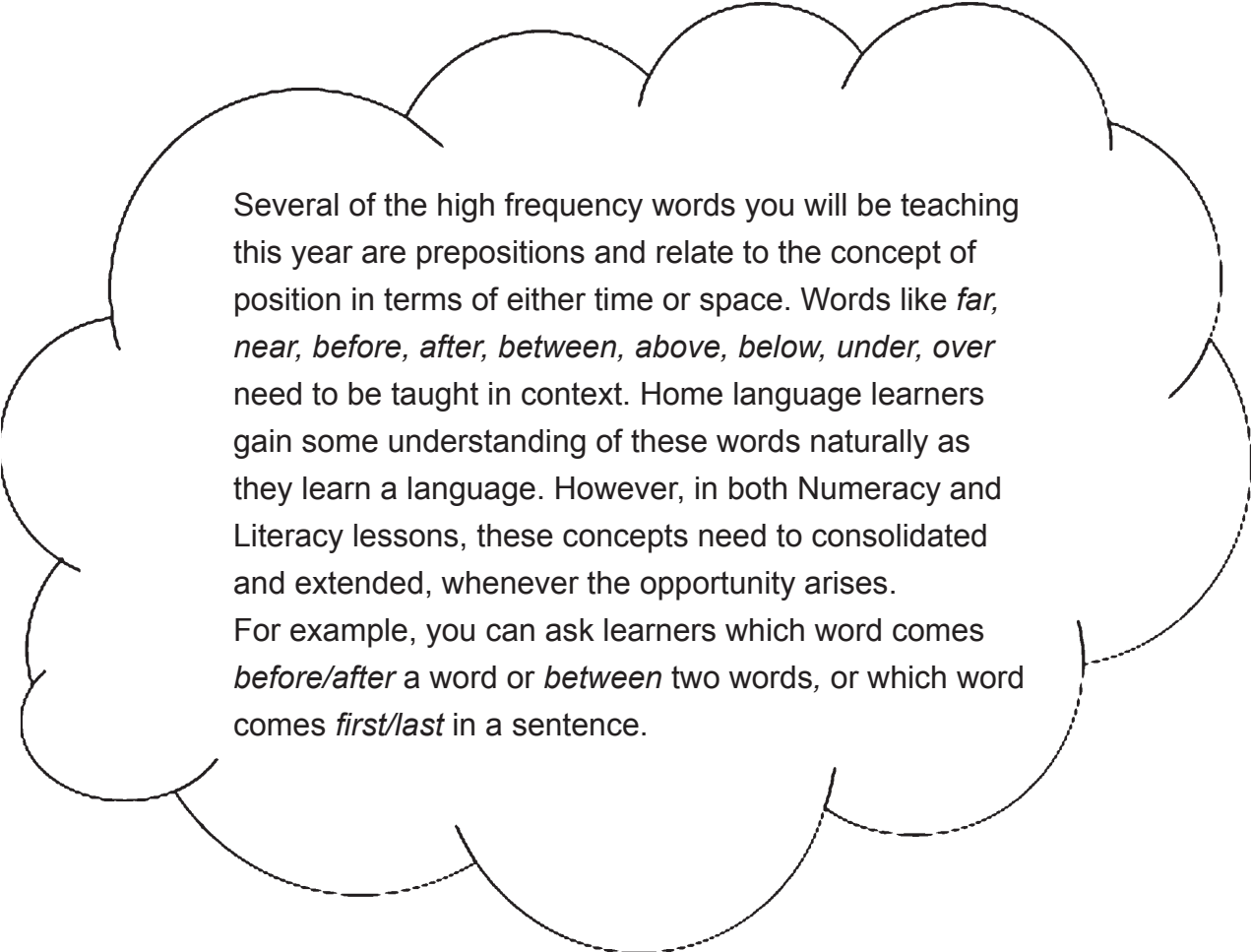
ASSESSMENT: Formal: recorded assessment: Use Day 4's Phonics activity and Day 2's Handwriting task to rate learners, recording any problems, against the following milestones:

Phonics

- Distinguishes aurally between different end sounds of words
- Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes

Handwriting

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



Several of the high frequency words you will be teaching this year are prepositions and relate to the concept of position in terms of either time or space. Words like *far, near, before, after, between, above, below, under, over* need to be taught in context. Home language learners gain some understanding of these words naturally as they learn a language. However, in both Numeracy and Literacy lessons, these concepts need to be consolidated and extended, whenever the opportunity arises. For example, you can ask learners which word comes *before/after* a word or *between* two words, or which word comes *first/last* in a sentence.

| | |
|--|--|
| WEEK 5 | READING |
| LO/ASs | LO 1 AS 3 LO 2 AS 8 LO 3 AS 1, 2, 3, 4 LO 5 AS 1, 2 LO 6 AS 1 |
| MILESTONES | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Interprets pictures to make up own story i.e. 'reads' the pictures • Reads book as a whole class with teacher, discussing the main idea and identifying the main characters <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Begins using phonics as a decoding skill when reading |
| NOTE | This week, on Day 5, learners begin word building to form sentences. This activity should be repeated every week for the rest of the term as it will enable the learners to write their own news. |
| RESOURCES | <ul style="list-style-type: none"> • Flashcards with new vocabulary • Sentence strips made during the previous week summarising the Shared Reading Book • Worksheet with 1 – 2 of the previous week's sentences summarising the Shared Reading Book, but with the words in the incorrect order • The photocopied pictures and separate strips of text from the previous week • A page of approximately 20 high frequency words learners need for news – use half for this week, adding extra words in later weeks – one per learner either on paper or thin card. • For day 5 cut each of the photocopied pictures into 6 – 8 pieces to make a jigsaw. |
| DAILY ACTIVITIES | |
| <p>DAY 1:</p> <ul style="list-style-type: none"> • Group Reading activities: <ul style="list-style-type: none"> • Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. <p><i>NB: Encourage learners to use their increasing knowledge of phonics to decode words that they don't know – rather than waiting for you to tell them the word.</i></p> <p>Assess a few learners' Reading skills for Assessment Task 2.</p> <p>DAY 2:</p> <ul style="list-style-type: none"> • Shared Reading activity <ul style="list-style-type: none"> • Select a group of learners to reread the 3-5 sentences you wrote on long strips of card the previous week. In front of the learners, cut up the first sentence into separate words and give the individual words to various learners. They can stand in front of the class and construct a sentence by putting the words they are holding in order. The rest of the class can help and check. Repeat this for all the remaining sentences but use different learners each time. • Explain the tasks for the Group Reading session including Task 2 - a worksheet with two sentences in which the words in each sentence are in the wrong order. The learners must cut out each sentence into individual words and put them into the correct sequence, reading them to a partner to check. <p><i>Tip: Remind learners that they must only work with one sentence at a time.</i></p> | |

- Group Reading activities:
 - Groups 1 & 2: teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension.

Assess a few learners' Reading skills for Assessment Task 2.

DAY 3:

- Shared Reading activity
 - Give pairs (or groups) of learners one of the photocopied pictures you used the previous week. Give them a few minutes to talk about the picture with their partners. Then ask the pair who thinks they have the first picture to put it on the left side of the board and say what their picture is about. Then invite the pair who thinks they have the next picture to add it to the sequence and talk about it. Continue until all the pictures are displayed.
 - Distribute the strips with the text to the different pairs. Give learners time to discuss on which picture their text belongs and then, one at a time, the learners match their text to the correct picture, sticking them on the pictures with prestick.
 - Finally read the whole story with the class, confirming that both the pictures and the sentences are in the correct order.

NB: *Keep both the pictures and the text for other lessons this week.*

- Explain the tasks for the Group Reading session including Task 2 – a worksheet or activity from a Learner's Book to revise and consolidate high frequency words
- Group Reading activities:
 - Groups 3 & 4: teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension.

Assess a few learners' Reading skills for Assessment Task 2.

DAY 4:

- Shared Reading activity
 - Reread the Big Book story together with learners. Encourage some learners to read a sentence or two on their own.
- Sentence building: For the next few weeks, you will work with learners to help them to build and write their own sentences.
 - You need to have prepared for this activity beforehand. Identify high frequency words that learners need to write their own news. Write these in blocks on an A4 sheet of paper. eg

| | | | | |
|--------|---------|---------|--------|-----------|
| I | to | went | played | my |
| with | friend | the | shop | town |
| mother | watched | brother | soccer | TV |
| at | home | stayed | is | yesterday |

- Photocopy the sheet onto paper or thin card and give each learner some (but not all) of the words eg the first 10 words.
- The learners cut the ten words into separate blocks and use them to make sentences. Spend time helping learners to build different sentences and read them to their partners or the class. Walk around and check if learners have missed out or misplaced a word. Have them read their sentences so that they find the mistake themselves.
- Once all the learners have each built a sentence for themselves they can copy it into their books for Task 2 for Writing.

NB: Give the learners a packet to store the separate words and collect the packets at the end of the lesson. You need to use them for the rest of the term. But have spare words as a back-up!

- Group Reading activities:

- Groups 1 & 2: teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension.

Assess a few learners' Reading skills for Assessment Task 2.

DAY 5:

- Shared Reading activity

- Reread the Big Book story, stopping to ask questions about the different characters. You could ask questions such as: *What type of shoes do you think he wears? What do you think she likes for dinner?* The answers won't be in the text so the learners are free to guess.

- Explain the tasks for the Group Reading session, including Task 2 – before the lesson cut each of the photocopied pictures into 6 – 8 pieces. Give one cut-up picture to each pair/group to reassemble.

- Group Reading activities:

- Groups 3 & 4: teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension.

Assess a few learners' Reading skills for Assessment Task 2.

- **Paired reading** – Continue as in previous weeks, gradually extending the time.

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

- *Shared reading*
- Interprets pictures to make up own story i.e. 'reads' the pictures
- Reads book as a whole class with teacher, discussing the main idea and identifying the main characters
- *Group, guided reading*
- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Begins using phonics as a decoding skill when reading

| | |
|---|--|
| WEEK 5 | WRITING |
| LO/ASs | LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 |
| MILESTONES | <ul style="list-style-type: none"> • Writes one sentence of own news or shared writing • Contributes ideas for a class story • Writes words using sounds learnt |
| DAILY ACTIVITIES | |
| <p>DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news – One group of learners writes their own news (2) phonic activity: drawing/writing activity or worksheet based on letter w</p> <p>DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: Word Search (2) a worksheet with the 1 - 2 sentences in which the words in each sentence are in the incorrect order. The learners must cut each sentence into individual words and put them into the correct sequence, reading them to a partner to check.</p> <p>DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: filling in -ed after b--, l--, f--, r--, w-- and then drawing pictures for the words (2) a worksheet or activity from a Learner’s Book to revise and consolidate high frequency words.</p> <p>DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: learners build and write five 3-letter words containing the sound e and draw pictures (2) learners copy the sentence they have composed using the separate words, and then draw a picture. Use for Assessment Task 2.</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) jigsaws: each pair/group reassembles one of the photocopied pictures cut into 6 – 8 pieces; (they can swop with another group once they have completed their jigsaw)</p> | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 2: Use the word building task to rate the learners, recording specific problems, against the following milestones</p> <ul style="list-style-type: none"> • Writes one sentence of own news or shared writing • Writes words using sounds learnt | |

SECOND TERM: WEEK 6 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--|--|---|--|--|--|
| ORAL / LISTENING AND SPEAKING LO 1 AS 2, 3 LO 2 AS 1, 3, 6, 8 | <ul style="list-style-type: none"> Joins in the choruses of songs, stories, rhymes Sequences pictures of a story Talks about personal experiences e.g. tells news using correct sequence Participates in discussions and asks questions | <ul style="list-style-type: none"> Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc Learners tell daily news /teacher records either class or one learner's news on the board <p>Focused listening activities (responds to a story)</p> | | | | |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Builds up words using sounds learnt Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | <ul style="list-style-type: none"> Singing/acting out repetitive action rhymes and songs <p>Phonics: introduce k</p> <p>Handwriting: letter k</p> | <p>Phonics: activity with k + finding k words in a reader</p> <p>Handwriting: letter k</p> | <p>Phonics: introduce n word blending using _an</p> <p>Handwriting: letter n</p> | <p>Phonics: activity with m + word blending using _am</p> <p>Handwriting: letter m</p> | <p>Sorting ra- and sa- words</p> |
| READING LO 1 AS 3 LO 2 AS 8 LO 3 AS 3,4, 5 LO 5 AS 1, 2 LO 6 AS 1 | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Reads book as a whole class with teacher, discussing the main idea and identifying the main characters Answers questions based on the passage read <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Begins using phonics as a decoding skill when reading | <p>Introduce Shared Reading story (Reader or Learner's Book)</p> <p>Group reading: Groups 1 & 2</p> | <p>Shared Reading of story / discuss part they liked best</p> <p>Group reading: Groups 3 & 4</p> | <p>Shared Reading of story / discuss ending</p> <p>Group reading: Groups 1 & 2</p> <p>Paired reading</p> | <p>Shared Reading of story / shared writing of 3 sentence summary</p> <p>Group reading: Groups 3 & 4</p> | |
| WRITING LO 4 AS 3, 5, 6 LO 6 AS 2, 3 | <ul style="list-style-type: none"> Contributes ideas for a class story Writes words using sounds learnt Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat | <p>Copying / illustrating class news</p> | <p>Building own sentence using individual words</p> | <p>Drawing/writing about one event in the story</p> | <p>Drawing/writing about ending of the story</p> | <p>Copying / illustrating class news</p> |

| | |
|---|---|
| WEEK 6 | ORAL WORK / LISTENING AND SPEAKING |
| LO/ASs | LO 1 AS 2, 3 LO 2 AS 1, 3, 6, 8 |
| MILESTONES | <ul style="list-style-type: none"> • Joins in the choruses of songs, stories, rhymes • Sequences pictures of a story • Talks about personal experiences e.g. tells news using correct sequence • Participates in discussions and asks questions |
| RESOURCES | <ul style="list-style-type: none"> • A suitable story to read aloud to learners. |
| DAILY ACTIVITIES | |
| <p>DAILY:</p> <ul style="list-style-type: none"> • Begin the day by discussing the day chart, month chart, weather chart, birthday chart and any special happenings for the week. • Learners tell news – with every learner telling his/her news at least once over a two week period. Give learners the opportunity to ask questions. Assess a few learners every day as part of the Oral component of Assessment Task 3. • Record either the class news or one learner’s news on the board. On Monday and Friday, and possibly on other days also, learners will copy the sentence and draw a picture (Task 1 for Writing). <p>AT LEAST ONCE DURING THE WEEK:</p> <ul style="list-style-type: none"> • Focused listening activity: eg listening to a story. <ul style="list-style-type: none"> • Read a story to the learners. Talk about the story and the illustrations, focusing on the sequence of the story. Give learners the opportunity to ask questions. • Give learners a piece of paper, folded into quarters. Each learner draws four simple pictures, telling the story in sequence. Use for Assessment Task 3. <p>DAILY: participating in choruses in songs, stories and rhymes – Assess learners’ ability to participate in songs, stories and rhymes, for Assessment Task 3.</p> <p><i>Note: This activity is done regularly in Phonics and during Shared Reading so you could assess the learners during those times.</i></p> | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 3: During News rate the learners, recording specific problems, against the following milestones:</p> <ul style="list-style-type: none"> • Talks about personal experiences e.g. tells news using correct sequence • Participates in discussions and asks questions <p>Use the focused, listening activity to rate the learners, recording specific problems, against the following milestones:</p> <ul style="list-style-type: none"> • Sequences pictures of a story • Participates in discussions and asks questions <p>Rate the learners, during the Phonics and Shared Reading lessons, against the following milestone:</p> <ul style="list-style-type: none"> • Joins in the choruses of songs, stories and rhymes | |

| WEEK 6 | PHONICS / HANDWRITING | | | |
|---|--|------------------|---------------------|------------------|
| LO/ASs | LO 1 AS 6 | LO 2 AS 3 | LO 3 AS 4, 5 | LO 4 AS 1 |
| MILESTONES | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Builds up words using sounds learnt Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | | | |
| DAILY ACTIVITIES | | | | |
| <p>DAY 1:</p> <p>PHONICS</p> <ul style="list-style-type: none"> Begin by singing/acting out a repetitive action rhyme or song. Teach letter/sound k (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the drawing/ writing activity or worksheet to be done during Writing Time (Task 2). <p>HANDWRITING</p> <ul style="list-style-type: none"> Teach the formation of letter k (the starting and ending point, shape, size, direction of movement, position on the line). This is another of those difficult letters that learners often write incorrectly – it is important that they know where to start each stroke. Learners write k in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name). <p>DAY 2:</p> <p>PHONICS</p> <ul style="list-style-type: none"> Revise the letter/sound k (aural recognition of the sound at the beginning and end of a word/ visual recognition of the lower case letter and the capital letter). You can point out to learners that often, when a k comes at the end of a word it has a partner, or friend, letter c. They are such good friends that they make the same sound! For Task 1 for Writing learners can look through a page or two of their reader, find and write down three words containing the letter k. <p>HANDWRITING</p> <ul style="list-style-type: none"> Revise the formation of letter k (starting and ending point, shape, size, direction of movement, position on the line). Learners write the date, 2 rows of letters, a pattern OR a row of either a word, a short phrase or a sentence and, finally, their name). | | | | |

DAY 3:

PHONICS

- Briefly revise the sounds **o, a, l, w** and **k** and then the **n** sound you taught the previous term.
- Focus on the aural recognition of the **n** sound at the beginning as well as at the end of a word and the visual recognition of the lower case letter as well as the **upper case letter**.
- Build up words using **-an** (b-an, c-an, f-an, m-an, p-an, r-an, t-an).
- Explain the drawing/writing activity to be done during Writing Time (filling in **-an** after **b--**, **c--**, **f--**, **m--**, **p--** **r--** and then drawing pictures for the words). (Task 1).

HANDWRITING

- Revise the formation of letter **i** and **r** and then **n** (the starting and ending point, shape, size, direction of movement, position on the line).
- Learners write **n** in their books: the date, 2 rows of letters, a row of either a word, a short phrase or a sentence and, finally, their name.

DAY 4:

PHONICS

- Briefly revise the sounds **p, g, f, y** and **w** and then the **m** sound which you taught the previous term. Focus on the aural recognition of the sound at the beginning and end of a word and the visual recognition of the lower case letter as well as the upper case letter.
- Build up words using **-am** (h-am, d-am, r-am).
 - Explain the drawing/writing activity to be done during Writing Time (learners build and write five 3-letter words containing the sound **m** and draw pictures). (Task 1).

HANDWRITING

- Revise the formation of letter **n** and then **m** (the starting and ending point, shape, size, direction of movement, position on the line).
- Learners write **m** in their books. In place of writing a pattern, learners can copy a word, a short phrase or a sentence. Learners write the date, 2 rows of letters, a row of either a word, a short phrase or a sentence and, finally, their name).

DAY 5:

PHONICS

- Briefly revise the sounds **g, f, y, k, w, l, i** and **e**.
- Build up words using **ra-** and **sa-** (ra-t, ra-g, ra-n, ra-m, sa-t, sa-d, sa-g, sa-p). List these on the board but in a random order.
- Explain the drawing/writing activity for Writing Time: draw two round spiders with four legs each. Write **ra-** in the body of the one spider and **sa-** in the body of the second. Learners draw the two spiders and write the **ra-** and **sa-** words at the end of the correct spiders' legs. (Task 2).

DAILY: Sing/act out a repetitive action rhyme or song. **Use for Assessment Task 3: ORAL.**

ASSESSMENT: Informal, unrecorded assessment of phonics activities

| | |
|---|---|
| WEEK 6 | READING |
| LO/ASs | LO 1 AS 3 LO 2 AS 8 LO 3 AS 3, 4, 5 LO 5 AS 1, 2 LO 6 AS 1 |
| MILESTONES | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads book as a whole class with teacher, discussing the main idea and identifying the main characters • Answers questions based on the passage read <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Begins using phonics as a decoding skill when reading |
| NOTE | The next two week's Reading activities use a story from a Reader or Learner's Book. The focus will be on learning more high frequency words and answering simple questions based on the story. |
| RESOURCES | <ul style="list-style-type: none"> • A story from a Reader or a Learner's Book – each learner should be able to see and follow the text. Ideally each learner should have a book but two learners could share if necessary. • Flashcards with new vocabulary • Packets for each learner of approximately 20 high frequency words from the previous week + possibly another two words added. |
| DAILY ACTIVITIES | |
| <p>DAY 1:</p> <ul style="list-style-type: none"> • Group Reading activities: <ul style="list-style-type: none"> • Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. Assess a few learners' Reading skills for Assessment Task 3. <p>DAY 2:</p> <ul style="list-style-type: none"> • Shared Reading activity <ul style="list-style-type: none"> • Explain to learners that they are going to be reading a new story for the next two weeks. As you are using a story from a Reader or Learner's Book rather than a Big Book with large illustrations learners cannot predict what the story is about by using the picture on the cover page. Therefore prepare them by writing the title on the board and telling them what the story is about eg a group of animals who go on an adventure, two friends who get lost. Ask a question that relates the story to learners' experience, eg <i>Were you ever lost?</i> • Read the first 1 – 2 paragraphs with the learners following on their copies. Stop and ask questions about the characters and what has happened so far. Put up flashcards on the board with new vocabulary and teach the words. | |

- Explain the tasks for the Group Reading session including Task 2 – learners build a sentence using the separate letters you gave them the previous week (Day 4). Word building is still new to them so, once again, you will need to do it as a whole class activity first. Learners copy the sentence they made and draw a picture.
- Group Reading activities:
 - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. **Assess a few learners' Reading skills for Assessment Task 3.**

DAY 3:

- Shared Reading activity
 - Revise the new vocabulary words and then read the whole story. Make sure that the learners follow in their books. They can either point with their finger or use a bookmark ie a strip of paper held below the line being read. This blocks out the text that follows and helps learners to focus on the words being read.
 - Stop two or three times to ask learners to predict what will happen next or if they think that an action was a clever/brave/right thing to do.
 - Ask learners what was the best part of the story for them. Write 2 – 3 of their ideas on the board eg *The boys find their mother.* OR *The hunter kills the bear.*
- Explain the tasks for the Group Reading session including Task 2 – Learners draw a picture of the part they liked best in the story and write a short sentence (possibly choosing one from the board).
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. **Assess a few learners' Reading skills for Assessment Task 3.**

DAY 4:

- Shared Reading activity
 - Reread the story and encourage the learners to read with you. Stop to point out new vocabulary, words containing the day's phonic sound, an interesting word such as an adjective, or punctuation. If there are illustrations in the book, discuss those also.
 - At the end, ask learners if they liked the way the story ended, and if so, why. Ask if any learners would have liked it to end in a different way and to say how.
- Explain the tasks for the Group Reading session including Task 2 – learners draw either the ending of the story OR the ending they would have preferred, writing a heading “The end of the story” OR “My end to the story”.
- Group Reading activities:
 - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. **Assess a few learners’ Reading skills for Assessment Task 3.**
- **Paired reading** – Continue as in previous weeks.

DAY 5:

- Shared Reading / Writing activity
 - Read the story again with the learners joining in. You could stop at the end of a paragraph, hold up a flashcard and ask them, for example, to find the same word in the last sentence, what word came before/after etc.
 - As Shared Writing, write three sentences summarising the story. You could use the following sentence starters for the first and last sentences: *In the beginning....* and *In the end...* Read the sentences again with the learners to ensure that they make sense and then rewrite them on strips of card, for use in Week 7. **Use this for Assessment task 3 for WRITING.**
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. **Assess a few learners’ Reading skills for Assessment Task 3.**

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

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Begins using phonics as a decoding skill when reading

Use the Shared Writing activity on Day 5 to rate the learners against the following **WRITING** milestone:

- Contributes ideas for a class story

| | |
|--|--|
| WEEK 6 | WRITING |
| LO/ASs | LO 4 AS 3, 5, 6 LO 6 AS 2, 3 |
| MILESTONES | <ul style="list-style-type: none"> • Contributes ideas for a class story • Writes words using sounds learnt • Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat |
| DAILY ACTIVITIES | |
| <p>DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news – One group of learners writes their own news (2) phonic activity: a drawing/writing activity or worksheet based on k</p> <p>DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: find and write down three words containing the letter k in a reader (2) learners build a sentence using individual letters, write and illustrate it (see Day 4 of the previous week).</p> <p>DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: filling in -an after b--, c--, f--, m--, p-- r-- and then drawing pictures for the words (2) learners draw a picture of the part they liked best in the story and write a short sentence (possibly choosing one from the board).</p> <p>DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: learners build and write five 3-letter words containing the sound m and draw pictures (2) learners draw either the ending of the story OR the ending they would have preferred, writing a heading “The end of the story” OR “My end to the story”</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity: the teacher draws on the board two round spiders with four legs each and writes ra- in the body of the one spider and sa- in the body of the second. The learners copy the two spiders and write the ra- and sa- words at the end of the correct spiders’ legs.</p> | |
| ASSESSMENT: Informal, unrecorded assessment of: ability to build their own sentences. | |

SUGGESTED ASSESSMENT TASKS: TASK 3: WEEKS 6 / 7

| COMPONENT | MILESTONES | WKS | TASKS |
|---|--|----------------|---|
| ORAL / LISTENING AND SPEAKING LO 1 AS 2, 3 LO 2 AS 1, 3, 6, 8 | <ul style="list-style-type: none"> Talks about personal experiences e.g. tells news using correct sequence Participates in discussions and asks questions | Wks 6 & 7 | <ul style="list-style-type: none"> Use News time to assess listening & speaking skills (5-8 learners per day) |
| | <ul style="list-style-type: none"> Sequences pictures of a story Participates in discussions and asks questions | Wks 6 & 7 | <ul style="list-style-type: none"> Use the focused, listening activity |
| | <ul style="list-style-type: none"> Joins in the choruses of songs, stories, rhymes | Wk 6 | <ul style="list-style-type: none"> Use Phonics & Shared Reading lessons |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Builds up words using sounds learnt Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | Friday Wk 7 | <ul style="list-style-type: none"> Phonics: Worksheet or Learner's Book activity revising words containing <i>i</i> and <i>e</i> |
| | <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | Wk 7 | <ul style="list-style-type: none"> Handwriting: use one handwriting lesson |
| READING LO 1 AS 3 LO 2 AS 8 LO 3 AS 3,4, 5 LO 5 AS 1, 2 LO 6 AS 1 | <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Begins using phonics as a decoding skill when reading <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Reads book as a whole class with teacher, discussing the main idea and identifying the main characters Answers questions based on the passage read | Wks 6 & 7 | <ul style="list-style-type: none"> Use Class/Group reading time (eg 2 learners per group per day) |
| | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Reads book as a whole class with teacher, discussing the main idea and identifying the main characters Answers questions based on the passage read | Wk 7 Day 4 | <ul style="list-style-type: none"> Use the Comprehension activity |
| WRITING LO 4 AS 3, 5, 6 LO 6 AS 2, 3 | <ul style="list-style-type: none"> Contributes ideas for a class story | Wk 6 | <ul style="list-style-type: none"> Use Shared Writing during Reading |
| | <ul style="list-style-type: none"> Writes words using sounds learnt Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat | Wk 7 | <ul style="list-style-type: none"> Use the word building task |

SECOND TERM: WEEK 7 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--|--|--|---|--|--|
| ORAL / LISTENING AND SPEAKING LO 1 AS 2, 3 LO 2 AS 1, 3, 6, 8 | <ul style="list-style-type: none"> Joins in the choruses of songs, stories, rhymes Sequences pictures of a story Talks about personal experiences e.g. tells news using correct sequence Participates in discussions and asks questions | <ul style="list-style-type: none"> Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc Learners tell daily news /teacher records either class or one learner's news on the board <p>Focused listening activities (responds to a story)</p> | | | | |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Builds up words using sounds learnt Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | <ul style="list-style-type: none"> Phonics: revise u + word blending using -ut Handwriting: letter u | <ul style="list-style-type: none"> Phonics: revise b + word blending using -un Handwriting: letter b | <ul style="list-style-type: none"> Phonics: revise h word sorting using -ub, -ab families Handwriting: letter h | <ul style="list-style-type: none"> Phonics: 3 letter blends with letter u Handwriting : letter u, y | <ul style="list-style-type: none"> Phonic revision activity: words containing i and e, |
| READING LO 1 AS 3 LO 2 AS 8 LO 3 AS 3,4, 5 LO 5 AS 1, 2 LO 6 AS 1 | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Reads book as a whole class with teacher, discussing the main idea and identifying the main characters Answers questions based on the passage read <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Begins using phonics as a decoding skill when reading | <ul style="list-style-type: none"> Class activity: Reading/ answering questions on character in Shared Reading story Group reading: Groups 3 & 4 | <ul style="list-style-type: none"> Class activity: Reading/ answering questions on character in Shared Reading story Group reading: Groups 1 & 2 | <ul style="list-style-type: none"> Paired activity: Reading/ answering questions on character in Shared Reading story Group reading: Groups 3 & 4 | <ul style="list-style-type: none"> Individual activity: Reading/ answering questions on character in Shared Reading story Paired reading | <ul style="list-style-type: none"> Making tape recording of Shared Reading story Group reading: Groups 1 & 2 |
| WRITING LO 4 AS 3, 5, 6 LO 6 AS 2, 3 | <ul style="list-style-type: none"> Contributes ideas for a class story Writes words using sounds learnt Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat | <ul style="list-style-type: none"> Copying / illustrating class news | <ul style="list-style-type: none"> Drawing/ answering questions on character in Shared Reading story | <ul style="list-style-type: none"> Drawing/ answering questions on character in Shared Reading story in pairs | <ul style="list-style-type: none"> Drawing/ answering questions on character in Shared Reading story individually | <ul style="list-style-type: none"> Writing / illustrating own news |

| | |
|--|---|
| WEEK 7 | ORAL WORK / LISTENING AND SPEAKING |
| LO/ASs | LO 1 AS 2, 3 LO 2 AS 1, 3, 6, 8 |
| MILESTONES | <ul style="list-style-type: none"> • Joins in the choruses of songs, stories, rhymes • Sequences pictures of a story • Talks about personal experiences e.g. tells news using correct sequence • Participates in discussions and asks questions |
| RESOURCES | <ul style="list-style-type: none"> • A suitable story to read aloud to learners. • A5 notebooks to use as Personal Dictionaries with the letters written in alphabetical order on the top right hand side of each page. |
| DAILY ACTIVITIES | |
| <p>DAILY:</p> <ul style="list-style-type: none"> • Begin the day by discussing the day chart, month chart, weather chart, birthday chart and any special happenings for the week. • Learners tell news – with every learner telling his/her news at least once over a two week period. Give learners the opportunity to ask questions. Assess a few learners every day as part of the Oral component of Assessment Task 3. • Record either the class news or one learner’s news on the board. On Monday, and possibly on other days also, learners will copy the sentence and draw a picture (Task 1 for Writing). • On one of the days give each learner an A5 notebook to use as a personal dictionary. Explain how learners can use it when they need help with spelling words. <p>AT LEAST ONCE DURING THE WEEK:</p> <ul style="list-style-type: none"> • Focused listening activity: eg listening to a story. <ul style="list-style-type: none"> • Read a story to the learners. Talk about the story and the illustrations, focusing on the sequence of the story. Give learners the opportunity to ask questions. • Give learners a piece of paper, folded into quarters. Each learner draws four simple pictures, telling the story in sequence. <p>Use for Assessment Task 3 if you felt last week that the learners needed to repeat the activity.</p> <p>DAILY: read-aloud story</p> | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 3: During News rate the learners, recording specific problems, against the following milestones:</p> <ul style="list-style-type: none"> • Talks about personal experiences e.g. tells news using correct sequence • Participates in discussions and asks questions <p>Use the focused, listening activity to rate the learners, recording specific problems, against the following milestones:</p> <ul style="list-style-type: none"> • Sequences pictures of a story • Participates in discussions and asks questions | |

| WEEK 7 | PHONICS / HANDWRITING | | | |
|--|--|-----------|--------------|-----------|
| LO/ASs | LO 1 AS 6 | LO 2 AS 3 | LO 3 AS 4, 5 | LO 4 AS 1 |
| MILESTONES | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Builds up words using sounds learnt Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | | | |
| DAILY ACTIVITIES | | | | |
| <p>DAY 1:</p> <p>PHONICS</p> <ul style="list-style-type: none"> Begin by singing/acting out a repetitive action rhyme or song. Briefly revise the sounds f, y, g, w and k and then the u sound you taught the previous term. Focus on the aural recognition of the u sound in the beginning and in the middle of a word and the visual recognition of the lower case letter as well as the upper case letter. Build up words using -ut (b-ut, c-ut, n-ut, r-ut). Explain the drawing/writing activity to be done during Writing Time (filling in -ut after b--, c--, n--, r-- and then drawing pictures for the words). (Task 2). <p>HANDWRITING</p> <ul style="list-style-type: none"> Revise the formation of letter u (the starting and ending point, shape, size, direction of movement, position on the line). Learners write u in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name). <p>DAY 2:</p> <p>PHONICS</p> <ul style="list-style-type: none"> Revise the letter/sound b (aural recognition of the sound at the beginning and end of a word/ visual recognition of the lower case letter and the capital letter). Build up words using -un (b-un, f-un, g-un, r-un, s-un). Explain the drawing/writing activity to be done during Writing Time (adding the sound u to b-n, f-n, g-n, r-n, s-n and then drawing pictures for the words). (Task 1). <p>HANDWRITING</p> <ul style="list-style-type: none"> Revise the formation of letter b (starting and ending point, shape, size, direction of movement, position on the line). Learners write the date, 2 rows of letters, a row of either a word, a short phrase or a sentence and, finally, their name). | | | | |

DAY 3:

PHONICS

- Briefly revise the sounds **o, a, l, w** and **k** and then the **h** sound you taught the previous term. Focus on the aural recognition of the **h** sound at the beginning of a word and the visual recognition of the lower case letter as well as the **upper case letter**.
- List words using **-ub** and **-ab** on the board in a random order. (eg h-ub, c-ub, r-ub, t-ub, d-ab, f-ab, n-ab, t-ab). Ask learners to sound the words and explain that they belong to two different word families.
- Explain the drawing/writing activity to be done during Writing Time (sorting the words into the **-ub** and **-ab** families and then drawing pictures for the words; they can fold their page, write the headings at the top and list the words below). (Task 1).

HANDWRITING

- Revise the formation of letters **i, r** and **n** and then **h** (the starting and ending point, shape, size, direction of movement, position on the line).
- Learners write **h** in their books: the date, 2 rows of letters, a row of either a word, a short phrase or a sentence and, finally, their name.

DAY 4:

PHONICS

- Use a **Bingo game** to revise the **u** words (eg cu-, bu-, gu-, mu-, ru-, su). Write 16 three-letter words containing **u** on different squares of paper. Divide the squares among the learners so every learner gets at least three squares. Then sound out the letters of the word (don't say the whole word). The learner who has that word shouts "Bingo". Although more than one learner has the same word, the winner is the one who shouts out first. You can reward the learner by giving the winner a star, a sweet or a point for his / her team.

HANDWRITING

- Revise the formation of letters **u** and **y** (the starting and ending point, shape, size, direction of movement, position on the line).
- Learners write **u** and **y** in their books. Learners write the date, 2 rows of each letter, a row of either a word, a short phrase or a sentence and, finally, their name).

DAY 5:

PHONICS

- Briefly revise the sounds **g, f, y, k, w, l, i** and **e**. Help learners to hear the difference between words containing **i** and **e**.
- Explain the drawing/writing activity to be done during Writing Time: revise words containing **i** and **e**, using a worksheet or activity from a Learner's Book. (Task 2). **Use this for Assessment Task 3.**

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

ASSESSMENT: Formal: recorded assessment: Use Day 5's Phonics activity and one day's Handwriting lesson to rate learners, recording any problems, against the following milestones:

- *Phonics*
- Builds up words using sounds learnt
- Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en; t-in, p-in, identifying the rhymes
- *Handwriting*
- Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place
- Writes words with correct spacing

Watch for teaching opportunities!

Look for every opportunity to introduce new vocabulary. You will be doing this formally during the Shared Reading sessions, but there are also many opportunities during other lessons also – when you are reading the daily story, during phonics and news, whenever you have the chance.

Even in your informal conversations with learners, use a new word but scaffold it by repeating what you have said in simpler language. Remember how we learnt to speak – simply from listening and absorbing the spoken language around us.

| | |
|---|---|
| WEEK 7 | READING |
| LO/ASs | LO 1 AS 3 LO 2 AS 8 LO 3 AS 3, 4, 5 LO 5 AS 1, 2 LO 6 AS 1 |
| MILESTONES | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads book as a whole class with teacher, discussing the main idea and identifying the main characters • Answers questions based on the passage read <p><i>Group, guided reading</i></p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Begins using phonics as a decoding skill when reading |
| NOTES | <p>This week the Shared reading activities focus on drawing and answering questions about different characters in the story. The activities are scaffolded so that on Day 2 the activity is done as a class, on Day 3 in pairs and on Day 4 learners work on their own.</p> <p>On Day 5 learners make a tape recording of the story by reading it on tape. You need to prepare for this by counting the number of sentences in the story and working out how many sentences each learner reads (on their own).</p> |
| RESOURCES | <ul style="list-style-type: none"> • Flashcards with new vocabulary • Prepare for the activities about the characters by making notes about three of the characters beforehand. • Packets for each learner of approximately 20 high frequency words for sentence building (from the previous weeks) • Sentence strips made during the previous week summarising the Shared Reading Book • Tape recorder and tape to record learners reading the story |
| DAILY ACTIVITIES | |
| <p>DAY 1:</p> <ul style="list-style-type: none"> • Group Reading activities: <ul style="list-style-type: none"> • Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. Assess a few learners' Reading skills for Assessment Task 3. <p>DAY 2:</p> <ul style="list-style-type: none"> • Shared Reading activity <ul style="list-style-type: none"> • Reread (1) the Shared Reading story from the previous week, and (2) the three-sentence summary, with the learners joining in. • Write the name of one of the characters on the board and ask learners what he / she / it was like. Write 3 – 4 adjectives describing the character on the board, using a spider diagram. • With the learners' help, draw a picture of the character. • Write two <i>yes/no</i> questions about the character on the board. Read them with the learners. For Task 2 for Writing, learners copy the picture of the character and the two questions, writing either <i>yes</i> or <i>no</i> after each. | |

- Group Reading activities:
 - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. **Assess a few learners' Reading skills for Assessment Task 3.**

DAY 3:

- Shared Reading activity
 - Reread the Shared Reading story with the learners, focusing on finding information about another of the characters. Record this on the board, just as you did the day before.
 - Explain to learners that, for Task 2 for Writing, they are going to work in pairs to draw and answer two questions about the character. Write the two questions on the board and read them to the learners.
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. **Assess a few learners' Reading skills for Assessment Task 3.**

DAY 4:

- Shared Reading activity
 - Repeat the same activity as the previous day but use a third character from the story and have learners work on their own.
 - Reread the Shared Reading story with the learners, focusing on finding information about a third character. Record this on the board, just as you did previously.
 - Explain to the learners that, for Task 1 for Writing, they are going to work on their own to draw and answer three questions about the third character. Write the three questions on the board and read them to them. **Use this for Assessment Task 3.**
- Do **Paired reading** as there may not be enough time for group reading. Use the Shared Reading story as the text.

DAY 5:

- Shared Reading activity
 - Tell learners that they are going to make a tape recording today of the story they have been reading. Divide the sentences (fairly) among the learners so that every learner reads at least one sentence. Give them time to practise reading to their partner, encouraging them to read slowly, loudly, clearly and with expression. (You could tell them the previous day so they could practise overnight.)
 - Have at least one practice with everyone reading their sentence at the right time. Then record each learner saying his/her part. It will probably be best to record only 4 or 5 learners at a time and then stopping the tape recorder and preparing for the next group.
 - The best part is playing the tape back – learners love to hear themselves on tape!
- Group Reading activities:
 - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. **Assess a few learners' Reading skills for Assessment Task 3.**

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

Shared reading

- Reads book as a whole class with teacher, discussing the main idea and identifying the main characters

Group, guided reading

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Begins using phonics as a decoding skill when reading

Use the comprehension activity on Day 4 to rate the learners against the following milestone:

- Answers questions based on the passage read

| | |
|--|--|
| WEEK 7 | WRITING |
| LO/ASs | LO 4 AS 3, 5, 6 LO 6 AS 2, 3 |
| MILESTONES | <ul style="list-style-type: none"> • Contributes ideas for a class story • Writes words using sounds learnt • Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat |
| DAILY ACTIVITIES | |
| <p>DAY 1: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) phonic activity: filling in -ut after <i>b--</i>, <i>c--</i>, <i>n--</i>, <i>r--</i> and then drawing pictures for the words</p> <p>DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: adding the sound u to <i>b-n</i>, <i>f-n</i>, <i>g-n</i>, <i>r-n</i>, <i>s-n</i> and then drawing pictures for the words (2) learners copy the picture of a character and two questions, writing either <i>yes</i> or <i>no</i> after each question.</p> <p>DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: sorting words into -ub and -ab word families and then drawing pictures for the words (2) learners work in pairs to draw and answer <i>yes</i> or <i>no</i> to two questions about a second character.</p> <p>DAY 4: Explanation of the writing activity (1) learners work on their own to draw and answer <i>yes</i> or <i>no</i> to three questions about a third character</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) Writing / illustrating of own news: once again give learners the packets of high frequency words and work with them to build a sentence for news. This time learners can also ask you to write words in their personal dictionaries. Use this activity for Assessment Task 3. Note: If you feel that some learners are not ready for this either let them copy the class news or build the sentence with them. (2) phonic activity: revision of words containing i and e, using a worksheet or activity from a Learner's Book.</p> | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 3: Use the word building task to rate the learners, recording specific problems, against the following milestones:</p> <ul style="list-style-type: none"> • Writes words using sounds learnt • Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat | |

SECOND TERM: WEEK 8 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|--|--|--|---|---|---|
| ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 2, 6, 8 | <ul style="list-style-type: none"> Listens to stories and identifies the main idea Sequences pictures of a story Answers closed and open-ended questions Describes objects in terms of age, direction, sequence using correct vocabulary Understands and uses appropriate language of different learning areas | <ul style="list-style-type: none"> Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc Learners talk about an object /teacher records either class or one learner's news on the board <p>Focused listening activities (responds to instructions)</p> | | | | |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Identifies letter-sound relationships of all single sounds Builds up words using sounds learnt Groups common words into sound families e.g. hot, hop, hob <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | <ul style="list-style-type: none"> Singing/acting out repetitive action rhymes and songs <p>Phonics: introduce v</p> <p>Handwriting: letter v</p> | <p>Phonics: Word building using paper letters- a words</p> <p>Handwriting: letters v and w</p> | <p>Phonics: introduce j</p> <p>Handwriting: letter j</p> | <p>Phonics: Word building using paper letters- o words</p> <p>Handwriting: letters j and g</p> | <p>Phonics: class word building activity using paper letters</p> |
| READING LO 1 AS 3, 6 LO 2 AS 8 LO 3 AS 1, 3, 4, 5 LO 5 AS 1, 2 LO 6 AS 1 | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Answers questions based on the passage read Uses clues and pictures in the text for understanding Group <i>guided reading</i>: Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Recognises at least 50 sight words <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> Reads to a partner | <p>Visual memory activity</p> <p>Group reading: Groups 3 & 4</p> | <p>Visual memory / Shared Writing activity based on cover of a new Shared Reading Book (a Big Book)</p> <p>Group reading: Groups 1 & 2</p> | <p>Shared Reading / Writing & predictions using Big Book</p> <p>Group reading: Groups 3 & 4</p> | <p>Shared Reading / discussions on Big Book</p> <p>Group reading: Groups 1 & 2</p> | <p>Shared Reading / Writing using Big Book</p> <p>Group reading: Groups 3 & 4</p> <p>Paired reading</p> |
| WRITING LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 | <ul style="list-style-type: none"> Writes words using sounds learnt Compiles a list of words according to instructions e.g. food Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat | <p>Writing / illustrating own news</p> | <p>Word Search</p> | <p>Copying / illustrating Shared Writing</p> | <p>Sentence completion based on Big Book</p> | <p>Written comprehension based on Big Book</p> |

| | |
|---|---|
| WEEK 8 | ORAL WORK / LISTENING AND SPEAKING |
| LO/ASs | LO 1 AS 1, 2, 3 LO 2 AS 1, 2, 6, 8 |
| MILESTONES | <ul style="list-style-type: none"> • Listens to stories and identifies the main idea • Sequences pictures of a story • Answers closed and open-ended questions • Describes objects in terms of age, direction, sequence using correct vocabulary • Understands and uses appropriate language of different learning areas |
| RESOURCES | <ul style="list-style-type: none"> • A suitable object to discuss with learners. |
| DAILY ACTIVITIES | |
| <p>DAILY:</p> <ul style="list-style-type: none"> • Begin the day by discussing the charts and any special happenings for the week. • The last Assessment Task for the second term includes a milestone requiring learners to describe an object. Bring an object into the classroom and model how to do this. At the beginning of the week explain to learners that each day, for the next two weeks, you will listen to 3 – 4 learners talking about something that is special or interesting to them. It should, preferably, be something from home but, alternatively, it could be an object used in the classroom. Organise this by telling learners on which day they must speak, eg one reading group could talk over two days. Use this activity also to reinforce vocabulary from other learning areas eg Numeracy. • On Monday learners tell their own family news. Thereafter, each day, a few learners will talk about an object – with every learner having the chance to speak by the end of two weeks. Give learners the opportunity to ask questions. Assess a few learners every day as part of the Oral component of Assessment Task 4. • Record either the class news or one learner’s news or talk on the board. At least once during the week (on Monday) learners should be building their own sentences although, if necessary, some may still need to copy the class news. (Task 1 for Writing). <p>AT LEAST ONCE DURING THE WEEK:</p> <ul style="list-style-type: none"> • Focused listening activity: eg responding to instructions. You can do a practical activity, giving learners two instructions such as standing on one leg with their hand on their head. Alternatively they could make a paper boat or aeroplane. <p>DAILY: read-aloud story or poem</p> | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 4: During News rate the learners, recording specific problems, against the following milestones:</p> <ul style="list-style-type: none"> • Describes objects in terms of age, direction, sequence using correct vocabulary • Understands and uses appropriate language of different learning areas Describes objects in terms of age, direction, sequence using correct vocabulary • Answers closed and open-ended questions | |

| WEEK 8 | PHONICS / HANDWRITING | | | |
|-------------------|--|-----------|--------------|-----------|
| LO/ASs | LO 1 AS 6 | LO 2 AS 3 | LO 3 AS 4, 5 | LO 4 AS 1 |
| MILESTONES | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Identifies letter-sound relationships of all single sounds Builds up words using sounds learnt Groups common words into sound families e.g. hot, hop, hob <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | | | |
| NOTE | <ul style="list-style-type: none"> Prepare a worksheet containing 16 rectangles; write 16 commonly used letters in the rectangles. Photocopy one per learner. Try to find a way for learners to keep them so you can re-use them. – at least for the rest of the week | | | |

DAILY ACTIVITIES

DAY 1:

PHONICS

- Teach letter/sound **v** (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the drawing/ writing activity or worksheet to be done during Writing Time (Task 2).

HANDWRITING

- Teach the formation of letter **v** (the starting and ending point, shape, size, direction of movement, position on the line). (Point out that it is similar to the letter **w**, which is like a double **v**.) Learners write **v** in their books (date, 2 rows of letters, 1 row of a pattern, name).

DAY 2:

PHONICS

- Revise the letter/sound **v** (aural recognition of the sound at the beginning of a word/visual recognition of the lower case letter and the capital letter). You could also use words like *love* and *have* which sound as if the letter is at the end of the word (although it isn't) to help them recognise the **v** sound at the end of a word.
- Give learners a copy of the worksheet containing the 16 letters. Learners cut the worksheet into 16 rectangles and use them to build up separate words. For example:

| | | | |
|---|---|---|---|
| a | b | c | d |
| e | h | i | m |
| n | o | p | r |
| s | t | u | v |

| | | |
|---|---|---|
| n | o | t |
| b | e | d |

- Explain to learners that they must make words containing **a** by using the letters and write them in a list in their exercise books. (Task 1). They can re-use the letters for each new word. Although most learners will only write two or three letter words, don't stop them building longer words! Remind them that they don't have all the letters, so they have to "make do" with those they have. Make it a game but check that all the words contain the letter **a**. Keep the letters so you can do similar activities during the week.
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

- Revise the formation of letters **v** and **w** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write the date, 2 rows of each letter, a row of either a word, a short phrase or a sentence and, finally, their name).

DAY 3:

PHONICS

- Briefly revise the sounds **p, g, f, y, k** and **v**.
- Teach letter/sound **j** (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the drawing/ writing activity or worksheet to be done during Writing Time (Task 1).
- Singing/acting out of a repetitive action rhyme or song.

HANDWRITING

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

DAY 4:

PHONICS

- Repeat the activity from Day 2 but this time they must make words containing the letter **o**. You could give them each a piece of paper with the letter **j** and also challenge them to make at least 2 words with the new letter (eg jet, job, jam, jot). (Task 1 for Writing)

HANDWRITING

- Revise the formation of letters **j** and **g** (the starting and ending point, shape, size, direction of movement, position on the line). Emphasise the length of the tail (to the midpoint of the line below).
- Learners write **j** and **g** in their books. Learners write the date, 2 rows of each letter and, finally, their name). **Use for Assessment Task 4.**

DAY 5:**PHONICS**

- Use the paper letters to revise the 16 sounds. Make it a class activity. For example:
 - Ask learners to build particular words. Remind them how to break up a word into the different sounds. *Can you build the word sat? Say the individual sounds for me.* (as a class or individually)
 - If the learners have built the word *sat*, ask them to take away the letter **s** and replace it with **c**. Now what word do they have? Repeat the replacement of one of the letters several times. Initially replace either the first or last letter and then later, the vowel in the middle.
 - Talk about the letter sound and the letter name and revise these also. *Show me the letter l; what sound does it make?*

NB: *As you walk around the classroom during this activity, use the opportunity to check which learners can/cannot build words using the separate sounds and which learners know the letter-sound relationships of the sounds. Use the task towards **Assessment Task 4.***

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

ASSESSMENT: Formal: recorded Assessment Task 4:

Use Day 4's handwriting task and Day 5's Phonics activity to rate learners against the following milestones:

Phonics

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

Handwriting

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

| | |
|-------------------|---|
| WEEK 8 | READING |
| LO/ASs | LO 1 AS 3, 6 LO 2 AS 8 LO 3 AS 1, 3, 4, 5 LO 5 AS 1, 2 LO 6 AS 1 |
| MILESTONES | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Answers questions based on the passage read • Uses clues and pictures in the text for understanding <p><i>Group guided reading:</i></p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Recognises at least 50 sight words <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads to a partner |
| NOTE | For the last three weeks of the term the Reading activities will be based on a Big Book. |
| RESOURCES | <ul style="list-style-type: none"> • A new Shared Reading book – a Big Book • Flashcards with new vocabulary • Prepare a Word Search using 6 – 8 of this term’s sight words. |

DAILY ACTIVITIES

DAY 1:

- Begin by doing a short visual memory activity. You need to prepare for this before the learners arrive by moving three or four things around the classroom eg put the rubbish bin in a different place. Ask the learners if they noticed anything different in the classroom – most won’t have!
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures.

Assess a few learners’ Reading skills for Assessment Task 4. During this last assessment for the term you need to use the Group Reading time to assess whether the learners can read at least 50 sight words. You can also use the results of the Word Search on Day 2.

DAY 2:

- Shared Reading activity
 - Introduce the new Shared Reading book – a Big Book. Show them the cover and tell them to look carefully to see what’s on it. Then hide the book and ask them what they remember seeing. Take one response from a number of different learners, writing these responses on the board or on A3 paper as a list. You could write a heading, “We saw” and then list the words underneath, possibly using bullets. Accept everything they tell you even if it was not on the cover. Explain to the learners that listing words one under another is a good way of writing down a lot of things. You could ask them if they can remember seeing any other lists eg a list of learners absent, a shopping list etc.

- Show them the cover again and compare this with their list. Correct it where necessary.
- Write some of the words on flashcards as new vocabulary and teach these together with other new words. By the end of this term learners should be able to read at least 50 sight words.
- Explain the tasks for the Group Reading session including Task 2 - a Word Search using 6 – 8 of the term's sight words.
- Group Reading activities:
 - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 4.**

DAY 3:

- Shared Reading activity
 - Revise the previous day's list of words and the new vocabulary.
 - Start reading the book to the learners, pointing to the words as you read. You should read slowly enough for learners to take in the story. Pausing briefly at the end of sentences and reading with expression also helps comprehension.
 - At about a quarter of the way through the story, stop at a point where something has happened so that you can ask learners to predict what will happen next.
 - Re-cap what has happened so far and record this in two or three short, simple sentences, using the Shared Writing technique. (Two, short sentences are much easier for learners to read than one, long sentence.) Use vocabulary such as, "*In the beginning...*" or "*At first...*" and "*Then*".
- Explain the tasks for the Group Reading session including Task 2 – learners copy the sentences and draw a picture about the story so far.
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually / ask a question for comprehension, based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 4.**

DAY 4:

- Shared Reading activity
 - Learners reread the short summary from the day before and the vocabulary words.
 - Read the whole of the Big Book story, stopping a few times to ask questions to ensure comprehension.
 - Afterwards, ask learners whether they liked the story or not, explaining why.
NB: *It's important that every learner has the chance to respond during these discussions, even though some of the learners always want to be the ones to answer. You can choose which questions to ask your shy or slower learners so that they have the joy of having answered correctly.*
- Write two options for Task 2 for Writing. You could give learners two choices to complete the sentences:
- I liked the story. It was.... OR I didn't like the story. It was.....
- Group Reading activities:
 - Groups 1 & 2: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 4.**

DAY 5:

- Shared Reading activity
 - Reread the story with the learners joining in.
 - With the learners, finish the summary of the story (a maximum of six sentences in total). You could use words such as, "*Then*", "*Next*", and "*In the end*". Read it through with the learners and make corrections and additions where necessary.
 - Write on the board three short questions based on the story. Learners copy them, answering either Yes or No. (Task 2 for Writing.) **Use for Assessment Task 4.**
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 4.**
- **Paired reading** – Continue as in previous weeks.

ASSESSMENT: Formal: recorded Assessment Task 4: During Class/Group/Paired reading time and Day 2's Word Search to rate the learners against the following milestones:

Shared reading

- Uses clues and pictures in the text for understanding

Group guided reading:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Recognises at least 50 sight words

Paired/Independent reading

- Reads to a partner

Use the written comprehension to rate the learners against the following milestone:

- Answers questions based on the passage read

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| WEEK 8 | WRITING |
| LO/ASs | LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 |
| MILESTONES | <ul style="list-style-type: none"> • Writes words using sounds learnt • Compiles a list of words according to instructions e.g. food • Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat |
| DAILY ACTIVITIES | |
| <p>DAY 1: Explanation of activities for the Group Reading session (1) writing / illustrating of own news – continue to use the packs of individual letters, adding one or two extra each week. If you work with the learners they should all be capable of building a short sentence. Your more able learners may want to write something different; they can ask you to write words in their personal dictionaries if necessary (2) phonic activity: drawing/writing activity or worksheet based on letter v</p> <p>DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: learners make words containing a using the letters and write them in a list in their exercise books (2) a Word Search using 6 – 8 of this term’s sight words.</p> <p>DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: drawing/ writing activity or worksheet based on letter j (2) learners copy the Shared Reading sentences and draw a picture about the story so far.</p> <p>DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: learners make words containing o using the letters and write them in a list in their exercise books (2) learners use the sentence starters to write about whether they liked the story or not. They can finish by drawing a picture.</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) learners copy three short questions based on the story, answering either <i>Yes</i> or <i>No</i>.</p> | |
| <p>ASSESSMENT: Informal, unrecorded assessment of: ability to use a sentence starter to write a sentence. (Day 4).</p> | |

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

| COMPONENT | MILESTONES | WKS | TASKS |
|---|--|----------------|--|
| ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 2, 6, 8 | <ul style="list-style-type: none"> • Answers closed and open-ended questions • Describes objects in terms of age, direction, sequence using correct vocabulary • Understands and uses appropriate language of different learning areas <ul style="list-style-type: none"> • Listens to stories and identifies the main idea • Sequences pictures of a story | Wks 8 - 9 | <ul style="list-style-type: none"> • Use News and oral discussion time (5-8 learners per day) |
| | | Wk 9 | <ul style="list-style-type: none"> • Use the focused listening activity |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <i>Phonics</i> <ul style="list-style-type: none"> • Identifies letter-sound relationships of all single sounds • Builds up words using sounds learnt • Groups common words into sound families e.g. hot, hop, hob <i>Handwriting</i> <ul style="list-style-type: none"> • Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place • Writes words with correct spacing | Friday Wks 8-9 | <ul style="list-style-type: none"> • Phonics: Oral activity revising sounds taught so far |
| | | Wk 10 | <ul style="list-style-type: none"> • Day 2's Phonic activity |
| | | Wk 8 | <ul style="list-style-type: none"> • Handwriting: use one handwriting lesson |
| READING LO 1 AS 3, 6 LO 2 AS 8 LO 3 AS 1, 3, 4, 5 LO 5 AS 1, 2 LO 6 AS 1 | <i>Shared reading</i> <ul style="list-style-type: none"> • Uses clues and pictures in the text for understanding <i>Group guided reading:</i> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Recognises at least 50 sight words <i>Paired/Independent reading</i> <ul style="list-style-type: none"> • Reads to a partner <ul style="list-style-type: none"> • Answers questions based on the passage read | Wks 8 & 9 | <ul style="list-style-type: none"> • Use Class/Group/ paired reading time and the Word Search on Day 2 Week 8 |
| | | Wk 8 | <ul style="list-style-type: none"> • Use the written comprehension |
| WRITING LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 | <ul style="list-style-type: none"> • Writes words using sounds learnt • Compiles a list of words according to instructions e.g. food • Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat | Wk 9 | <ul style="list-style-type: none"> • Assess Day 1's writing of own news using sentence building. |

SECOND TERM: WEEK 9 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|--|---|---|--|---|--|
| ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 2, 6, 8 | <ul style="list-style-type: none"> Listens to stories and identifies the main idea Sequences pictures of a story Answers closed and open-ended questions Describes objects in terms of age, direction, sequence using correct vocabulary Understands and uses appropriate language of different learning areas | <ul style="list-style-type: none"> Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc Learners talk about an object /teacher records either class or one learner's news on the board <p>Focused listening activities (responds to a story)</p> | | | | |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Identifies letter-sound relationships of all single sounds Builds up words using sounds learnt Groups common words into sound families e.g. hot, hop, hob <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | <ul style="list-style-type: none"> Singing/acting out repetitive action rhymes and songs. <p>Phonics: introduce x</p> <p>Handwriting: letter x</p> | <p>Phonics: word blending using -ox (making a visual aid)</p> <p>Handwriting: letter x</p> | <p>Phonics: introduce q</p> <p>Handwriting: letter qu</p> | <p>Phonics: sorting fi-bi- word families</p> <p>Handwriting: letter qu</p> | <p>Oral phonic revision activity</p> |
| READING LO 1 AS 3, 6 LO 2 AS 8 LO 3 AS 1, 3, 4, 5 LO 5 AS 1, 2 LO 6 AS 1 | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Answers questions based on the passage read Uses clues and pictures in the text for understanding <i>Group guided reading:</i> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Recognises at least 50 sight words <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> Reads to a partner | <p>Shared reading / discussions using previous week's Big Book</p> <p>Group reading: Groups 1 & 2</p> | <p>Shared reading / discussions using previous week's Big Book</p> <p>Group reading: Groups 1 & 2</p> | <p>Sequencing sentences of Shared Writing summary</p> <p>Group reading: Groups 3 & 4</p> | <p>Paired discussions on a picture from Big Book</p> <p>Group reading: Groups 1 & 2</p> <p>Paired reading</p> | <p>Learners talk in pairs about a picture</p> <p>Group reading: Groups 3 & 4</p> |
| WRITING LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 | <ul style="list-style-type: none"> Writes words using sounds learnt Compiles a list of words according to instructions e.g. food Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat | <p>Writing / illustrating own news using sentence building</p> | <p>Cloze procedure using Shared Writing summary</p> | <p>Sequencing sentences of Shared Writing summary</p> | <p>Language activity: plurals of some regular nouns</p> | <p>Copying / illustrating class news</p> <p>Language activity: plurals of some regular nouns</p> |

| | |
|--|---|
| WEEK 9 | ORAL WORK / LISTENING AND SPEAKING |
| LO/ASs | LO 1 AS 1, 2, 3 LO 2 AS 1, 2, 6, 8 |
| MILESTONES | <ul style="list-style-type: none"> • Listens to stories and identifies the main idea • Sequences pictures of a story • Answers closed and open-ended questions • Describes objects in terms of age, direction, sequence using correct vocabulary • Understands and uses appropriate language of different learning areas |
| RESOURCES | <ul style="list-style-type: none"> • A suitable story to read to learners. |
| DAILY ACTIVITIES | |
| <p>DAILY:</p> <ul style="list-style-type: none"> • Begin the day by discussing the charts and any special happenings for the week. • Each day a few learners talk to the rest of the class about an object that is special to them. Make sure that every learner has the chance to speak by the end of this week. Give learners the opportunity to ask questions and talk about vocabulary of other learning areas. Assess a few learners every day as part of the Oral component of Assessment Task 4. • Record either the class news or one learner's news or talk on the board. At least once during the week (on Monday) learners should be building their own sentences although, if necessary, some may still need to copy the class news. (Task 1 for Writing). <p>AT LEAST ONCE DURING THE WEEK:</p> <ul style="list-style-type: none"> • Focused listening activity: eg listening to a story. <ul style="list-style-type: none"> • Read a story to the learners. Talk about the story and the illustrations, focusing on the sequence of the story. Give learners the opportunity to ask questions. • For Assessment Task 4 learners need to sequence pictures in a story. You can do this either (a) by giving them a piece of paper, folded into quarters. Each learner draws four simple pictures, telling the story in sequence OR (b) by giving them a sheet with 4 – 6 pictures telling the story but in the incorrect order. Learners have to cut out the pictures and stick them into their book in the correct order. <p>DAILY: read-aloud story</p> | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 4: During News rate the learners, recording specific problems, against the following milestones:</p> <ul style="list-style-type: none"> • Answers closed and open-ended questions • Describes objects in terms of age, direction, sequence using correct vocabulary • Understands and uses appropriate language of different learning areas <p>Use the focused, listening activity to rate the learners, recording specific problems, against the following milestones:</p> <ul style="list-style-type: none"> • Listens to stories and identifies the main idea • Sequences pictures of a story | |

| WEEK 9 | PHONICS / HANDWRITING | | | |
|-------------------|--|-----------|--------------|-----------|
| LO/ASs | LO 1 AS 6 | LO 2 AS 3 | LO 3 AS 4, 5 | LO 4 AS 1 |
| MILESTONES | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Identifies letter-sound relationships of all single sounds Builds up words using sounds learnt Groups common words into sound families e.g. hot, hop, hob <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | | | |

DAILY ACTIVITIES

DAY 1:

PHONICS

- Begin by singing/acting out a repetitive action rhyme or song.
- Teach letter/sound **x** (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the drawing/ writing activity or worksheet to be done during Writing Time (Task 2).

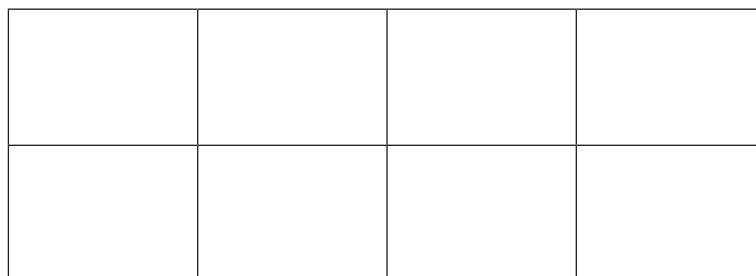
HANDWRITING

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

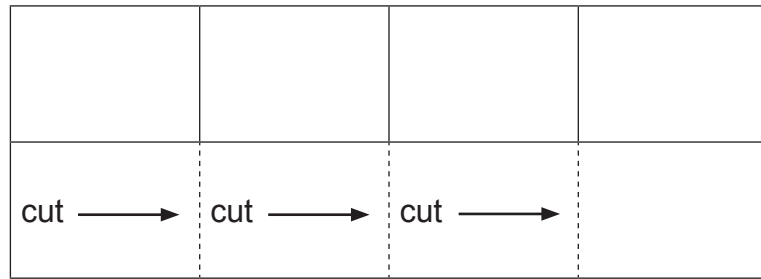
DAY 2:

PHONICS

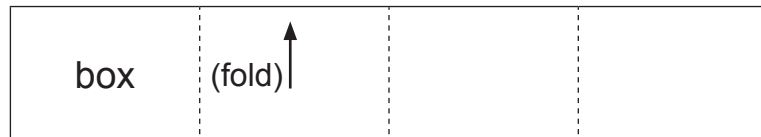
- Revise the letter/sound **x** (aural recognition of the sound at the beginning and end of a word/ visual recognition of the lower case letter and the capital letter).
- Build up words using **-ox** (ox, f-ox, b-ox, s-ox).
- For Task 1 for Writing learners can do paper folding and cutting to create a fun way of testing their knowledge of **ox** words. Do the folding and cutting as a class, leaving the learners to do the writing and drawing during Group Reading time.
- Give each learner an A4 sheet of paper to fold twice width-wise (hot-dog style) and then once lengthwise (hamburger-style). (This will give them eight rectangles.)



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



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



- During the group Reading time they can write an **ox** word eg box, on the top of each flap. Then they lift each flap and draw a picture of the word beneath. Learners can read the word and then lift the flap to check if they read the word correctly.
Tip: Once the learners are used to making this visual aid or chart you can repeat it for many activities. Try it and see! It's fun!

HANDWRITING

- Revise the formation of letter **x** (starting and ending point, shape, size, direction of movement, position on the line).
- Learners write the date and the day of the week, 2 rows of letters, a row of either a word, a short phrase or a sentence and, finally, their name.

DAY 3:

PHONICS

- Teach letter/sound **q** (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story. You can tell them that the letter **q** is almost always accompanied by 'her best friend,' letter **u**. Explain the drawing/ writing activity or worksheet to be done during Writing Time (Task 1).

HANDWRITING

- Teach the formation of letter **q** (the starting and ending point, shape, size, direction of movement, position on the line). (Point out that it is similar to the letter **g**, except for the end of the tail.) Because **q** and **u** are so often found together, practise both letters. Learners write **qu** in their books (date, 2 rows of the two letters, 1 row of an appropriate pattern, name).

DAY 4:

PHONICS

- Briefly revise the sounds **g, f, y, k, w, j, x, v** and **q**.
- Build 3-letter words using **fi-** and **bi-** (eg fi-n, fi-g, fi-t, fi-x, fi-b, bi-t, bi-b, bi-d, bi-g, bi-n)
Draw two *word spiders*. Write **fi-** in the body of one spider and **bi-** in the body of the other.
Learners can draw their own spiders and add the correct words to the legs of the two spiders. (Task 1 for Writing)

HANDWRITING

- Revise the formation of letters **q** and **u** (the starting and ending point, shape, size, direction of movement, position on the line).
- Learners write **qu** in their books. Learners write the date and the day of the week, 2 rows of the two letters, a row of numerals and, finally, their name).

DAY 5:

PHONICS

- Briefly revise the sounds **g, f, y, k, w, l, i** and **e**.
- Do an oral activity in which learners must do an action, eg clap their hands or stand up, when they hear a particular sound. For example, *Stand up when you hear a word with the i sound. Sit down when you hear a word with the m sound at the end.* **Use for Assessment Task 4 – together with your observations on Day 5 of the previous week.**

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

ASSESSMENT: Formal: recorded assessment: Use Day 5's Oral Phonics activity, together with your observations during the week to rate learners, recording any problems, against the following milestones:

Phonics

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

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|---|---|
| WEEK 9 | READING |
| LO/ASs | LO 1 AS 3, 6 LO 2 AS 8 LO 3 AS 1, 3, 4, 5 LO 5 AS 1, 2 LO 6 AS 1 |
| MILESTONES | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Answers questions based on the passage read • Uses clues and pictures in the text for understanding <p><i>Group guided reading:</i></p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Recognises at least 50 sight words <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads to a partner |
| NOTE | This week's Reading activities continue using the Big Book for Shared Reading and Writing. |
| RESOURCES | <ul style="list-style-type: none"> • Flashcards with new vocabulary • The previous week's summary of the Shared Reading Book written on strips of card. • Cloze procedure worksheet using some of the sentences in the previous week's summary of the Shared Reading Book, Write each, short sentence on a new line and give two options for one of the words in each sentence. • Worksheet with the sentences from the summary written in the wrong order. • One photocopy of each of the Big Book picture pages. |
| DAILY ACTIVITIES | |
| <p>DAY 1:</p> <ul style="list-style-type: none"> • Group Reading activities: <ul style="list-style-type: none"> • Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. Assess a few learners' Reading skills for Assessment Task 4. <p>DAY 2:</p> <ul style="list-style-type: none"> • Shared Reading activity <ul style="list-style-type: none"> • Reread the previous week's Big Book and the Shared Writing sentences, with the learners joining in. Stop during the story to ask questions such as, <i>Why do you think that happened? Has that ever happened to you? What would you have done if that happened to you?</i> • Explain the tasks for the Group Reading session including Task 2 - a worksheet with a cloze procedure activity using some of the sentences in the Shared Writing summary. Each sentence should be written on a new line and numbered and one of the words in each sentence should have two choices. (eg <i>Then they met / ate a giant.</i>) Learners must circle the correct word in each sentence. • Group Reading activities: <ul style="list-style-type: none"> • Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. Assess a few learners' Reading skills for Assessment Task 4. | |

DAY 3:

- Shared Reading activity
 - Reread the Big Book and the Shared Writing summary.
 - Give the sentence strips containing the Shared Writing summary to different learners who must put them in the correct order on the board.
- Explain the tasks for the Group Reading session including Task 2 – a worksheet containing the sentences in the Shared Writing summary in the wrong order. Learners cut out the sentences and put them in the correct sequence.

NB: *This may be more challenging as there may be more sentences than previously. Have learners work initially on their own with their own set of sentences but then allow them to work with a partner to read and put them in order.*
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 4.**
- **Paired reading** – Continue as in previous weeks. On this day they could also read their sentences of the Shared Writing summary that they have put in the correct sequence.

Note: *This is a useful activity to use for informal assessment of learners' ability to work together in pairs.*

DAY 4:

- Shared Reading activity
 - Reread the Big Book together with the learners.
 - Give each pair of learners one of the pictures you have photocopied from the Big Book. Learners work in pairs to read the text to themselves and decide what their part of the story is about. They need to be able to tell the class the next day about their picture. They could either write a sentence or practise it orally so they don't forget.
 - Each pair writes their names at the back on their picture before you collect the pictures for use the next day.
- Explain the tasks for the Group Reading session including Task 2 – write a list of 3 – 4 nouns (in the singular but with plurals that add only **-s**) from the story eg *one tree*. Ask learners what word you would use if you have two or more. Write the plural of the word in a second list to the right. Repeat this with all the words. Ask learners the difference between the two lists. Explain that we often add **-s** to words when there are more than one. For the writing task, learners copy both lists and draw little pictures to illustrate the words.
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 4.**

DAY 5:

- Shared Reading activity
 - Reread the Big Book, pointing out more nouns in the plural. Choose 4 – 5 of those nouns that also have an **-s** ending and write these as a list (or use other, high frequency nouns). Afterwards write the singular of the noun on the left of the list.
 - Return the pictures to the different pairs of learners and give them a few minutes to practise again what they are going to say to the class.
 - One pair at a time, beginning with the first picture in the story, the learners tell their part of the story to the other learners, using their picture for support.
 - Collect the pictures again at the end of the lesson so that you can use them the following week.
- Explain the tasks for the Group Reading session including Task 2 – learners copy the lists of the nouns (both the singular and the plural forms), adding little pictures.
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension based on using clues and pictures. **Assess a few learners' Reading skills for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4: During Class/Group/Paired reading time and Day 2's Word Search to rate the learners against the following milestones:

Shared reading

- Uses clues and pictures in the text for understanding

Group guided reading:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Recognises at least 50 sight words

Paired/Independent reading

- Reads to a partner

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| WEEK 9 | WRITING |
| LO/ASs | LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 |
| MILESTONES | <ul style="list-style-type: none"> • Writes words using sounds learnt • Compiles a list of words according to instructions e.g. food • Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat |
| DAILY ACTIVITIES | |
| <p>DAY 1: Explanation of activities for the Group Reading session (1) sentence building / writing / illustrating of own news. Use for Assessment Task 4. (2) phonic activity: drawing/writing activity or worksheet based on letter x</p> <p>DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: learners do paper folding and cutting to make a fun visual aid (2) a worksheet with a cloze procedure exercise</p> <p>DAY 3: Explanation of activities for the Group Reading session (1) phonic activity: drawing/ writing activity or worksheet based on letter q (2) a worksheet containing the Shared Writing summary sentences in the wrong order for learners to sequence correctly.(some paired work)</p> <p>DAY 4: Explanation of activities for the Group Reading session (1) phonic activity: learners draw two spiders, writing fi- in the body of one spider and bi- in the body of the other, and adding the correct words to the legs of the two spiders. (2) learners copy lists of 3 – 4 nouns in their singular and plural forms, eg <i>one tree - six trees</i> and then draw little pictures, for example, of one tree and six trees.</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) copying / illustrating of class news (2) learners copy lists of 3 – 4 nouns in their singular and plural forms, eg <i>one apple six apples</i> and then draw little pictures. Use for Assessment task 4.</p> | |
| <p>ASSESSMENT: Formal: recorded Assessment Task 4: Use the learners' own sentence building on Day 1 and the lists on Day's 4 & 5 to rate them against the following milestones:</p> <ul style="list-style-type: none"> • Writes words using sounds learnt • Compiles a list of words according to instructions e.g. food • Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat | |

SECOND TERM: WEEK 10 OVERVIEW

| COMPONENT | MILESTONES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|---|--|---|---|--|
| ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 2, 6, 8 | <ul style="list-style-type: none"> Listens to stories and identifies the main idea Sequences pictures of a story Answers closed and open-ended questions Describes objects in terms of age, direction, sequence using correct vocabulary Understands and uses appropriate language of different learning areas | <ul style="list-style-type: none"> Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc Learners talk about an object /teacher records either class or one learner's news on the board <p>Focused listening activities (passing on messages/guessing game)</p> | | | | |
| PHONICS / HANDWRITING LO 1 AS 6 LO 2 AS 3 LO 3 AS 4, 5 LO 4 AS 1 | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Identifies letter-sound relationships of all single sounds Builds up words using sounds learnt Groups common words into sound families e.g. hot, hop, hob <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | <ul style="list-style-type: none"> Singing/acting out repetitive action rhymes and songs <p>Phonics: introduce z</p> <p>Handwriting: letter z</p> | <p>Phonics: activity grouping words into sound families</p> <p>Handwriting: letter z</p> | <p>Phonics: introduce o</p> <p>Handwriting: letter o</p> | <p>Phonics: Listening activity with u words</p> <p>Handwriting : letter c, o, a</p> | <p>Phonic revision activity: Sound riddles</p> |
| READING LO 1 AS 3, 6 LO 2 AS 8 LO 3 AS 1, 3, 4, 5 LO 5 AS 1, 2 LO 6 AS 1 | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> Answers questions based on the passage read Uses clues and pictures in the text for understanding <p><i>Group guided reading:</i></p> <ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Recognises at least 50 sight words <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> Reads to a partner | <p>Group reading: Groups 3 & 4</p> | <p>Shared Writing of a learner's longer news (3 -4 sentences)</p> <p>Group reading: Groups 1 & 2</p> | <p>Shared Reading of a learner's longer news</p> <p>Group reading: Groups 3 & 4</p> | <p>Shared Reading of poem/song</p> <p>Group reading: Groups 1 & 2</p> | <p>Paired reading</p> |

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|--|---|--|--|---|---|--|
| <p>WRITING LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3</p> | <ul style="list-style-type: none"> • Writes words using sounds learnt • Compiles a list of words according to instructions e.g. food • Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat | <p>Writing / illustrating own news</p> | <p>Making a classroom frieze of the Big Book story: First draft on A4 paper</p> | <p>Making a classroom frieze of the Big Book story: Second draft on A3 or A2 paper</p> | <p>Making a classroom frieze of the Big Book story: colouring in / painting the second draft</p> | <p>Completing a classroom frieze of the Big Book story: Adding speech bubbles and a title</p> |
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| WEEK 10 | ORAL WORK / LISTENING AND SPEAKING |
| LO/ASs | LO 1 AS 1, 2, 3 LO 2 AS 1, 2, 6, 8 |
| MILESTONES | <ul style="list-style-type: none"> • Listens to stories and identifies the main idea • Sequences pictures of a story • Answers closed and open-ended questions • Describes objects in terms of age, direction, sequence using correct vocabulary • Understands and uses appropriate language of different learning areas |
| DAILY ACTIVITIES | |
| <p>DAILY:</p> <ul style="list-style-type: none"> • Begin the day by discussing the charts and any special happenings for the week or their plans for the holidays. • Record either the class news or one learner's news or talk on the board. <p><i>NB: On Day 2 you will be using one learner's news as the starting point for Shared Writing so take note of which learner has news worthy of this.</i></p> <p>AT LEAST ONCE DURING THE WEEK:</p> <ul style="list-style-type: none"> • Focused listening activity: two short activities: <ul style="list-style-type: none"> • Guessing game: describe an object in the classroom for learners to guess what it is. • Passing messages: give a verbal message with 2 – 3 parts to one boy and one girl. They have to whisper the message to the next boy/girl. This continues until every learner has received and passed on the message. At the end write the two final messages on the board. Compare these with the initial messages. <p>DAILY: read-aloud story</p> | |
| ASSESSMENT: Informal: unrecorded assessment of learners' speaking skills. | |

| WEEK 10 | PHONICS / HANDWRITING | | | |
|--|--|-----------|--------------|-----------|
| LO/ASs | LO 1 AS 6 | LO 2 AS 3 | LO 3 AS 4, 5 | LO 4 AS 1 |
| MILESTONES | <p><i>Phonics</i></p> <ul style="list-style-type: none"> Identifies letter-sound relationships of all single sounds Builds up words using sounds learnt Groups common words into sound families e.g. hot, hop, hob <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position i.e. starts and ends in the correct place Writes words with correct spacing | | | |
| NOTE | <ul style="list-style-type: none"> Prepare a worksheet containing 32 words (based on four 3-letter blends) | | | |
| DAILY ACTIVITIES | | | | |
| <p>DAY 1:</p> <p>PHONICS</p> <ul style="list-style-type: none"> Teach letter/sound z (the aural recognition of the sound at the beginning of a word / visual recognition of the lower case letter) – using a game or a story, and explain the drawing/ writing activity or worksheet to be done during Writing Time (Task 2). <p>HANDWRITING</p> <ul style="list-style-type: none"> Teach the formation of letter z (the starting and ending point, shape, size, direction of movement, position on the line). This is a difficult letter to write and learners frequently start in the wrong place and write the letter in reverse. Demonstrate it several times, have learners write it in the air, or on their partner’s back. They write z in their books (date, 2 rows of letters, 1 row of an appropriate pattern, name). <p>DAY 2:</p> <p>PHONICS</p> <ul style="list-style-type: none"> Briefly revise the recently taught sounds (k, v, j, x, q, z). Give each learner a worksheet containing 32 short words (using -at, -an, -ip, -ot: bat, cat, fat, hat, mat, pat, rat, sat, vat / ban, can, fan, man, pan, ran, tan, van / dip, hip, lip, pip, nip, rip, sip, tip / cot, hot, dot, got, lot, not, pot, rot) Explain to learners that they must cut the sheet into separate words and sort them according to the family they belong to. Write the 4 word families on the board. You could give them a piece of A4 paper folded into quarters for them to write the word families as headings. This will help them to match the words with the family. (Task 1 for Writing). <i>NB: You may want to divide this activity into two by giving them only 16 words from two of the word families on one day and a further 16 words from the other two word families on another day. Alternatively you could do this as a paired or group activity.</i> <p>HANDWRITING</p> <ul style="list-style-type: none"> Revise the formation of letter z (starting and ending point, shape, size, direction of movement, position on the line). Learners write z in their books (the date, 2 rows of letters, a row of either a word, a short phrase or a sentence and their name). | | | | |

DAY 3:

PHONICS

- Briefly revise the recently taught sounds (**k, v, j, x, q, z**).

HANDWRITING

- Revise the formation of letters **c, o** and **a**.
- Learners write **c, o** and **a** in their books (date, 1 row of each letter, 1 row of numerals and their name).

DAY 4:

PHONICS

- Do a listening activity using the **u** words, by doing word sums. For example, you could say the sounds b-u-t and ask learners to tell you the word. Then tell them to take away the **b** and put **c** in its place etc. Don't show them the words or letters – they must use their ears only.

HANDWRITING

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

DAY 5:

PHONICS

- Play sound riddles. Tell each learner that he/she must choose one sound and tell the rest of the class three words containing that sound. (They can write their three words down if they like). Start with one learner who stands at the front of the class and tells or reads his/her three words, finishing by saying *What sound am I?* The rest of the class has to guess the sound. The learner who guesses correctly, comes to the front and tells/reads his/her words, and so on.

ASSESSMENT: Formal: recorded assessment: Use Day 2's phonics activity to rate learners against the following milestone:

- Groups common words into sound families e.g. hot, hop, hob

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| WEEK 10 | READING |
| LO/ASs | LO 1 AS 3, 6 LO 2 AS 8 LO 3 AS 1, 3, 4, 5 LO 5 AS 1, 2 LO 6 AS 1 |
| MILESTONES | <p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Answers questions based on the passage read • Uses clues and pictures in the text for understanding <p><i>Group guided reading:</i></p> <ul style="list-style-type: none"> • Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story • Recognises at least 50 sight words <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads to a partner |
| NOTES | <p>There are two main strands to this week's Reading activities:</p> <ul style="list-style-type: none"> • The use of the previous two weeks' story to make a large frieze for the classroom wall with each pair of learners making an A3 (or A2) picture of one page of the story. • The use of different texts for Shared Reading: (1) one learner's story as the basis for Shared Writing, leading to Shared Reading and related activities (2) a poem written on flipchart paper |
| RESOURCES | <ul style="list-style-type: none"> • Flashcards with new vocabulary • The set of photocopied pages from the Big Book used the previous week (one copy of each page or most pages) • Worksheet with the previous week's sentences summarising the Shared Reading Book, but with the words in the incorrect order |
| DAILY ACTIVITIES | |
| <p>DAY 1:</p> <ul style="list-style-type: none"> • Group Reading activities: <ul style="list-style-type: none"> • Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension. <p>DAY 2:</p> <ul style="list-style-type: none"> • Shared Reading / Writing activity <ul style="list-style-type: none"> • Use one learner's news as the basis for 3 – 4 sentences of Shared Writing. In doing so, you are modelling how to write their news in several short, simple sentences. As you write, try to use some of the sight words you have taught recently, as well as some useful new vocabulary. Use flipchart paper so you can keep the sentences for the next day. | |

- Explain to learners that during this week they are going to make a frieze (a series of pictures) telling the Big Book story.
 - They will be working in pairs.
 - Each pair will produce one A3 (or even A2) picture, based on one part of the story.
 - Give each pair the photocopied picture and text they spoke about the previous week and one A4 sheet of paper.
 - On this day they must read the sentences on their page, plan their picture, drawing the characters in outline and deciding on the background. Their pictures don't have to be the same as in the book BUT they have to reflect what the text says. Make sure that the characters are at least half the height of the paper, used lengthways.
 - Give help if necessary but ensure that every pair has a draft picture by the end of the lesson. Use this as Task 2 for Writing while you are doing Group Reading.
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension.

DAY 3:

- Shared Reading activity
 - Reread the previous day's Shared Writing (one learner's news). Ask different learners to read one of the sentences. Revise sight words and use of punctuation. Provided there is time, learners can copy the sentences and draw a picture for Task 2 for Writing.
- Continue with the next stage of making the classroom frieze:
 - Learners must transfer their A4 draft picture onto a sheet of A3 or A2 paper, drawing the outline in light pencil so they can rub it out if it's wrong. Remind them again to make the characters big enough and add background details eg houses, trees, hills.
 - When this is done, learners can begin colouring the characters using wax crayons. Remind them to outline them in dark crayon and shade them more lightly. Once they have coloured in the characters they can start on the other details, leaving the background to last. Use this for Task 1 for Writing so that you can still do Group Reading.
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension.

DAY 4:

- Shared Reading activity
 - Write a short, repetitive poem/song on the board and read it to learners.
 - Ask learners what the poem is about and teach new vocabulary.
 - Reread the poem with learners listening for and clapping to the rhythm.
 - Talk about the way the words at the end of the lines rhyme – underline them so they are clear.
 - If there is time, learners can copy one or two lines of the poem/song as Task 2 for writing.
- Continue with the next stage of making the classroom frieze:
 - Learners continue and complete the colouring in of their picture and paint the background. As they are working on a large sheet of paper it would be best if they used paint for the sky and the background. Have a few learners paint at a time. You could let them paint the whole picture but the logistics of having forty learners painting at the same time might not be so easy.
- Group Reading activities:
 - Groups 3 & 4: revise / teach new words / each learner reads aloud from own book either as a group or individually/ask a question for comprehension.

DAY 5:

- Complete the making of the classroom frieze:
 - Give each pair of learners two halves of an A4 sheet of paper.
 - Explain to them that to finish their picture they can add “speech bubbles”. Show them how these are written in one of the Big Books. They can copy what one or more of the characters says onto the pieces of paper. Then cut out for each of them the shape of a speech bubble and help the learners to glue them in the right place on their picture. Either you or the learners can write a title for their picture.
 - Finally, each pair brings up their picture in turn for you to place on the walls around the classroom – who knows, they might take up all the wall space! Add the title either above or below each picture.
 - Give the learners time to look at and talk about all the pictures.
- Note:** *The steps you followed in producing this frieze are the same as those used when you edit a written text! ie planning, drafting, writing, editing and publishing*
- **Paired reading** – There probably won't be time for Group reading so finish with paired reading instead, rereading pages from their readers.

ASSESSMENT: Informal: unrecorded assessment of learners' reading levels so that you can identify who needs to change groups at the beginning of next term.

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| WEEK 10 | WRITING |
| LO/ASs | LO 4 AS 2, 3, 5, 6 LO 6 AS 2, 3 |
| MILESTONES | <ul style="list-style-type: none"> • Writes words using sounds learnt • Compiles a list of words according to instructions e.g. food • Begins to build own word bank and personal dictionary using initial letter of words e.g. ant, book, cat |
| DAILY ACTIVITIES | |
| <p>DAY 1: Explanation of activities for the Group Reading session (1) writing / illustrating of class news – all the learners should be building their own sentences using the packs of individual words although, if necessary, a few may still need to copy the class news. Some learners will want to write different news; if they are able to spell most of the words let them do so. They can ask you to write other words they need in their Personal Dictionaries – or they can try to write them for themselves using their knowledge of the phonic sounds. (2) phonic activity: drawing/writing activity or worksheet based on letter z</p> <p>DAY 2: Explanation of activities for the Group Reading session (1) phonic activity: sorting words into word families (2) learners work in pairs to plan their picture.</p> <p>DAY 3: Explanation of activities for the Group Reading session (1) learners begin working in pairs to colour in their picture (2) learners copy the Shared Writing sentences and draw a picture (if time)</p> <p>DAY 4: Explanation of activities for the Group Reading session (1) learners finish working in pairs to colour in and paint their picture (2) learners copy one or two lines of the poem/song (if time)</p> <p>No formal, written activities on Day 5.</p> | |
| <p>ASSESSMENT: Informal, unrecorded assessment of how well each pair is able to produce their picture for the frieze.</p> | |

Notes:
