

Foundations For Learning

**Foundation Phase
Literacy
Lesson plans**

Second term

Grade 2

Kindly send any response that you may have to:

Dr Jennifer J Joshua

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

Department of Education

Sol Plaatje House

123 Schoeman Street

Pretoria

South Africa

Private Bag X895

Pretoria

0001

Tel: +27 12 312 6220

Fax: +27 12 312 6222

www.education.gov.za

© Department of Education

Design and layout: Shereno (012) 344 2817

Table of Contents

1	Second Term	
	• Overview of Lesson Plans.....	5
	• Overview of Assessment Tasks.....	7
	• Lesson Plans	
	• Week 1: Overview.....	9
	• Week 1: Lesson plans.....	10
	• Week 2: Overview.....	19
	• Week 2: Lesson plans.....	20
	• Overview of Assessment Task 1	29
	• Week 3: Overview.....	31
	• Week 3: Lesson plans.....	32
	• Week 4: Overview.....	39
	• Week 4: Lesson plans.....	40
	• Overview of Assessment Task 2	48
	• Week 5: Overview.....	49
	• Week 5: Lesson plans.....	50
	• Week 6: Overview.....	57
	• Week 6: Lesson plans.....	58
	• Overview of Assessment Task 3	66
	• Week 7: Overview.....	67
	• Week 7: Lesson plans.....	68
	• Week 8: Overview.....	75
	• Week 8: Lesson plans.....	76
	• Overview of Assessment Task 4	83
	• Week 9: Overview.....	85
	• Week 9: Lesson plans.....	86
	• Week 10: Overview.....	93
	• Week 10: Lesson plans.....	94

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									

Phonics & Handwriting	Singing / acting out repetitive songs and rhymes									
	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 : Big Book (4th book or text) esp characterisation/cause & effect / prediction	Discussions / activities using a Shared visual text: a conversation 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: 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						

Writing	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

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	
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 4, 5 LO 5 AS 1, 2	<ul style="list-style-type: none"> • Listens without interrupting showing respect for the speaker • Takes turns to talk, showing sensitivity to others and giving positive feedback • Listens to stories for a longer period with enjoyment • Expresses feelings about a story or poem • Talks about personal experiences e.g. tells news without repetition 	<u>Morning Oral work</u> <ul style="list-style-type: none"> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news / teacher may record either class or one learner's news on the board <u>Listening and Speaking activities</u> <ul style="list-style-type: none"> • Weekly focused listening activity (listening to a story read by the teacher for a longer period of time) • Tell / read / reread stories / poems
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises 3-letter consonant blends at the beginning of words e.g. str-ip, str-ap • Recognises common consonant digraphs (eg ll, ss and zz) at the end of words e.g. do-ll, fu-ss, buzz • Builds words using new sounds as they are learnt <u>Handwriting</u> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly 	<u>Phonics</u> <ul style="list-style-type: none"> • Revision of consonant diagraphs: sh, ch, + -ll/- ss. <u>Handwriting</u> <ul style="list-style-type: none"> • Revision of upper case letters – one per day: I, L + writing a sentence.
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	<u>Shared reading</u> <ul style="list-style-type: none"> • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations <u>Group, guided reading</u> <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 • Uses phonics decoding skills when reading unfamiliar words • Uses clues and pictures in text for understanding <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads independently eg greeting cards and simple fiction books 	<u>Shared reading and writing / Word and sentence level work</u> <ul style="list-style-type: none"> • Shared reading using a short story • Pre-reading, during reading and after reading discussions esp around cause-effect relations • Introduction of new vocabulary • Simple written comprehension • Sequencing sentences <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> • Guided reading in same ability groups: discussing cause and effect relations: at least twice per week for all groups.
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Writes own story of at least five sentences using a writing frame • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<ul style="list-style-type: none"> • Writes and illustrates sentences ie own news (all groups write own news), and based on Shared Reading book • Spells words using phonics and personal dictionary • Writing sentences showing cause and effect • Copying and illustrating a sentence from the shared reading, adding speech bubbles

WEEK 1	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	LO 1 AS 1, 2, 3 LO 2 AS 1, 4, 5 LO 5 AS 1, 2
MILESTONES	<ul style="list-style-type: none"> • Listens without interrupting showing respect for the speaker • Takes turns to talk, showing sensitivity to others and giving positive feedback • Listens to stories for a longer period with enjoyment • Expresses feelings about a story or poem • Talks about personal experiences e.g. tells news without repetition
NOTE	The practice of starting the day with a few learners sharing their news and discussing the day's activities etc continues. Focused Listening and Speaking activities centring around listening to and discussing stories can take place later in the day.
DAILY ACTIVITIES	
<p>ORAL WORK AT THE BEGINNING OF THE DAY</p> <ul style="list-style-type: none"> • Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day and the term etc. • Learners tell personal news. During this first week, try to give all the learners the chance to share something they did in the holidays. Remind others of the need to listen without interrupting. You could write class news on at least one day to remind learners of how to write their own news eg to tell news without repetition. <p>LISTENING AND SPEAKING: TWICE DURING THE WEEK</p> <ul style="list-style-type: none"> • Read a story aloud to the learners. This term learners are expected to be able to listen to short stories for a longer time so extend the time you read to learners. Unlike the time spent doing shared reading, here the emphasis is on listening for enjoyment so you will not be stopping to discuss the text or teach vocabulary or phonics. Keep your comments brief eg <i>Gosh, we didn't expect that, did we? Oh! Shame! Poor mom.</i> You could read a longer story over two or more days. Young children love to hear the end of the story immediately – having to wait for the next part of the story until the next day is part of learning to become life-long readers. • Afterwards discuss learners' feelings about the story and give them the opportunity to respond, initially in pairs and then as a class. Use for Assessment Task 1. 	
<p>ASSESSMENT: Formal, recorded Assessment Task 1: Use the listening and speaking activities to rate learners, recording specific problems against the following milestones:</p> <ul style="list-style-type: none"> • Listens to stories for a longer period with enjoyment • Expresses feelings about a story or poem 	

WEEK 1	PHONICS / HANDWRITING
LO/ASs	LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> Recognises 3-letter consonant blends at the beginning of words e.g. str-ip, str-ap Recognises common consonant digraphs (eg ll, ss and zz) at the end of words e.g. do-ll, fu-ss, buzz Builds words using new sounds as they are learnt <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Forms upper and lower case letters correctly
NOTES	<p>Phonics: During the first term the phonics taught in Grade 1 were revised, ie the single sounds and certain vowel and consonant digraphs. In Term Two new digraphs are taught, together with the 'magic e'. Weeks 1 & 2 consolidates what has been learnt and builds on that knowledge. Use the time as well to make sure that every learner knows all the single sounds.</p> <p>Handwriting: The remainder of the upper case letters are taught while at the same time revising the formation of the lower case letters (twice a week). Later in the term learners are to be assessed on their ability to transcribe words correctly. This transcription is used as informal spelling practice, bringing together handwriting, phonics and sight words.</p>

DAILY ACTIVITIES

PHONICS DAILY

- Day 1: Write the word **ill** on the board. Ask learners if they can think of any words containing **ill**. You could go through a process of "trial and error" in which you write one consonant in front of **ill** as see if it makes a word eg, add **b** to make **bill**. Ask learners if that is a word; and if so, what it is. Begin a list of **ill** words. Add **c** in front of **ill** and discuss that although it sounds like it is a word that is spelt with a **k** not a **c**. Although this seems a lengthy process it is valuable as it develops understanding of how to build words. By the end you should have found at least **ill, bill, kill, fill, hill, mill, pill, sill, till, will** as well as names such as **Jill** and perhaps longer words such as **still, drill, frill, grill, spill, skill, chill, thrill**. For Task 2 for Writing learners can copy some of the **ill** words and draw pictures.
- Day 2: Continue working with **ll** words. Write a list of about 10 **ll** words (eg **bell, fell, sell, tell, doll, hull, dull, gull, grill, drill**). Tell learners to use a new page in their exercise books, fold it in half and divide it into 6 or 8 boxes:

- Write or draw one **ll** word in each box. Learners must either write the word or draw the picture. (Task 1 for Writing).
Note: You can use this 6 or 8-box format for many activities.
- Day 3: Introduce the **ss** sound. Like the **ll** sound this is not difficult and you can teach it in one lesson. On the board, write **ss** words for each vowel eg **mess, dress, press, kiss, miss, boss, loss, cross, fuss**. Sound and read them with learners. Draw four **ss** pictures on the board. Learners copy the pictures and write the correct word next to each. (Task 1 for Writing)
- Day 4: Revise **ch** and **sh** both at the beginning /end of words. Ask learners to work in groups; half the groups find two words beginning and two words ending with **ch** and the other groups, two words beginning and two words ending with **sh**. List the words in four columns on the board. Sound and read them with the class. (This will give you an opportunity to automatically revise many of the single sounds.) For Task 1 for Writing: learners must draw two word spiders – one for **ch** and one for **sh**, writing appropriate words from the lists on their legs.
- Day 5: do a class listening activity in which learners must identify words ending in (1) **ss**, (2) **ll**, (3) **ch**, and (4) **sh**. Rather than letting individuals respond ask everyone to do an action, eg clap their hands, cross their arms or close their eyes (and keeping them closed until you say the next correct word). Make it a fun activity, although it is a useful way of assessing learners' auditory discrimination. You may well find that the ones who battle with this activity are the ones who cannot blend words and battle with reading. **Use for Assessment Task 1.**

HANDWRITING

Continue revising the formation of the upper case letters, revising **I** and **L** this week (one on each of the two days). Demonstrate the letter on the board before learners write two rows of it in their books, together with a sentence to copy, beginning with the target letter (at least twice a week). You might want to also revise the lower case letters. Learners could write two rows of the upper case and one row of the lower case letter. An alternative would be to write the upper and lower case letters together.

Note on informal spelling: Formal spelling only begins in later grades. However, as learners are now writing their own news and constructing their own sentences, being able to spell high frequency words is important. Therefore, this term, use the sentence written in handwriting for informal spelling practice. The following is suggested:

- If possible, the sentence should begin with the capital letter being taught.
- The two sentences written during one week should use mostly the same, high frequency words. In this way at least two high frequency words are learnt every week. Point out the spelling to the learners as you write the sentence on the board.
This week you could write: (1) I played with my friend Londi. (2) Londi and I played with my friend.

ASSESSMENT: Formal, recorded Assessment Task 1:

Use the Phonics activity on Day 5 to rate learners, recording specific problems against the following milestone:

- Recognises common consonant digraphs (eg ll, ss and zz) at the end of words e.g. do-ll, fu-ss, buzz

WEEK 1	READING
LO/ASs	LO 3 AS 2, 3, 4, 5 LO 5 AS 2
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> Reads book as a whole class with teacher (shared reading) and discusses cause effect relations <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 Uses phonics decoding skills when reading unfamiliar words Uses clues and pictures in text for understanding <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> Reads independently eg greeting cards and simple fiction books
RESOURCES	<ul style="list-style-type: none"> A short story for Shared Reading: 6 – 8 sentences in length. Preferably it should be one that you have written yourself. Begin every sentence on a new line. It should be a simple story with clear cause effect relations. For example it could be a story about a boy who plays soccer in the road, despite his sister telling him not to. He is knocked down by a car and suffers a broken leg. As a result he cannot play in the soccer matches. Make a copy of the story for each learner. Flashcards with new vocabulary Prepare a simple comprehension of 3 – 4 questions based on the shared reading story Copy of the same story for shared reading but with the sentences in the incorrect order. Make copies for each learner. Also write each sentence of the story on flipchart paper and cut into separate sentences.
DAILY ACTIVITIES	
<p>This week the activities are based on a short, simple story that you have written that has a clear cause and effect.</p> <p>SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK</p> <p>DAY 2: Shared Reading: introducing a new story</p> <ul style="list-style-type: none"> Give each learner a copy of the story you have written. Introduce the story, explaining that it is one that you have written. Discuss the title, asking learners what they think the story is about. Display flashcards with new vocabulary. Read through the story slowly, stopping to ask learners to predict what will happen and how the story might end. After finishing the story discuss: <ul style="list-style-type: none"> if the story ended the way they expected, cause and effect – guide learners to see the link between the cause and the effect, using words such as <i>because</i>. (eg The boy was run over because he didn't listen to his sister/ he was playing in the road. They boy didn't play soccer because he had a broken leg.) For Task 2 for Writing, learners can complete 2 – 3 sentences showing cause and effect based on the story. You could give them sentence starters, stopping after the word <i>because</i>. 	

DAY 3: Shared Reading of a story: oral and written comprehension

- Read the shared reading story again, letting either individual learners or groups read one or two sentences. Point out punctuation and capital letters. Ask some “*what if*” questions. For example, “*What would have happened if the car had been going faster?*” “*What would have happened if his mother had seen him playing in the road?*” Ask learners if they have learned anything from this story.
- For Task 2 for Writing the learners write answers to 3 - 4 questions: 2 -3 can be factual questions, one could be about cause and effect and the last question could be open-ended eg “*Did you like this story? Why?*”

Note: *As written comprehensions are still relatively new to learners they need only write one word answers at this stage. Read through the questions with the learners and discuss the answers before they do the task. To help weaker learners answer an open-ended question, you could provide a sentence starter, eg: I liked the story because.....*

DAY 4: Shared Reading of a story: illustrating the story

- Learners re-read the shared reading story, either as a class or in groups. Ask learners what they think the different people in the story actually said. Write the responses on the board using speech bubbles, explaining how these are used to repeat the exact words used by the speaker.
- Use the separate sentences of the shared reading story that you wrote on flipchart paper by giving one sentence to each group. (Collect them afterwards as you will need them for the activity the next day.)
- For Task 2 for Writing each learner copies the group’s sentence and illustrates it, including at least one speech bubble. Collate the learners’ work to make 3 – 4 class storybooks.

DAY 5: Shared Reading of a story: sequencing sentences

- Once again use the separate sentences of the shared reading story that you wrote on flipchart paper by giving one sentence to each group. The learners read their sentence and, in order, come to the front of the class and hold up the group’s sentence. Read the full story through with the learners to ensure that they are in the correct order.
- Give each learner a worksheet of the story that you wrote but with the sentences in the incorrect order. Learners must cut up the worksheet into separate sentences and glue them into their books in the correct order. They can read them with their partners to check that the order is correct before they glue them.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising and teaching new words and discussing cause and effect in the story they are reading:




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

ASSESSMENT: Informal: unrecorded assessment of learners' reading levels; move learners to another group where necessary.

WEEK 1	WRITING
LO/ASs	LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3
MILESTONES	<ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Writes own story of at least five sentences using a writing frame • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home
DAILY ACTIVITIES	
<p>This week's writing tasks include learners writing their own news, and doing activities based on the shared reading story and phonics.</p> <p>DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news. (2) Phonics activity: learners copy some of the ill words and draw pictures.</p> <p>DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners must either write the ll word or draw a picture in 6 or 8 boxes in their exercise books. (2) learners complete 2 – 3 sentences showing cause and effect based on the shared reading story, possibly using sentence starters.</p> <p>DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners copy the ss pictures and write the correct word next to each (2) learners write answers to 3 - 4 questions based on the shared reading text.</p> <p>DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: learners draw two word spiders – one for ch and one for sh, writing appropriate words from the lists on their legs. (2) each learner copies the group's sentence from the shared reading story and illustrates it, including at least one speech bubble.</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) writing / illustrating of daily news / all groups write their own news. (2) Learners cut up a worksheet containing the shared reading story into separate sentences and glue them into their books in the correct order.</p>	
ASSESSMENT: Informal: unrecorded assessment of learners' written news	

SECOND TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 4, 5 LO 5 AS 1, 2	<ul style="list-style-type: none"> • Listens without interrupting showing respect for the speaker • Takes turns to talk, showing sensitivity to others and giving positive feedback • Listens to stories for a longer period with enjoyment • Expresses feelings about a story or poem • Talks about personal experiences e.g. tells news without repetition 	<u>Morning Oral work</u> <ul style="list-style-type: none"> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news <u>Listening and Speaking activities</u> <ul style="list-style-type: none"> • Weekly focused listening activity (similarities and differences) • Tell / read / reread stories / poems
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises 3-letter consonant blends at the beginning of words e.g. str-ip, str-ap • Recognises common consonant digraphs (eg ll, ss and zz) at the end of words e.g. do-ll, fu-ss, buzz • Builds words using new sounds as they are learnt <u>Handwriting</u> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly 	<u>Phonics</u> <ul style="list-style-type: none"> • Revision of consonant digraphs: th, wh. <u>Handwriting</u> <ul style="list-style-type: none"> • Revision of upper case letters – one per day: F, E + writing a sentence.
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	<u>Shared reading</u> <ul style="list-style-type: none"> • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations <u>Group, guided reading</u> <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 • Uses phonics decoding skills when reading unfamiliar words • Uses clues and pictures in text for understanding <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads independently eg greeting cards and simple fiction books 	<u>Shared reading and writing / Word and sentence level work</u> <ul style="list-style-type: none"> • Shared reading using a story / song or poem • Pre-reading, during reading and after reading discussions • Introduction of new vocabulary • Shared writing of a short story <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Writes own story of at least five sentences using a writing frame • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<ul style="list-style-type: none"> • Writes and illustrates sentences ie own news • Writes story of at least 5 sentences • Spells words using phonics and personal dictionary • Cloze procedure • Punctuation task

WEEK 2	ORAL WORK / LISTENING AND SPEAKING		
LO/ASs	LO 1 AS 1, 2, 3	LO 2 AS 1, 4, 5	LO 5 AS 1, 2
MILESTONES	<ul style="list-style-type: none">• Listens without interrupting showing respect for the speaker• Takes turns to talk, showing sensitivity to others and giving positive feedback• Listens to stories for a longer period with enjoyment• Expresses feelings about a story or poem• Talks about personal experiences e.g. tells news without repetition		
DAILY ACTIVITIES			
ORAL WORK AT THE BEGINNING OF THE DAY			
<ul style="list-style-type: none">• Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day etc.• Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Guide learners on what they could talk about or give them a specific topic, reminding others of the need to listen without interrupting and to avoid repetition. Use for Assessment Task 1.			
LISTENING AND SPEAKING:			
<ul style="list-style-type: none">• Do a short listening and speaking activity based on similarities and differences.• Tell learners that you want them to do exactly what you do, eg make an angry face, a happy face, stand on one leg and put your arms above your head. Give learners time to copy you. Make sure that they are all doing exactly the same as you. Now tell them that they must not do the same as you – they must do something different. Do some more funny faces and actions, checking each time that the learners respond appropriately. You can mix the instructions – <i>make the same face, make a different face</i> etc.• Write the words <i>the same</i> and <i>different</i> on the board. Draw a cat on the board and ask several learners to come and draw the same cat. Then ask others to draw a different cat, asking each why their cat is different. Note: <i>Similarities and differences were taught in Grade 1. Here you are extending that knowledge by asking learners to explain the differences.</i>• Give learners either a sheet of paper or a worksheet in which they have to draw 3 – 4 animals or objects that are (1) the same (2) different AND explain why the difference. For example:			
	the same	different	
			this is the front of the van
AT LEAST TWICE DURING THE WEEK			
<ul style="list-style-type: none">• Read aloud a story, poem or rhyme; discuss new vocabulary and give learners a chance to respond.			

ASSESSMENT: Formal: recorded Assessment Task 1:

During News and story time over the next two weeks rate the learners, recording specific problems you have noticed, against the following milestones:

- Listens without interrupting showing respect for the speaker
- Takes turns to talk, showing sensitivity to others and giving positive feedback
- Talks about personal experiences e.g. tells news without repetition

WEEK 2	PHONICS / HANDWRITING		
LO/ASs	LO 3 AS 3, 4	LO 4 AS 5, 7	LO 6 AS 1
MILESTONES	<i>Phonics</i> <ul style="list-style-type: none">• Recognises 3-letter consonant blends at the beginning of words e.g. str-ip, str-ap• Recognises common consonant digraphs (eg ll, ss and zz) at the end of words e.g. do-ll, fu-ss, buzz• Builds words using new sounds as they are learnt <i>Handwriting</i> <ul style="list-style-type: none">• Uses handwriting tools effectively e.g. pencil, rubber, ruler• Forms upper and lower case letters correctly		
DAILY ACTIVITIES			
PHONICS DAILY <ul style="list-style-type: none">• Day 1: Write 2 – 3 th words on the board, eg <i>thin, that, with</i> and ask learners what is the same and what is different in each of the words. (A fun, topical activity can be to find someone in the class who has the sound in their name eg Matthew or Seth). Guide them to see that they all have th but sometimes it is in the beginning and sometimes at the end of a word. (You should have taught th at the end of the previous term so this should be revision.) Ask learners to work in pairs to see how many words beginning or ending in th they can find in their readers. They must write them in a list in their books. (Use as Task 2 for Writing).• Day 2: Use the th lists of words learners made the previous day to make a chart of some of the th words to display in the classroom. For Task 1 for Writing learners write two sentences each using two th words.• Day 3: Write Why, What, Which, When and Who on the board. Underline the wh in each of the words. Explain to learners that these are the five wh questions. As a class make up a question with each and write the questions on the board. Learners work in groups to write their own five questions on a sheet of paper. NB. They must be real questions that other learners will have to answer. Groups must swop their questions and answer them in writing. Finally, the responses are returned to the original group for them to read. Use this as Task 1 for Writing. If there is time at the end of the day some groups can share one of their questions and answers.• Day 4: introduce 3-letter consonant blends at the beginning of a word eg str and scr. Show learners a number of words that have three consonants joined together and help them to hear the three sounds by saying the words slowly. You could use words such as: <i>stream, strip, strap, string, strong / scream, screw, screen</i>. For Task 1 for Writing learners can copy, underline the str or scr and draw pictures of 4 – 5 of the easier words.			

- Day 5: Do a revision activity of all the phonics taught during the first term by doing an Alphabet Search. (Task 1 for Writing). On a flipchart or on the board write 26 words – one for each letter of the alphabet. Make sure that the words contain 3-letter blends, 4-letter blends including 3-letter consonant blends at the beginning of a word (for assessment), the consonant digraphs of **sh**, **ch**, **th** and **wh** and words ending in **ss** and **ll**. Learners write the words in alphabetical order. You could give them a worksheet with the alphabet in order or they can use the Alphabet Chart in the classroom. They can write, “a is for ant, b is for bat, c is for cash” etc. **Use for Assessment Task 1.**

HANDWRITING

Continue revising the formation of the upper case letters, revising **F** and **E** this week (one on each of the two days). Demonstrate the letter on the board before learners write two rows of it in their books, together with a sentence to copy beginning with the target letter. The two lower case letters may also need to be practised as both are often incorrectly written.

Handwriting/Spelling sentences for this week could be: *Friends met each other at school. Each friend met at school.* **Use for Assessment Task 1.**

ASSESSMENT: Formal, recorded Assessment Task 1:

(1) use the Phonics revision activity on Day 4 and **(2)** one of the handwriting lessons to rate learners, recording specific problems against the following milestones:

Phonics

- Recognises 3-letter consonant blends at the beginning of words e.g. str-ip, str-ap
- Builds words using new sounds as they are learnt

Handwriting

- Uses handwriting tools effectively e.g. pencil, rubber, ruler
- Forms upper and lower case letters correctly

WEEK 2	READING
LO/ASs	LO 3 AS 2, 3, 4, 5 LO 5 AS 2
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> Reads book as a whole class with teacher (shared reading) and discusses cause effect relations <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 Uses phonics decoding skills when reading unfamiliar words Uses clues and pictures in text for understanding <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> Reads independently eg greeting cards and simple fiction books
RESOURCES	<ul style="list-style-type: none"> A new shared reading text written on the board: either 2 – 3 verses of a poem or song. Flashcards with new vocabulary Sheets from a newspaper or magazine or a photocopied text – enough for one per learner
DAILY ACTIVITIES	
<p>SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK</p> <p>DAY 2: Shared Reading / Writing of a short story</p> <ul style="list-style-type: none"> Display again the previous week's story using the sentences you wrote on strips of paper. Have different learners read a sentence each. Point out how you wrote the story – how it began, how the events were explained and how the end of the story was written. They will be writing their own story later this week. Tell the learners that they are going to re-tell the story but make it different. There are many ways to change a story. You could change: <ul style="list-style-type: none"> the names of the characters eg use a different name, make it a girl instead of a boy etc the events eg the accident could happen elsewhere, or the boy could be run over by a bicycle the result eg the boy could escape injury, his sister could save him, he could be badly injured the end of the story Together with the learners, make changes and rewrite each sentence of the story on the board. Make a chart of different ways to begin a story eg <i>Early one morning.... One day... One afternoon after school... Late one night.... During the holidays.... One Sunday morning....</i> (Display this chart on the wall for learners to use when they write their stories.) Stop writing half way through the story and finish it the next day. Read the new story with the learners, checking the spellings and punctuation. Remove the punctuation from the board by erasing the full stops and commas and replacing the capital letters by lower case letters. For Task 2 for Writing learners copy the story into their books, using correct punctuation. 	

DAY 3: Shared Reading / Writing of a short story

- Read the new story you and the learners wrote the previous day and then complete the story. If you are writing on the board you could make one or two spelling errors or miss out a word or two as you write. When you re-read the story as a class, demonstrate how to self-edit what you have written.
- Point out new vocabulary. Choose 2 – 3 words and ask learners to tell you another word that means the same (a synonym) or the opposite (an antonym).
- Cover or erase several words in the part of the story that you wrote on this day, writing the hidden words in a list on the board. For Task 2 for Writing learners copy the last part of the story, adding the missing words.

Note: *Learners can use this story in their books for independent or paired reading as it should now be a complete story.*

Use activities on Days 1 – 3 to show cause and effect. Use for Assessment Task 1.

DAY 4: Shared Reading of a poem or song

- Introduce a new shared reading text – 2 – 3 verses of a poem or song either by writing it on the board or using a text from a Learner's Book. Put up flashcards containing new vocabulary and explain these words to learners.
- Follow the same pattern as previously, doing *Pre-reading*, *During reading* and *After reading* discussions.
- During Pre-reading discuss the title. Link with learners' prior knowledge and experience and the theme or context you are using.
- Read the poem or song, emphasising the rhythm.
- After finishing the poem or song ask learners for an initial response, eg: Did they like it and if so, why?
- Read it again with the learners clapping to the rhythm.

DAY 5: Shared Reading of a poem or song

- Re-read the poem or song with the learners. Discuss the way the words at the end of the lines rhyme and ask learners to identify other words that rhyme.
- Have different groups each read one or two lines, adding actions where appropriate.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day. Remind learners how to decode unfamiliar words and use clues and pictures to help in understanding the story. Have each learner read independently.

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

Use these group sessions together with the learners' independent reading for Assessment Task 1.

ASSESSMENT: Formal: recorded Assessment Task 1: Use the Shared, Group and Independent Reading sessions to rate learners against the following milestones:

Shared reading

- Reads book as a whole class with teacher (shared reading) and discusses cause effect relations

Group, guided reading

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses phonics decoding skills when reading unfamiliar words
- Uses clues and pictures in text for understanding

Paired/Independent reading

- Reads independently eg greeting cards and simple fiction books

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 2	WRITING
LO/ASs	LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3
MILESTONES	<ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Writes own story of at least five sentences using a writing frame • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home
DAILY ACTIVITIES	
<p>In addition to the written phonics and shared reading activities, the learners will write their own news on Day 1 and a short story on Days 4 & 5.</p> <p>DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news (at least three sentences). (2) Phonics activity: learners work in pairs to search for words beginning or ending in th in their readers and copy them into their exercise books.</p> <p>DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners write two sentences each using two th words. (2) learners copy the first part of the new story into their books, using correct punctuation.</p> <p>DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: learners work in groups to write 5 wh questions, swop with another group and answer the other group's questions in writing. (2) cloze procedure based on the second part of the new story</p> <p>DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy, underline the str or scr and draw pictures of 4 – 5 of the following words <i>stream, strip, strap, string, strong, scream, scrub</i> (2) Independent Writing activity: learners begin writing their own story. <ul style="list-style-type: none"> • Explain to learners that during the next two days they are going to write a story. In this lesson they can plan what they want to write and begin writing. • Let learners talk in pairs about their story. They need to decide: (a) who are the characters (b) what happens in the story (c) how does it end. They could use the framework given in Week 10 of the first term. They can use their personal dictionaries for help with spelling words. </p> <p>DAY 5: Explanation of activities for the Group Reading session (1) Phonics activity: a revision activity using an Alphabet Search. (2) Independent Writing activity: learners complete writing a draft of their own story (5 – 7 sentences). They read it through and correct any spelling or punctuation errors. They read their completed story to a partner. Use for Assessment Task 1.</p>	

ASSESSMENT: Formal: recorded Assessment Task 1: use the story the learners wrote, to rate them, noting any problems, against the following milestones:

- Participates in a discussion to choose a topic to write about
- Writes own story of at least five sentences using a writing frame
- Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home

SUGGESTED ASSESSMENT TASKS: TASK 1: WEEKS 1 / 3

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 4, 5 LO 5 AS 1, 2	<ul style="list-style-type: none"> Listens to stories for a longer period with enjoyment Expresses feelings about a story or poem 	1	<ul style="list-style-type: none"> Use the listening and speaking activities
	<ul style="list-style-type: none"> Listens without interrupting showing respect for the speaker Takes turns to talk, showing sensitivity to others and giving positive feedback Talks about personal experiences e.g. tells news without repetition 	2 & 3	<ul style="list-style-type: none"> Use learners' responses during news & story time
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	<i>Phonics</i> <ul style="list-style-type: none"> Recognises common consonant digraphs (eg ll, ss and zz) at the end of words e.g. do-ll, fu-ss, buzz 	1	<ul style="list-style-type: none"> Use Day 5's Phonics activity
	<ul style="list-style-type: none"> Recognises 3-letter consonant blends at the beginning of words e.g. str-ip, str-ap Builds words using new sounds as they are learnt 	2	<ul style="list-style-type: none"> Use a Phonics revision activity: an Alphabet Search
	<i>Handwriting</i> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Forms upper and lower case letters correctly 	2	<ul style="list-style-type: none"> Handwriting: select one handwriting lesson for assessment
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	<i>Shared reading</i> <ul style="list-style-type: none"> Reads book as a whole class with teacher (shared reading) and discusses cause effect relations <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 Uses phonics decoding skills when reading unfamiliar words Uses clues and pictures in text for understanding <i>Paired/Independent reading</i> <ul style="list-style-type: none"> Reads independently eg greeting cards and simple fiction books 	2	<ul style="list-style-type: none"> Assess learners during Class / Group / Independent reading time (eg 2-4 learners per group per day)
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> Participates in a discussion to choose a topic to write about Writes own story of at least five sentences using a writing frame Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	2	<ul style="list-style-type: none"> Use the story learners wrote on days 4 & 5

SECOND TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 4, 5 LO 5 AS 1, 2	<ul style="list-style-type: none"> • Listens without interrupting showing respect for the speaker • Takes turns to talk, showing sensitivity to others and giving positive feedback • Listens to stories for a longer period with enjoyment • Expresses feelings about a story or poem • Talks about personal experiences e.g. tells news without repetition 	<u>Morning Oral work</u> <ul style="list-style-type: none"> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news <u>Listening and Speaking activities</u> <ul style="list-style-type: none"> • Weekly focused listening activity (listening to a longer story/discussing similarities & differences) • Tell / read / reread stories / poems
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises 3-letter consonant blends at the beginning of words e.g. str-ip, str-ap • Recognises common consonant digraphs (eg ll, ss and zz) at the end of words e.g. do-ll, fu-ss, buzz • Builds words using new sounds as they are learnt <u>Handwriting</u> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly 	<u>Phonics</u> <ul style="list-style-type: none"> • Singing / acting out a repetitive action rhyme / song • Revision of vowel diagraph: ee. <u>Handwriting</u> <ul style="list-style-type: none"> • Revision of upper case letters – one per day: C, O + writing a sentence.
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	<u>Shared reading</u> <ul style="list-style-type: none"> • Reads book as a whole class with teacher (shared reading) and discusses cause effect relations <u>Group, guided reading</u> <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 • Uses phonics decoding skills when reading unfamiliar words • Uses clues and pictures in text for understanding <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads independently eg greeting cards and simple fiction books 	<u>Shared reading and writing / Word and sentence level work</u> <ul style="list-style-type: none"> • Shared reading using a Big Book • Pre-reading, during reading and after reading discussions esp around finding cause effect relations and giving of a personal response • Introduction of new vocabulary; finding of synonyms and antonyms • Identification of nouns in a text • Answering unusual questions about a character in the text <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> • Guided reading in same ability groups: teaching / revising word strategies: at least twice per week for all groups.
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Writes own story of at least five sentences using a writing frame • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<ul style="list-style-type: none"> • Writes and illustrates sentences ie own news, what they like, and give an opinion of the Shared Reading book • Spells words using phonics and personal dictionary • Activity on nouns

WEEK 3	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	LO 1 AS 1, 2, 3 LO 2 AS 1, 4, 5 LO 5 AS 1, 2
MILESTONES	<ul style="list-style-type: none"> • Listens without interrupting showing respect for the speaker • Takes turns to talk, showing sensitivity to others and giving positive feedback • Listens to stories for a longer period with enjoyment • Expresses feelings about a story or poem • Talks about personal experiences e.g. tells news without repetition
DAILY ACTIVITIES	
<p>ORAL WORK AT THE BEGINNING OF THE DAY</p> <ul style="list-style-type: none"> • Begin by talking about the day chart, month chart, weather chart, birthday chart, special happenings for the day etc. • Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Guide learners on what they could talk about or give them a specific topic, reminding others of the need to listen without interrupting and to avoid repetition. Use for Assessment Task 1. • On Day 5 focus the discussion around what learners like – to eat, drink, do, go, watch, wear etc. They will write 3 – 4 sentences on this topic as Task 1 for Writing. <p>LISTENING AND SPEAKING:</p> <ul style="list-style-type: none"> • Read aloud a story, or part of a story; discuss new vocabulary and give learners a chance to respond. Remember this should be a longer story than you read during the first term. • Discuss similarities and differences in terms of the story by either comparing it to another story you read them recently, OR by comparing two of the characters OR by comparing the events in the story to learners' own experiences. You could ask learners questions such as, <i>Did the same thing happen to you? Did it end the same way or was there a different ending?</i> (This helps learners to see similarities and differences in a different context.) <p>AT LEAST TWICE DURING THE WEEK</p> <ul style="list-style-type: none"> • Read aloud a story, poem or rhyme; discuss new vocabulary and give learners a chance to respond. 	
<p>ASSESSMENT: Formal: recorded Assessment Task 1: During News and story time by the end of the week, rate the learners, recording specific problems you have noticed, against the following milestones:</p> <ul style="list-style-type: none"> • Listens without interrupting showing respect for the speaker • Takes turns to talk, showing sensitivity to others and giving positive feedback • Talks about personal experiences e.g. tells news without repetition 	

WEEK 3	PHONICS / HANDWRITING		
LO/ASs	LO 3 AS 3, 4	LO 4 AS 5, 7	LO 6 AS 1
MILESTONES	<i>Phonics</i> <ul style="list-style-type: none"> Recognises 3-letter consonant blends at the beginning of words e.g. str-ip, str-ap Recognises common consonant digraphs (eg ll, ss and zz) at the end of words e.g. do-ll, fu-ss, buzz Builds words using new sounds as they are learnt <i>Handwriting</i> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Forms upper and lower case letters correctly 		
NOTE	<ul style="list-style-type: none"> Prepare a Word Search using ee words 		

DAILY ACTIVITIES

PHONICS DAILY

The **ee** digraph was introduced at the end of the first term. This week more **ee** words are taught.

- Day 1: Introduce **eed** as in *feed, heed, need, speed, weed, greedy, freed*. In pairs learners create an oral sentence using at least two of the words. Record 3 – 4 of these sentences on the board, cover the **eed** words and use for Task 2 for Writing.

- Day 2: Introduce and discuss **ee** as in *keep, weep, peep, keep, deep, sleep, sheep, creep, steep*.

Note: Be aware that as with other **ee** words, there are some that use **ea**. You may, or may not, decide to draw their attention to this. **ea** is dealt with the following week so you may choose to keep the discussion until then.

For Task 1 for Writing do a Word Search. See Week 1 of the First Term for details.

- Day 3: Sort **ee** words into Word Families. Write sufficient **ee** words onto pieces of paper for every learner to have one word. You can use the following: *feed, heed, need, speed, weed, reed, greedy, freed, bleed, seed / keep, weep, peep, beep, deep, sleep, sheep, creep, steep / eel, wheel, feel, reel, steel / see, tree / been, keen, seen, green / feet, meet, greet, fleet, sheet, street / beef, reef* and if necessary – *needy, keeps, weeps, sleepy, wheels, greedy, freedom*. Give one word to each learner who must read his/her word and find other learners who have words belonging to the same word family. The biggest family wins. For Task 1 for Writing learners can do either an activity using **ee** words from a Learner's Book or a worksheet matching words and pictures.
- Day 4: Begin by repeating the previous day's sorting activity but giving each learner a different word this time. Make an **ee** chart using words with different final consonants eg *need, keep, sleep, wheel, see, tree, been, green, meet, feet*. Clarify the meaning of the words, especially *see, meet* and *been*. For Task 1 for Writing learners can write and illustrate *wheel, see, tree, green, feet*.

- Day 5: Do a class activity in which you call out simple, 3-letter words for learners to write. For example, *sat, dip, run, hot, but*. Learners need to break the word into the three, separate sounds to write the word. Later include some simple **sh, ch** and **th** words. This is a very useful activity to help learners to break down and spell words. If you repeat it every two or three weeks learners become competent at both breaking down words into separate sounds and building words using separate sounds.
For Task 1 for Writing learners can copy 4 – 5 words with 3-letter consonant blends at the beginning of the word eg scream, street, string, spring, scrape.
- Continue to either introduce or end the lesson singing an action rhyme or song as this helps to build auditory discrimination.

HANDWRITING

Continue revising the formation of the upper case letters, revising **C** and **O** this week (one per day). Demonstrate each on the board before learners write the letter in their books, together with a sentence to copy, beginning with the target letter (at least twice a week).

Handwriting/Spelling sentences for this week could be: *Can you come to me on Sunday? On Sunday I can come to you.*

ASSESSMENT: Informal: unrecorded assessment of building simple words.

WEEK 3	READING
LO/ASs	LO 3 AS 2, 3, 4, 5 LO 5 AS 2
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> Reads book as a whole class with teacher (shared reading) and discusses cause effect relations <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 Uses phonics decoding skills when reading unfamiliar words Uses clues and pictures in text for understanding <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> Reads independently eg greeting cards and simple fiction books
RESOURCES	<ul style="list-style-type: none"> A new story for Shared Reading, preferably a Big Book or alternatively a story in a Learner's Book or on a photocopied sheet (one per learner) Flashcards with new vocabulary
DAILY ACTIVITIES	
<p>SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK</p> <p>DAY 2: Shared Reading of a Big Book</p> <ul style="list-style-type: none"> Introduce a new Shared Reading Book, preferably a Big Book as you need one with plenty of illustrations. Put up flashcards containing new vocabulary and explain these words to learners. Follow the same pattern as previously, doing <i>Pre-reading</i>, <i>During reading</i> and <i>After reading</i> discussions. During Pre-reading discuss the title, the cover and point out the name of the author. Link with learners' prior knowledge and the theme or context you are using. Point out the author's name and explain what it means to be an author – they are also authors as they have been writing stories to make a class reader! Read the book, stopping to ask questions and encourage learners to predict what will happen next. You could check for understanding and to ensure that they are following by asking questions such as: <i>What's the name of that person? What is this story about?</i> After finishing the book ask learners for an initial response, eg: <ul style="list-style-type: none"> Did they like the story and if so, why? For Task 2 for Writing learners can write at least two sentences about what they liked and/or disliked in the story. eg <i>I liked the part when..... I didn't like the part when....</i> 	

DAY 3: Shared Reading of a Big Book

- Read the shared reading book again, letting either individual or groups of learners read one or two sentences. Record new vocabulary on the board. Ask some “*why?*” questions, focusing on identifying and explaining cause effect relations.
- Read and talk about the list of new vocabulary, using the words in different sentences and identifying synonyms and antonyms for some of the words. You could ask them “*Can anyone remember/find a word on this page that means the same as...?*” “*In this sentence which word is the opposite of?*” For Task 2 for Writing learners can match synonyms and antonyms to different words. (You might choose not to use these terms as they are a grade 3 Assessment Standard (LO 6 AS 6) but instead use “*....means the same as....*” and “*is the opposite of....*”

DAY 4: Shared Reading of a Big Book

- Re-read the shared reading book again, pointing out the punctuation and capital letters.
- After finishing the book talk about nouns as naming words and write the word “*noun*” on the board. Go through part of the story again with the learners identifying the nouns in each sentence. List them on the board. You could discuss why some start with a capital letter, explaining that these are the names of people or places and therefore are special, “proper nouns”. Ask them if they know of any other proper nouns eg their own name, the name of their school, place where they live.
- For Task 2 for Writing learners can copy 3 – 4 sentences from the story (you could write them on the board), underlining the nouns in each sentence. (As some learners may find this difficult you may need to read and discuss the sentences before the learners do the task).

DAY 5: Shared Reading of a Big Book

- Begin by letting different groups of learners read a paragraph of the story. As they read ask them to put up their hand when a new character is introduced. List the characters on the board as they identify them.
- Allocate a character to each seating group. List 3 – 5 questions on the board for the groups to answer (orally) about their character. They could be unusual/funny questions that require the learners to use their imagination as the answers won’t be in the text. For example:
 - What is his/her favourite food?
 - What does he/she enjoy doing on a weekend?
 - What would be his/her favourite TV programme?
 - Who would he/she be friends with?
 - Where does he/she like to go on holiday?

Note: *The purpose of this type of activity is for learners to think “out of the box” and use their imaginations to understand the character. It’s also fun as there are no wrong answers so learners don’t feel threatened.*

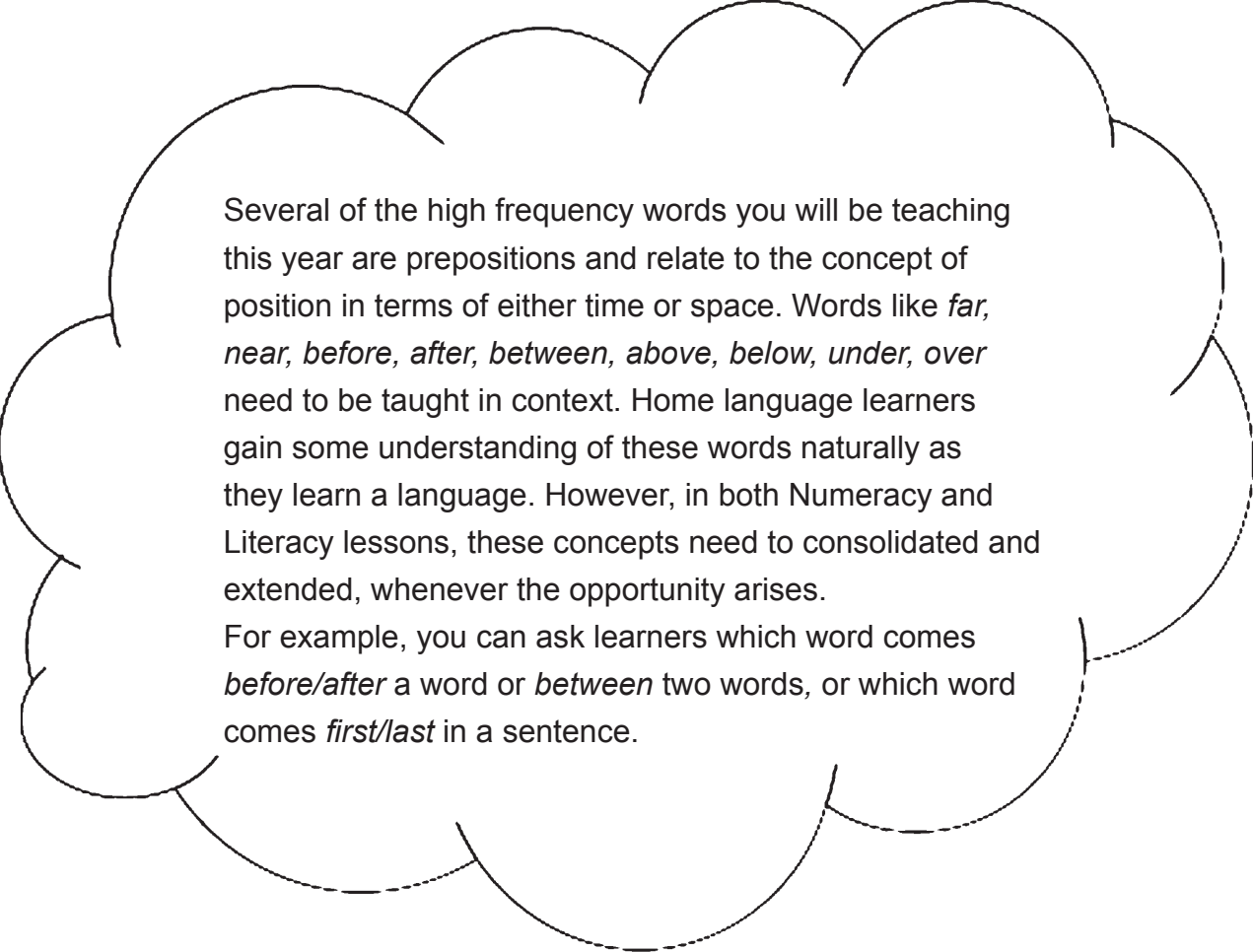
- Give each group a chance to share their ideas with the rest of the class.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising self correcting strategies such as re-reading, pausing, practising a word before saying it aloud, reading on to the end of the sentence to find the meaning of the word:

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

ASSESSMENT: Informal: unrecorded assessment of learners' responses to Day 5's group discussions. Watch your weaker learners for their responses and give praise and encouragement for unusual ideas.



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 3	WRITING
LO/ASs	LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3
MILESTONES	<ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Writes own story of at least five sentences using a writing frame • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home
DAILY ACTIVITIES	
<p>Learners write their own news, give an opinion on the shared reading book and write about what they like. Phonics, vocabulary and grammar activities are also included.</p> <p>DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of own news / all groups write their own news (3 – 4 sentences at least). (2) Phonics activity: a cloze procedure exercise using 3 – 4 of the learners’ sentences containing eed words.</p> <p>DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners do a Word Search using eep words. (2) learners write at least two sentences about what they liked and/or disliked in the story. eg <i>I liked the part when..... I didn’t like the part when....</i></p> <p>DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: learners do either an activity using ee words from a Learner’s Book or a worksheet matching ee words and pictures. (2) learners match synonyms and antonyms to different words – either matching specific words in a list or by writing full sentences.</p> <p>DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: learners write and illustrate <i>wheel, see, tree, green, feet</i>. (2) learners copy 3 – 4 sentences from the story, underlining the nouns in each sentence.</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) learners write 3 – 4 sentences about what they like. (2) Phonics activity: learners copy 4 – 5 words with 3-letter consonant blends at the beginning of the word eg scream, street, string, spring, scrape.</p>	
ASSESSMENT: Informal: unrecorded assessment of learners’ written news.	

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	<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 <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 	Phonics: introduce y Handwriting: letter y	Phonics: activity with y Handwriting: letter y	Phonics: Revise i + word blending using _it Handwriting: letter i	Phonics: activity with r + word blending using _id Handwriting: letter r	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	<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 	Shared writing based on a picture (in groups) from New Big Book Group reading: Groups 3 & 4	Shared writing based on a picture (in groups) from New Big Book Group reading: Groups 1 & 2	Creating an oral story using a sequence of pictures Shared writing of sentence describing the story Group reading: Groups 3 & 4	Shared Reading of discussions on a Big Book Group reading: Groups 1 & 2 Paired reading	Shared Writing of sentences summarizing Big Book story Group reading: Groups 3 & 4
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 • Contributes ideas for a class story • Writes words using sounds learnt 	Copying / illustrating class news	Copying / illustrating class news / new vocabulary	Copying / illustrating sentence describing class story	Copying / illustrating sentence giving opinion of the story.	Copying / illustrating class news / one group writes own news

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 speakListens to stories with interest, drawing a picture to show understandingPasses on messagesSays poems and rhymes and does the actionsIdentifies 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 speakListens to stories with interest, drawing a picture to show understandingIdentifies 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	<i>Phonics</i> <ul style="list-style-type: none">Distinguishes aurally between different end sounds of wordsBuilds 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 <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			
	DAILY ACTIVITIES			
DAY 1:				
PHONICS				
<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).				
HANDWRITING				
<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).				
DAY 2:				
PHONICS				
<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.				
HANDWRITING				
<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

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:

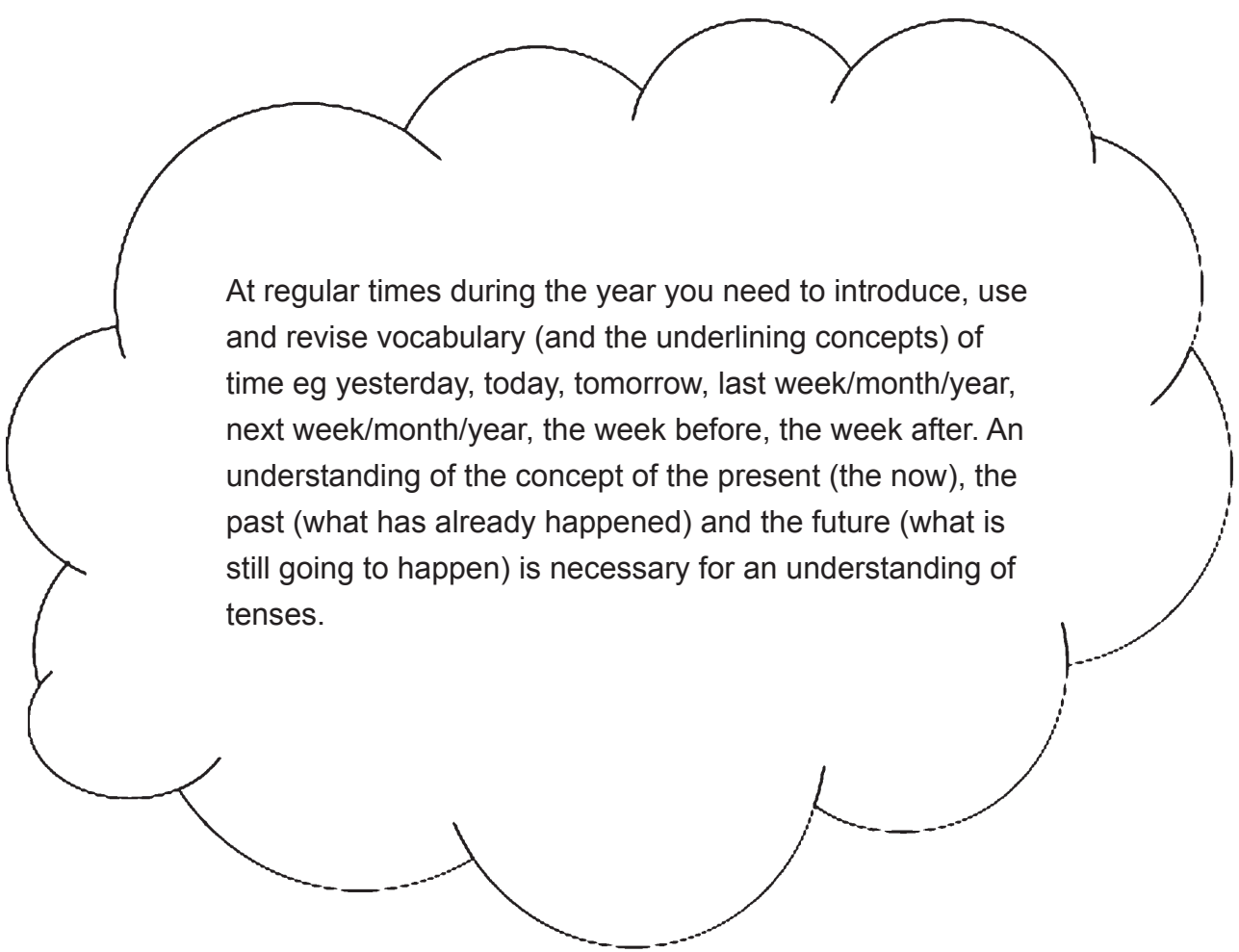
- Shared Reading activity
 - Reread the Big Book story, encouraging learners to join in where they can. Repeat some sentences so that the learners can read with you. **Use this for Assessment Task 2.**
 - Using Shared Writing, write 3 - 5 sentences summarising the events in the story, recording them 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**)



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 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 Passes on messages Says poems and rhymes and does the actions 	Wks 4 & 5 Wk 5 Wk 5	<ul style="list-style-type: none"> Use the focused Listening activities Use Observations during week 5 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 <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 4 Wk 5 Day 2 Wk 5	<ul style="list-style-type: none"> Use Day 4's Phonics activity 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 Contributes ideas for a class story Writes words using sounds learnt 	Wk 4 Wk 5	<ul style="list-style-type: none"> Use shared writing during Reading Use the word building task

SECOND TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3 LO 2 AS 1, 4, 5 LO 5 AS 1, 2	<ul style="list-style-type: none"> • Listens to more complex instructions and responds appropriately • Talks about personal experiences e.g. tells news without repetition • Participates in discussions and asks questions for clarity • Identifies similarities and differences • Compares and classifies things explaining classification e.g. all animals with 4 legs and those with 2 legs • Understands and uses appropriate language of different learning areas • Suggests solutions to a problem especially during Numeracy 	<u>Morning Oral work</u> <ul style="list-style-type: none"> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news <u>Listening and Speaking activities</u> <ul style="list-style-type: none"> • Weekly focused listening activity (drawing a picture according to instructions) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises 3-letter consonant blends at the end of words e.g. po-nds, sta-nds, ca-tch • Builds words using new sounds as they are learnt • Builds and sounds words at level of phonetic knowledge <u>Handwriting</u> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Transcribes words correctly 	<u>Phonics</u> <ul style="list-style-type: none"> • Singing / acting out a repetitive action rhyme / song • Teaching of vowel diagraphs: oa / oo (as in book). <u>Handwriting</u> <ul style="list-style-type: none"> • Revision of upper case letters – one per day: V, W + writing a sentence.
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	<u>Shared reading</u> <ul style="list-style-type: none"> • Reads book as a whole class with teacher • Identifies key details in what was read eg main characters and setting <u>Group, guided reading</u> <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 • Uses phonics decoding skills when reading unfamiliar words • Reads with increasing fluency and expression 	<u>Shared reading and writing / Word and sentence level work</u> <ul style="list-style-type: none"> • Shared reading using a thank you letter • Pre-reading, during reading and after reading discussions esp around the format and language used • Shared writing of a thank you letter as a class • Sequencing parts of a letter • Identification of punctuation in a text • Paired reading <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Uses correct grammar so that others can read and understand what has been written • Writes an expressive text eg a thank you card or letter using a given format • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<ul style="list-style-type: none"> • Writes and illustrates sentences ie own news • Writes a thank you letter • Spells words using phonics and personal dictionary • Copying and amending a letter • Punctuation activity

WEEK 5	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	LO 1 AS 1, 2, 3 LO 2 AS 1, 4, 5 LO 5 AS 1, 2
MILESTONES	<ul style="list-style-type: none"> • Listens to more complex instructions and responds appropriately • Talks about personal experiences e.g. tells news without repetition • Participates in discussions and asks questions for clarity • Identifies similarities and differences • Compares and classifies things explaining classification e.g. all animals with 4 legs and those with 2 legs • Understands and uses appropriate language of different learning areas • Suggests solutions to a problem especially during Numeracy
DAILY ACTIVITIES	
<p>ORAL WORK AT THE BEGINNING OF THE DAY</p> <ul style="list-style-type: none"> • Begin by talking about the charts, special happenings for the day etc. • Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Use for Assessment Task 2. • On Day 2 focus the discussion around birthdays and the receiving of gifts as learners will be writing a thank you letter as shared writing later on that day. <p>LISTENING AND SPEAKING:</p> <ul style="list-style-type: none"> • Focused listening activity: eg following more complex instructions by drawing a picture. <ul style="list-style-type: none"> • Give each learner a piece of paper and tell them to draw four houses in a row; make sure they make them at least 6 cm high. • Learners write a number on the door of each house eg 1 - 4. • Call out instructions one at a time (at least ten in total), eg House 3 has a red roof; House 2 has a girl sitting outside; There is a bird above House 4. Learners add to their pictures, according to each instruction. • Then ask the learners which house has a red roof or girl outside etc, noting their responses. • Collect the pictures afterwards for informal assessment. <p>AT LEAST TWICE DURING THE WEEK</p> <ul style="list-style-type: none"> • Read aloud a story, a poem or a rhyme; discuss new vocabulary and give learners a chance to respond. 	
<p>ASSESSMENT: Formal: recorded Assessment Task 2: During News and story time rate the learners, recording specific problems you have noticed, against the following milestone:</p> <ul style="list-style-type: none"> • Talks about personal experiences eg tells news without repetition 	

WEEK 5	PHONICS / HANDWRITING		
LO/ASSs	LO 3 AS 3, 4	LO 4 AS 5, 7	LO 6 AS 1
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> Recognises 3-letter consonant blends at the end of words e.g. po-nds, sta-nds, ca-tch Builds words using new sounds as they are learnt Builds and sounds words at level of phonetic knowledge <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Forms upper and lower case letters correctly Transcribes words correctly 		
NOTE	<ul style="list-style-type: none"> This week the focus in Phonics is on learning new vowel diagraphs (oa and oo as in book) in preparation for the Assessment Task 3 next week. 		

DAILY ACTIVITIES

PHONICS DAILY

Work with the vowel diagraphs **oa** and short **oo** (as in book) this week:

- Day 1: Write the words *hoot* and *hook* on the board and ask learners to sound and read them. Explain that sometimes, (especially before k), **oo** makes a different sound. List some **ook** words on the board (eg *book, hook, cook, look, took*) for learners to sound and read. Discuss the meanings and draw pictures next to each word. Erase the *ook* from the words and replace with three short lines (*b---*, *h---*, *c---*, *l---*, *t---*). For Task 2 for Writing, learners draw the pictures and write the words.
- Day 2: Introduce the vowel diagraph **oa** and write words such as *boat, coat, goat, float*, on the board. Sound and discuss the words. For Task 1 for Writing, learners can copy the words and draw pictures for each – you could use the four-box idea from Week 1.
- Day 3: Write more **oa** words on the board eg *load, road, goal, coal, foal*. Sound and discuss the words. In pairs, learners make up an oral sentence using at least two of the words. For Task 1 for Writing learners can write 2 – 3 sentences using at least two **oa** words in each sentence.
- Day 4: Use a **Bingo game** to revise the sounds you have taught so far this term. Rule a sheet of paper into 32 rectangles and write words based on this term's sounds in the different rectangles. Make three copies of the paper, cut out the words and divide them between the learners so every learner gets at least three words. Either say one of the words, eg *match*, or sound it out eg *m-a-tch*, or *m-atch*, or *ma-tch*. The learner who has that word shouts "Bingo". Although more than one learner has the same sound the winner is the one who shouts out first. You can reward the learner by giving the winner a star, a sweet or a point for his / her team. After a while learners can swap their words with either someone behind or in front of them. Collect the words at the end of the activity so you can use them the next day.

- Day 5: Distribute the words again but this time ask different questions, for example,
 - Who has a word ending with the **tch** sound?
 - Who has a word with **ee** in the middle? (This could be either **ee** or **ea**)
 - Who has a word with 5 letters?
 - Who has a word that means *bread* / for something we use for lighting a fire / a young horse?

HANDWRITING

Continue revising the formation of the upper case letters, revising **V** and **W** this week (one on each day). Demonstrate the letter on the board before learners write two rows of it in their books, together with a sentence to copy beginning with the target letter (at least twice a week). They could also combine them with the lower case letters as they are identical apart from size. Handwriting/Spelling sentences for this week could be: *Very soon we will watch the match. We will watch the match very soon.*

ASSESSMENT: Informal: unrecorded assessment of sound / word recognition

WEEK 5	READING
LO/ASs	LO 3 AS 2, 3, 4, 5 LO 5 AS 2
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads book as a whole class with teacher • Identifies key details in what was read eg main characters and setting <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 • Uses phonics decoding skills when reading unfamiliar words • Reads with increasing fluency and expression
RESOURCES	<ul style="list-style-type: none"> • Copies of the thank you letter used the previous week. • A worksheet containing the shared writing letter with sentences in the incorrect order. Prepare this by writing the letter and then cutting it into 5 – 6 parts. Glue the sections in an incorrect order onto a sheet of paper. Copy for each learner.
DAILY ACTIVITIES	
<p>SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK</p> <p>DAY 2: Shared Reading / Writing based on a thank you letter</p> <ul style="list-style-type: none"> • The class re-reads the previous week's thank you letter in pairs. Recap the format – the address, the salutation, the body of the letter and the ending. • As a class write a letter of thanks for a gift. <ul style="list-style-type: none"> • Refer back to the discussions during news time earlier in the day. If, for example, one of the learners has recently received a birthday present from a relative, the thank you letter could be written to the relative. (Where possible it is better to use real-life situations as a starting point for teaching and learning.) • Use the previous week's thank you letter as a model. Learners can refer back to it as you write. • Ask the learners questions such as: <ul style="list-style-type: none"> • How do I begin the letter? What address should I write? What punctuation should I use? • What date should I write? Do I need to write the year as well? What punctuation do I use? • What comes next? How do I address the person? • What can I write as the first sentence in the letter? • What else can I write? • What can I write as a final sentence? • How do I end the letter? • Read the letter through with the learners to check for errors and omissions. • For Task 2 for Writing learners can copy the main part of the letter, possibly changing it so that it could be from them to one of their relatives. They could use most of the same words but change one or two words in a sentence. They could omit writing the address and date. 	

DAY 3: Shared Reading based on a thank you letter

- Re-read the shared reading letter as a class.
- For Task 2 for Writing give learners a worksheet with the parts of the letter in the incorrect order. The learners must cut the worksheet into the different parts and glue it in the correct order either into their books or onto a sheet of paper.

DAY 4: Note: *On this day learners will be writing a first draft of a thank you letter (see the Writing component for details.) As learners will need your help with spelling you may want to do Paired rather than Group Reading on this day.*

DAY 5: Note: *On this day learners will be writing a final draft of a thank you letter (see the Writing component for details.) Although some learners may need your help with spelling you may still be able to do Group Reading on this day. If it isn't possible, do paired reading instead – learners can read each others' letters.*

GROUP READING ACTIVITIES

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

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

Reminder: *Only Paired Reading on Thursday.*

ASSESSMENT: Informal: unrecorded assessment of reading levels

WEEK 5	WRITING
LO/ASs	LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3
MILESTONES	<ul style="list-style-type: none"> • Participates in a discussion to choose a topic to write about • Uses correct grammar so that others can read and understand what has been written • Writes an expressive text eg a thank you card or letter using a given format • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home
DAILY ACTIVITIES	
<p>This week learners write their own news and a thank you letter. Shared reading and phonics activities are also included.</p> <p>DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news (at least 4 sentences). (2) Phonics activity: learners draw the ook pictures and write the correct words.</p> <p>DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy four oa words and draw pictures (possibly using the four-box idea from Week 1) (2) learners copy the main part of the shared writing letter, possibly changing it so that it could be from them to one of their relatives.</p> <p>DAY 3: Explanation of the activities for the Writing session: (1) Phonics activity: learners write 2 – 3 sentences using at least two oa words in each sentence. (2) a worksheet with the parts of the shared writing letter in the incorrect order. Learners cut the worksheet into the different parts and glue it in the correct order into their books or onto a sheet of paper.</p> <p>DAY 4: Individual writing activity:</p> <ul style="list-style-type: none"> • Learners write a thank you letter either for a gift or after a visit to a relative or friend. It should be about 3 – 4 sentences in length. <ul style="list-style-type: none"> • Begin by letting the learners discuss in pairs who they will write to and what they will be saying thank you for. • Let learners write a first draft of their letter on sheets of paper. For this they could omit the address and date, beginning with the main body of the letter. Give extra help to weaker learners but avoid them copying the previous letters you have written. By the end of this lesson all the learners should have written a first draft. Collect these at the end of the lesson. Correct or identify some errors before the following day's lesson. You could underline simple words that are misspelt or indicate where words are omitted. Where learners have incorrectly spelt more difficult words you could write that word correctly for them. 	

DAY 5: Individual writing activity:

- Learners re-write their letters, correcting errors and adding words that were omitted. Explain to individual learners some of their mistakes so that they can correct them. Remind learners to check in their personal dictionaries for the correct way to spell some words.
- For this final version they should write the complete letter, including the address and date.

Use this for Assessment Task 2.

ASSESSMENT: Formal: recorded Assessment Task 2: use the letter learners wrote to rate them, noting any problems, against the following milestones:

- Participates in a discussion to choose a topic to write about
- Uses correct grammar so that others can read and understand what has been written
- Writes an expressive text eg a thank you card or letter using a given format
- Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home

SECOND TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2	<ul style="list-style-type: none"> • Listens to more complex instructions and responds appropriately • Listens to stories and poems and identifies the main idea, details and sequence of events • Makes up own rhymes using imaginative language • Responds to riddles and jokes 	<u>Morning Oral work</u> <ul style="list-style-type: none"> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news <u>Listening and Speaking activities</u> <ul style="list-style-type: none"> • Weekly focused listening activity (oral/written comprehension based on a story) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises at least 3 new vowel blends e.g. oa as in boat, ea as in eat, short oo as in book etc • Builds words using new sounds as they are learnt • Builds and sounds words at level of phonetic knowledge <u>Handwriting</u> <ul style="list-style-type: none"> • Forms upper and lower case letters correctly • Transcribes words correctly 	<u>Phonics</u> <ul style="list-style-type: none"> • Singing / acting out a repetitive action rhyme / song • Teaching of 'magic e' as in a-e. <u>Handwriting</u> <ul style="list-style-type: none"> • Revision of upper case letters – one per day: K, J + writing a sentence.
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	<u>Shared reading</u> <ul style="list-style-type: none"> • Answers higher order questions based on the passage read • Identifies key details in what was read eg main characters and setting <u>Group, guided reading</u> <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 <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads independently eg greeting cards and simple fiction books 	<u>Shared reading and writing / Word and sentence level work</u> <ul style="list-style-type: none"> • Shared reading using a Big Book • Pre-reading, during reading and after reading discussions esp around prediction, cause effect relations and characterisation • Introduction of new vocabulary, synonyms and antonyms • Identification of punctuation in a text, including inverted commas <u>Group, guided and independent reading and writing.</u> <ul style="list-style-type: none"> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> • Writes one paragraph on personal experiences or events e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Uses negative forms correctly eg 'She does not do that.' • Identifies and uses nouns, adjectives and verbs correctly • Spells common words correctly • Reads own writing to a partner 	<ul style="list-style-type: none"> • Writes and illustrates sentences ie own news and based on Shared Reading book • Spells words using phonics and personal dictionary • Activity on adjectives • Drawing and labeling a character from the Shared Reading book

WEEK 6	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2
MILESTONES	<ul style="list-style-type: none"> • Listens to more complex instructions and responds appropriately • Listens to stories and poems and identifies the main idea, details and sequence of events • Makes up own rhymes using imaginative language • Responds to riddles and jokes
NOTE	<ul style="list-style-type: none"> • Prepare a short written comprehension based on the story read to them.
DAILY ACTIVITIES	
<p>ORAL WORK AT THE BEGINNING OF THE DAY</p> <ul style="list-style-type: none"> • Begin by talking about the charts, special happenings for the day etc. • Learners tell personal news – with every learner telling his or her own news at least once during a two week period. <p>LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK</p> <ul style="list-style-type: none"> • Explain to the learners that you are going to read them a short story. They need to listen very carefully so that they remember as much as possible about the story. • Read the story to the learners. It should have a simple storyline, few characters and be easy to remember. • Do a short oral comprehension focusing on: <ul style="list-style-type: none"> • The main idea ie <i>what was the story about?</i> • Who were the characters? • What happened in the story? ie the sequence of events. • Repeat this activity later in the week but, this time, make it a simple, written comprehension. You could read the story once and then read and discuss the questions. You may need to read the story again to the learners and write key vocabulary on the board before learners do the comprehension. <p>NB: <i>This is primarily a <u>listening</u> activity aimed at improving learners' auditory and memory skills and not a reading activity.</i></p> <p>ALSO DURING THE WEEK</p> <ul style="list-style-type: none"> • Read aloud a story or poem; explain new vocabulary and give learners a chance to respond. Sometimes use a longer story, reading one or two chapters per day, so that the story lasts several days or even the whole week. This not only develops memory skills but allows for the reading of stories that contain a number of different events and in which the characters develop during the book. A longer story also provides opportunities for developing prediction skills as learners anticipate what might happen in the next chapter. But it must be a story that both you and the learners enjoy. 	

ASSESSMENT: Formal: recorded Assessment Task 3:

Use your observations of the class discussion and the written comprehension in listening and speaking to rate the learners against the following milestones:

- Listens to more complex instructions and responds appropriately
- Listens to stories and poems and identifies the main idea, details and sequence of events

WEEK 6	PHONICS / HANDWRITING		
LO/ASs	LO 3 AS 3, 4	LO 4 AS 5, 7	LO 6 AS 1
MILESTONES	<i>Phonics</i> <ul style="list-style-type: none">Recognises at least 3 new vowel blends e.g. oa as in boat, ea as in eat, short oo as in book etcBuilds words using new sounds as they are learntBuilds and sounds words at level of phonetic knowledge <i>Handwriting</i> <ul style="list-style-type: none">Forms upper and lower case letters correctlyTranscribes words correctly		
NOTE	<ul style="list-style-type: none">Prepare a revision activity based on oa as in boat, ea as in eat, short oo as in book.Prepare rectangles of paper or card with 10 – 20 a-e words		
DAILY ACTIVITIES			
<p>PHONICS DAILY</p> <p>Over the past two weeks you will have been teaching three new vowel blends: <i>oa</i> as in boat, <i>ea</i> as in eat, short <i>oo</i> as in book. Complete this teaching and assess learners’ competence before starting to teach the ‘<i>magic e</i>’. Because of the importance of learners having a thorough knowledge of ‘<i>magic e</i>’ these Lesson Plans devote the last five weeks of the term to this, with each week focusing on a different middle vowel. This week the focus is on <i>a-e</i>.</p> <ul style="list-style-type: none">Day 1: Learners complete a written revision task based on <i>oa</i> as in boat, <i>ea</i> as in eat, short <i>oo</i> as in book. (Task 2 for Writing) You could give learners a worksheet or draw approximately nine pictures on the board (three for each sound) for learners to copy and write the appropriate words. Use this for Assessment Task 3.Day 2: Write the words such as <i>mad, hat, rat, mat, can, man</i> on the board. Use a story or game to teach how the ‘<i>magic e</i>’ changes a word to make a new word, ie it makes the letter in the middle say its name. Add the ‘<i>magic e</i>’ to the words on the board so that learners can see the new words. For Task 1 for Writing, learners can copy and draw some of the words, putting the ‘<i>magic e</i>’ in colour.Day 3: Write the word <i>came</i> on the board, reminding learners how the ‘<i>magic e</i>’ changes the vowel in the middle to make a new sound while the ‘<i>magic e</i>’ at the end is silent. Ask learners to think of any other words that rhyme with <i>came</i>. List them on the board – <i>fame, game, lame, name, same, tame, shame, blame</i>. Discuss the meanings and let each group make up one sentence using one of the words – give a different word to each group. For Task 1 for Writing replace the <i>ame</i> with three short lines. Learners choose six of the words to write (<i>f---</i>, <i>g---</i>, <i>l---</i>, <i>n---</i>, <i>s---</i>, <i>t---</i>, <i>sh---</i>) and draw pictures.			

- Day 4: write 5 – 6 ‘a-e’ words on the board eg *grape, whale, case, gate, chase, snake, cave* and read and discuss the meanings with learners. Give learners a worksheet in which they match one of the words with a simple phrase or definition. eg a fruit (grape) it swims in the sea (whale) I carry my lunch in it (case) where we can hide (cave) a way through a fence (gate) a reptile (snake). (Task 1 for Writing)
- Day 5: Before the lesson write 10 – 20 a-e words on paper or card – enough for one or two per two learners /or per group. Use words like: *safe, sale, pale, tale, stale, cane, mane, pane, cape, gape, tape, shape, base, gave, shave, snake, cake, bake, hake, lake, wake, take, make, shake, ate, date, late, rate*. Give one or two words to each pair OR group to (1) discuss what the word means and (2) make/write an interesting sentence with it. (Task 1 for Writing) Make sure that learners have the chance to share with the rest of the class before the end of the day.

HANDWRITING

Continue revising the formation of the upper case letters, revising **K** and **J** this week.

Demonstrate the upper and lower case letters on the board before learners write two rows of the upper case and one row of the lower case letter in their books, together with a sentence to copy beginning with the target letter (at least twice a week).

Handwriting/Spelling sentences for this week could be: *Kick a goal for your soccer team. Join the school soccer team.*

Use for Assessment Task 3. You can also use your observations of learners’ writing at other times to inform your assessment.

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

Phonics

- Recognises at least 3 new vowel blends e.g. oa as in boat, ea as in eat, short oo as in book etc
- Builds words using new sounds as they are learnt
- Builds and sounds words at level of phonetic knowledge

Handwriting

- Forms upper and lower case letters correctly
- Transcribes words correctly

WEEK 6	READING
LO/ASs	LO 3 AS 2, 3, 4, 5 LO 5 AS 2
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Answers higher order questions based on the passage read • Identifies key details in what was read eg main characters and setting <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><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads independently eg greeting cards and simple fiction books
RESOURCES	<ul style="list-style-type: none"> • A new story for Shared Reading, preferably a Big Book or alternatively a story in a Learner's Book or on a photocopied sheet (one per learner) • Flashcards with new vocabulary
DAILY ACTIVITIES	
<p>SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK</p> <p>DAY 2: Shared Reading of a Big Book</p> <ul style="list-style-type: none"> • Introduce a new Shared Reading Book, preferably a Big Book. Put up flashcards containing new vocabulary and explain these words to learners. • Follow the same pattern as previously, doing <i>Pre-reading</i>, <i>During reading</i> and <i>After reading</i> discussions. • During Pre-reading discuss the title, the cover and point out the name of the author. Link with learners' prior knowledge and the theme or context you are using. • Begin to read the book, stopping after a page or two to ask questions and encourage learners to predict what will happen next. You could ask: <i>What is this story about so far? What characters have we met? What will happen next? How will it end?</i> • For Task 2 for Writing learners answer two questions: <i>What will happen next?</i> and <i>How will it end?</i> <p>DAY 3: Shared Reading of a Big Book</p> <ul style="list-style-type: none"> • Read the Big Book through with the learners following. Stop a few times to discuss whether the learners' predictions were correct or to check for understanding. • After finishing the book ask learners for an initial response, eg: <ul style="list-style-type: none"> • Did they like the story and if so, why? For Task 2 for Writing learners can write at least two sentences about what they liked and/or disliked in the story. eg <i>I liked the part when..... I didn't like the part when....</i> 	

DAY 4: Shared Reading of a Big Book

- Read the Big Book again, letting either individual or groups of learners read one or two sentences. Ask some “*why*” questions, including ones identifying and explaining cause effect relations.
- Read and talk about the list of new vocabulary, using the words in sentences and identifying synonyms and antonyms for some of the words. You could ask them “*Can anyone remember/find a word on this page that means the same as...?*” “*In this sentence which word is the opposite of?*” For Task 2 for Writing learners can match synonyms and antonyms to different words. (You might choose not to use these terms but instead use “*....means the same as....*” and “*is the opposite of....*”

DAY 5: Shared Reading of a Big Book

- Begin by talking about the punctuation used in the Big Book - commas, full stops and question marks and inverted commas. As you re-read the story let learners point them out. As you read, also remind them of nouns and proper nouns.
- Do learners remember the characters? List the names of 3 – 4 characters on flipchart paper and look back in the book to see what they looked like. Next to the name of each character write 4 - 6 adjectives to describe him/her. Explain that these words are called adjectives or describing words. They give us more information about the noun. Choose one of the characters and draw him/her on the board, asking the learners questions are you draw. Use adjectives to label the character.

Note: *Keep the flipchart paper with the adjectives listed for next week.*

- For Task 2 for Writing learners can draw a picture of another of the characters and use adjectives to label him/her.

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension. Ask some higher order questions based on the passage read.

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

Use for Assessment Task 3.

ASSESSMENT: Formal: recorded Assessment Task 3: use the Class, Group and paired Reading sessions to rate learners against the following milestones:

Shared reading

- Answers higher order questions based on the passage read
- Identifies key details in what was read eg main characters and setting

Group, guided reading

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Identifies key details in what was read eg main characters and setting

Paired/Independent reading

- Reads aloud to a partner
- Reads independently eg greeting cards and simple fiction books

WEEK 6	WRITING
LO/Ass	LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3
MILESTONES	<ul style="list-style-type: none"> Writes one paragraph on personal experiences or events e.g. daily news Uses correct grammar so that others can read and understand what has been written Uses negative forms correctly eg 'She does not do that.' Identifies and uses nouns, adjectives and verbs correctly Spells common words correctly Reads own writing to a partner
DAILY ACTIVITIES	
<p>This week's writing tasks involve learners writing their own news and sentences based on the shared reading book. Phonics and vocabulary activities are also included.</p> <p>DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news (at least 4 sentences). (2) Phonics activity: learners complete a written revision task based on <i>oa</i> as in boat, <i>ea</i> as in eat, short <i>oo</i> as in book.</p> <p>DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners copy and draw some of the words on the board, putting the '<i>magic e</i>' in colour. (2) learners answer two questions about the shared reading story: <i>What will happen next?</i> and <i>How will it end?</i></p> <p>DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners choose six of the <i>ame</i> words to write (<i>f---</i>, <i>g---</i>, <i>l---</i>, <i>n---</i>, <i>s---</i>, <i>t---</i>, <i>sh---</i>) and draw pictures. (2) learners write at least two sentences about what they liked and/or disliked in the story. eg <i>I liked the part when..... I didn't like the part when...</i></p> <p>DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: a worksheet in which learners match one of the '<i>magic e</i>' words with a simple phrase or definition. (2) learners match synonyms and antonyms to different words.</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) Phonics activity: In pairs or groups learners discuss what two <i>a-e</i> words mean and make/write an interesting sentence with each (2) learners draw a picture of one of the characters from the shared reading story and use adjectives to label him/her.</p>	
<p>ASSESSMENT: Informal: unrecorded assessment of learners' ability to give an opinion in writing.</p>	

SUGGESTED ASSESSMENT TASKS: TASK 3: WEEKS 6 / 7

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2	<ul style="list-style-type: none"> Listens to more complex instructions and responds appropriately Listens to stories and poems and identifies the main idea, details and sequence of events 	6	<ul style="list-style-type: none"> Use your observations and the written comprehension from the listening activity
	<ul style="list-style-type: none"> Makes up own rhymes using imaginative language Responds to riddles and jokes 	7	<ul style="list-style-type: none"> Use the listening activity and group discussions
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	<i>Phonics</i> <ul style="list-style-type: none"> Recognises at least 3 new vowel blends e.g. oa as in boat, ea as in eat, short oo as in book etc Builds words using new sounds as they are learnt Builds and sounds words at level of phonetic knowledge 	6	<ul style="list-style-type: none"> Use a written revision task based on oa as in boat, ea as in eat, short oo as in book
	<i>Handwriting</i> <ul style="list-style-type: none"> Forms upper and lower case letters correctly Transcribes words correctly 	6	<ul style="list-style-type: none"> Handwriting: select one handwriting lesson for assessment
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	<i>Shared reading</i> <ul style="list-style-type: none"> Answers higher order questions based on the passage read Identifies key details in what was read eg main characters and setting <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 <i>Paired/Independent reading</i> <ul style="list-style-type: none"> Reads aloud to a partner Reads independently eg greeting cards and simple fiction books 	6	<ul style="list-style-type: none"> Assess learners during Class / Group / Paired / Independent reading time (eg 2 – 4 learners per group per day)
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> Writes one paragraph on personal experiences or events e.g. daily news Uses correct grammar so that others can read and understand what has been written Uses negative forms correctly eg 'She does not do that.' Identifies and uses nouns, adjectives and verbs correctly Spells common words correctly Reads own writing to a partner 	7	<ul style="list-style-type: none"> Use (1) learners' Daily News and (2) their description of a character

SECOND TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2	<ul style="list-style-type: none"> • Listens to more complex instructions and responds appropriately • Listens to stories and poems and identifies the main idea, details and sequence of events • Makes up own rhymes using imaginative language • Responds to riddles and jokes 	<u>Morning Oral work</u> <ul style="list-style-type: none"> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings, class programme etc • Learners tell news <u>Listening and Speaking activities</u> <ul style="list-style-type: none"> • Weekly focused listening activity (listening to and discussing poems, rhymes and riddles) • Tell / read / reread stories / poems /rhymes
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises at least 3 new vowel blends e.g. oa as in boat, ea as in eat, short oo as in book etc • Builds words using new sounds as they are learnt • Builds and sounds words at level of phonetic knowledge <u>Handwriting</u> <ul style="list-style-type: none"> • Forms upper and lower case letters correctly • Transcribes words correctly 	<u>Phonics</u> <ul style="list-style-type: none"> • Singing / acting out a repetitive action rhyme / song • Teaching of 'magic e' as in <i>i-e</i>. <u>Handwriting</u> <ul style="list-style-type: none"> • Revision of upper case letters – one per day: U, Y + writing a sentence.
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	<u>Shared reading</u> <ul style="list-style-type: none"> • Answers higher order questions based on the passage read • Identifies key details in what was read eg main characters and setting <u>Group, guided reading</u> <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 <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads independently eg greeting cards and simple fiction books 	<u>Shared reading and writing / Word and sentence level work</u> <ul style="list-style-type: none"> • Shared reading using a Big Book • Shared writing of (a) a description of a character (b) a longer summary • Identification of punctuation in a text, adjectives and nouns • Written comprehension <u>Group, guided and independent reading and writing.</u> <ul style="list-style-type: none"> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> • Writes one paragraph on personal experiences or events e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Uses negative forms correctly eg 'She does not do that.' • Identifies and uses nouns, adjectives and verbs correctly • Spells common words correctly • Reads own writing to a partner 	<ul style="list-style-type: none"> • Writes and illustrates sentences ie own news and based on Shared Reading book (description of a character) • Spells words using phonics and personal dictionary • Activities to identify and use parts of speech: nouns, adjectives and verbs

WEEK 7	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2
MILESTONES	<ul style="list-style-type: none"> • Listens to more complex instructions and responds appropriately • Listens to stories and poems and identifies the main idea, details and sequence of events • Makes up own rhymes using imaginative language • Responds to riddles and jokes
NOTE	<ul style="list-style-type: none"> • Find a suitable, easy rhyme.
DAILY ACTIVITIES	
<p>ORAL WORK AT THE BEGINNING OF THE DAY</p> <ul style="list-style-type: none"> • Begin by talking about the charts, special happenings for the day etc. • Learners tell personal news – with every learner telling his or her own news at least once during a two week period. <p>LISTENING AND SPEAKING: TWICE DURING THE WEEK</p> <ul style="list-style-type: none"> • For the first listening activity: <ul style="list-style-type: none"> • Repeat the previous week's read-aloud activity but focus on poems and riddles this week. • Explain to the learners that you are going to read them a short poem. They need to listen very carefully so that they remember as much as possible about it. • Read the poem to the learners. It should be easy to understand and remember. • Do a short oral comprehension focusing on the main idea ie <i>what was the poem about?</i> • End by reading and asking them to respond to a few riddles. • For the second listening activity: <ul style="list-style-type: none"> • Read a simple rhyme to the learners, emphasising the last, rhyming word in each line. Ask learners if they noticed anything special about what you read. You could write the rhymes on the board to help them. Guide them to recognise that the last lines sounded similar. • Introduce the word, <i>rhyme</i>. Ask them if they can think of any other words that also rhyme and list those on the board. • Let learners work in pairs to make up a short, simple rhyme of their own. They can even use one they know but change some of the words using imaginative language. 	
<p>ASSESSMENT: Formal: recorded Assessment Task 3: Use the listening and speaking activities to rate the learners against the following milestones:</p> <ul style="list-style-type: none"> • Responds to riddles • Makes up own rhymes using imaginative language 	

WEEK 7	PHONICS / HANDWRITING
LO/ASs	LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> Recognises at least 3 new vowel blends e.g. oa as in boat, ea as in eat, short oo as in book etc Builds words using new sounds as they are learnt Builds and sounds words at level of phonetic knowledge <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Forms upper and lower case letters correctly Transcribes words correctly
NOTE	<p>This week's Phonics Lesson Plan provides lists of possible words based on <i>i-e</i> and suggestions for daily lessons. However, unlike previous weeks, these are not specifically allocated to a particular day. You need to decide how you will break down the teaching of the <i>i-e</i> words across the five days and then choose which activities to use on each day. However learners should be doing written, consolidation activities on four of the five days, and an oral activity on Day 5.</p>
DAILY ACTIVITIES	
<p>PHONICS DAILY</p> <p>Continue with the '<i>magic e</i>' words, concentrating on <i>i-e</i> this week. There are many such words, some of which also begin with two or three consonant blends. So these activities also afford the opportunity to revise these and introduce new vocabulary.</p> <p>Remember that there are several other vowel combinations that make the same, / sound so you can make learners aware of this.</p> <p>Use some of the following <i>i-e</i> words in the phonic activities for the week:</p> <ul style="list-style-type: none"> ibe: tribe, bribe ide: hide, side, wide, tide, ride, pride ife: wife, life ike: bike, like ile: file, tile ime: time ine: fine, line, mine, nine, wine, shine, spine ipe: pipe, ripe, wipe, stripe ise: wise, rise ite: bite, kite, white ive: hive, dive ize: size 	

Use a story or a game to introduce the letter combination and then use one of the following Phonics activities each day as a written task to reinforce the learning this week:

- Learners copy 5 – 8 words and draw pictures.
- Learners add the *rime* to the *onset* eg they add **ine** to *f---*, *l---*, *m---*, *n---*, *w---*, *sh---*, *sp---* and draw pictures.
- Learners write sentences with some of the words, using two words in each sentence.
- Learners sort words into two or three Word Families eg **ile**, **ike** and **ite**
- Learners do a Word Search. See Week 1 of the First Term for details.
- Learners complete a worksheet or activity from a Learner's Book in which they match words and pictures.
- Once during the week, possibly on Day 5, do a listening activity in which learners must do an action when they hear the **I** sound.

HANDWRITING

Continue revising the formation of the upper case letters, revising **U** and **Y** this week.

Demonstrate the upper and lower case letters on the board before learners write two rows of the upper case and one row of the lower case letter in their books, together with a sentence to copy beginning with the target letter (at least twice a week).

Handwriting/Spelling sentences for this week could be: *You will find your ball there. Under your table she saw you.*

ASSESSMENT: Informal: unrecorded assessment of learners' ability to blend **i-e** words.

WEEK 7	READING
LO/ASs	LO 3 AS 2, 3, 4, 5 LO 5 AS 2
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Answers higher order questions based on the passage read • Identifies key details in what was read eg main characters and setting <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><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads independently eg greeting cards and simple fiction books
RESOURCES	<ul style="list-style-type: none"> • The previous week's list of adjectives describing the different characters in the Big Book story. • Prepare a worksheet or write on the board 4 - 5 questions and, separately and in a different order, the answers to those questions. Make copies of the worksheet for each learner. • Prepare a written comprehension containing open ended questions based on the shared reading story.
DAILY ACTIVITIES	
<p>SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK</p> <p>DAY 2: Shared Reading / Writing based on a Big Book</p> <ul style="list-style-type: none"> • Let individual or groups of learners each read a sentence or two of the previous week's Big Book. • Revise the names of the characters and the adjectives used to describe them. • As a class write a 3 – 5 sentence description of one of the characters. Model the use of negative forms of a sentence by writing at least two sentences in the negative. eg 'He was not a kind person.' • For Task 2 for Writing learners choose another character and write a similar description using some of the adjectives listed. They should write at least one sentence telling what the character was NOT like. They can ask you to write other words either on the board or in their personal dictionaries. Let them read their paragraphs to a partner. <p>DAY 3: Shared Reading / Writing based on a Big Book</p> <ul style="list-style-type: none"> • Write a more detailed summary of the story in the Big Book. Work through the Big Book slowly, stopping at the end of each page to summarise each event. Record the sentences on flipchart paper. Point out to the learners that they should not begin a sentence with "and"; this is a common error of learners at this age! Stop when you are half way through the story and continue the next day. Use the shared writing to revise the use of punctuation, point out nouns and adjectives and words containing the <i>i-e</i> sound. • For Task 2 for Writing learners match 4 – 5 questions based on the story with their answers – either by cutting up a worksheet or by copying them from the board. 	

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

- Continue and complete the summary of the Big Book story. Read it together and check for errors. Stop a few times and ask individual learners to read a sentence.
- For Task 2 for Writing learners answer more questions about the story. Use open ended questions in which learners can give an opinion or relate a personal experience.

DAY 5: Shared Reading based on the summary of the Big Book

- Let individual learners re-read the summary.
- Underline several verbs in the summary. Explain that these are all “action” words and are called verbs. Write the word “verb” on the board. Re-read the summary underlining more verbs and listing them on the board.

NB: *Keep this summary to use the following week.*

- For Task 2 for Writing, list 3 – 4 nouns and, next to them, the same number of verbs on the board. Learners can write short sentences using these words. Challenge them to see how many different sentences they can write!

GROUP READING ACTIVITIES

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

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

ASSESSMENT: Informal: unrecorded assessment of learners’ responses to the written comprehension.

WEEK 7	WRITING
LO/ASs	LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3
MILESTONES	<ul style="list-style-type: none"> • Writes one paragraph on personal experiences or events e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Uses negative forms correctly eg 'She does not do that.' • Identifies and uses nouns, adjectives and verbs correctly • Spells common words correctly • Reads own writing to a partner
DAILY ACTIVITIES	
<p>This week's writing tasks involve learners writing their own news and a short description of a character. Comprehension and activities using adjectives and verbs are also included.</p> <p>DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news (a paragraph of at least 5 sentences). Use for Assessment Task 3. (2) Phonics activity based on <i>i-e</i></p> <p>DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity based on <i>i-e</i> (2) learners write a description of another character in the shared reading book, using some of the adjectives listed. Use for Assessment Task 3.</p> <p>DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity based on <i>i-e</i> (2) learners match 4 – 5 questions about the shared reading story with their answers – either by cutting up a worksheet or by copying the questions and answers from the board.</p> <p>DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity based on <i>i-e</i> (2) learners answer open ended questions about the shared reading story.</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) writing / illustrating of daily news / all groups write their own news. (2) learners write short sentences using the nouns and verbs listed on the board.</p>	
<p>ASSESSMENT: Formal: recorded Assessment Task 3: Use (1) learners' Daily News and (2) their description of a character to rate them, recording specific problems you have noticed, against the following milestones:</p> <ul style="list-style-type: none"> • Writes one paragraph on personal experiences or events e.g. daily news • Uses correct grammar so that others can read and understand what has been written • Uses negative forms correctly eg 'She does not do that.' • Identifies and uses nouns, adjectives and verbs correctly • Spells common words correctly • Reads own writing to a partner <p>Note: the milestone: "Uses present and past tense correctly in writing" is found in both Assessment Task 3 and 4. For Assessment Task 3 assess only the learners' ability to use the correct tense in their writing.</p>	

SECOND TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2	<ul style="list-style-type: none"> • Listens to stories and poems and identifies the main idea, details and sequence of events • Talks about personal experiences e.g. tells news without repetition • Participates in discussions and asks questions for clarity • Answers closed and open-ended questions and gives reasons for answers • Suggests solutions to a problem especially during Numeracy 	<u>Morning Oral work</u> <ul style="list-style-type: none"> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news <u>Listening and Speaking activities</u> <ul style="list-style-type: none"> • Weekly focused listening activity (oral/written comprehension based on a story) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises 'magic e' in words e.g. cake, time, hope • Builds words using new sounds as they are learnt • Builds and sounds words at level of phonetic knowledge <u>Handwriting</u> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Transcribes words correctly 	<u>Phonics</u> <ul style="list-style-type: none"> • Singing / acting out a repetitive action rhyme / song • Teaching of 'magic e' as in o-e. <u>Handwriting</u> <ul style="list-style-type: none"> • Revision of upper case letters – one per day: X, Z + writing a sentence.
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	<u>Shared reading</u> <ul style="list-style-type: none"> • Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships • Uses visual cues to identify the purpose of advertisements and the intended audience • Answers higher order questions based on the passage read • Gives an opinion on what was read <u>Group, guided reading</u> <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 <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads own and others writing • Recognises at least 25 new sight words 	<u>Shared reading and writing / Word and sentence level work</u> <ul style="list-style-type: none"> • Shared reading and discussions using a conversation poster/large picture • Shared writing of a descriptive paragraph • Introduction of new vocabulary • Activity based on sorting new vocabulary according to alphabetical order <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> • Writes own story of at least one paragraph • Uses present and past tense correctly in writing • Reads own writing to a partner • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<ul style="list-style-type: none"> • Writes and illustrates sentences ie own news, • Writes a paragraph describing a conversation poster/large picture • Spells words using phonics and personal dictionary • Activity on tenses: changing sentences from past to present tense

WEEK 8	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2
MILESTONES	<ul style="list-style-type: none"> • Listens to stories and poems and identifies the main idea, details and sequence of events • Talks about personal experiences e.g. tells news without repetition • Participates in discussions and asks questions for clarity • Answers closed and open-ended questions and gives reasons for answers • Suggests solutions to a problem especially during Numeracy
NOTE	<ul style="list-style-type: none"> • Prepare a short written comprehension based on the story read to them.
DAILY ACTIVITIES	
<p>ORAL WORK AT THE BEGINNING OF THE DAY</p> <ul style="list-style-type: none"> • Begin by talking about the charts, special happenings for the day etc. • Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Encourage other learners to comment on similar experiences or ask questions. You can also use the news time to ask one or two closed or open-ended questions and see if the learner can give a reason for his/her answer. In this context closed questions would involve simply asking for more clarity of detail, ie the facts. Open-ended questions would expect the learner to give an opinion or share feelings. Use for Assessment Task 4. • On Day 1 learners will write a paragraph on personal experiences. As an alternative to learners always talking / writing about their weekend, focus the discussion around their family on this day. <p>LISTENING AND SPEAKING: AT LEAST TWICE DURING THE WEEK</p> <ul style="list-style-type: none"> • Explain to the learners that you are going to read them a short story. They need to listen very carefully so that they remember as much as possible about the story. • Read the story to the learners. It should have a simple storyline, few characters and be easy to remember. • Do a short oral comprehension focusing on: <ul style="list-style-type: none"> • The main idea ie <i>what was the story about?</i> • Who were the characters OR where (or when) did the story take place? • What happened in the story? ie the sequence of events. • Repeat this activity later in the week but, this time, make it a simple, written comprehension. You could read the story once and then read and discuss the questions. You may need to read the story again to the learners and write key vocabulary on the board before learners do the comprehension. <p>AT LEAST ONCE MORE DURING THE WEEK</p> <ul style="list-style-type: none"> • Read aloud a story, poem, rhymes or riddles; discuss new vocabulary and give learners a chance to respond. 	

ASSESSMENT: Formal: recorded Assessment Task 4:

During News time over the next two weeks rate the learners, recording specific problems you have noticed, against the following milestones:

- Talks about personal experiences eg tells news without repetition
- Answers closed and open-ended questions and gives reasons for answers

Use (1) your observations of the class discussion and the written comprehension in listening and speaking and (2) the Shared Reading discussions to rate the learners against the following milestones:

- Listens to stories and poems and identifies the main idea, details and sequence of events
- Participates in discussions and asks questions for clarity
- Answers closed and open-ended questions and gives reasons for answers

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

- Suggests solutions to a problem especially during Numeracy

Oral work during Numeracy time provides opportunities to integrate Literacy and Numeracy learning. Numbers come alive for children when they are linked to stories that are meaningful for them.

Similarly learners use spoken language to reflect on how they solved their Numeracy word problems. Just as we can scaffold learners early writing using sentence Starters (or Writing Frames) in Literacy, some teachers support their learners by scaffolding their reflections on Word problems. For example, they model the use of repetitive language such as:

- *At first I was going to try but then I decided*
- *I thought about what said the other day so I decided to try her strategy.*
- *Once I found where I went wrong I started again at the beginning. This time I tried to*
- *The mistake I made here was to so I thought that the next time I would....*
- *When I began this problem it reminded me of so I used the strategy where.....*

WEEK 8	PHONICS / HANDWRITING		
LO/ASs	LO 3 AS 3, 4	LO 4 AS 5, 7	LO 6 AS 1
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none">• Recognises ‘magic e’ in words e.g. cake, time, hope• Builds words using new sounds as they are learnt• Builds and sounds words at level of phonetic knowledge <p><i>Handwriting</i></p> <ul style="list-style-type: none">• Uses handwriting tools effectively e.g. pencil, rubber, ruler• Forms upper and lower case letters correctly• Transcribes words correctly		
NOTE	<p>This week’s Phonics Lesson Plan provides lists of possible words based on o-e and suggestions for daily lessons. However, as in the previous week, these are not specifically allocated to a particular day. You need to decide how you will break down the teaching of the o-e words across the five days and then choose which activities to use on each day. However learners should be doing written, consolidation activities on four of the five days, and an oral activity on Day 5.</p>		
DAILY ACTIVITIES			
<p>PHONICS DAILY</p> <p>Continue with the ‘<i>magic e</i>’ words, concentrating on o-e this week. There are many such words, some of which also begin with two or three consonant blends. So these activities also afford the opportunity to revise these and introduce new vocabulary.</p> <p>Remember that there are several other vowel combinations that make the same, O sound so you can make learners aware of this.</p> <p>Use some of the following o-e words in the phonic activities for the week:</p> <ul style="list-style-type: none">• oke: coke, joke, poke, woke, choke, broke, spoke• ole: hole, mole, pole, sole• ome: home• one: bone, cone, stone• ope: hope, cope, rope, slope• ose: nose, rose, chose, close• ote: note, vote• ove: drove, stove• oze: froze			

Use a story or a game to introduce the letter combination and then use one of the following Phonics activities each day as a written task to reinforce the learning this week:

- Learners copy 5 – 8 pictures and write the words.
- Using the words of one Word Family, learners divide (segment) each word into *onset* and *rime*, eg n-ose, r-ose, ch-ose, cl-ose and draw pictures or write sentences.
- Learners write sentences with some of the words, using two words in each sentence.
- Learners sort words into three Word Families eg **ole**, **one** and **ope**
- Learners match words and definitions/short phrases.
- At the end of the week, do an activity to revise and assess learners' ability to recognise and build words with **a-e**, **i-e** and **o-e** sounds. **Use for Assessment Task 4.**

HANDWRITING

Continue revising the formation of the upper case letters, revising **X** and **Z** this week.

Demonstrate the upper and lower case letters on the board before learners write two rows of the upper and lower case letters in the same row in their books, together with a sentence to copy using the target letter (at least twice a week).

Handwriting/Spelling sentences for this week could be: *Fix the box now! What is the size of the box?* (Point out the use of the exclamation and question marks).

Use for Assessment Task 4.

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

Phonics

- Recognises 'magic e' in words e.g. cake, time, hope
- Builds words using new sounds as they are learnt
- Builds and sounds words at level of phonetic knowledge

Handwriting

- Uses handwriting tools effectively e.g. pencil, rubber, ruler
- Forms upper and lower case letters correctly
- Transcribes words correctly

WEEK 8	READING
LO/ASs	LO 3 AS 2, 3, 4, 5 LO 5 AS 2
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships • Uses visual cues to identify the purpose of advertisements and the intended audience • Answers higher order questions based on the passage read • Gives an opinion on what was 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 <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads own and others writing • Recognises at least 25 new sight words
RESOURCES	<ul style="list-style-type: none"> • The summary of the previous week's Big Book • A large picture or conversation poster
DAILY ACTIVITIES	
<p>SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK</p> <p>DAY 2: Shared Reading based on the summary of the previous week's story</p> <ul style="list-style-type: none"> • Re-read the previous week's summary, pointing out the verbs that are underlined. • Explain that these verbs are written in the past tense, eg There was... / The two boys went... Talk about the use of the past tense, (for what happened already eg yesterday, last week, last year, a long time ago etc) and the present tense (for what is happening now, at this moment). Go through the summary changing the verbs into the present tense. Change the first two sentences into the present tense and write them on the board eg The boys see... Continue to work orally through the whole of the summary discussing what the verbs would be in the present tense. • For Task 2 for Writing learners copy 3 – 4 sentences from the summary, underlining the verbs in the present tense. <p>DAY 3: Shared Reading based on a picture or conversation poster</p> <ul style="list-style-type: none"> • Display a large picture or conversation poster on the board and ask learners what they can see in it. Write the new vocabulary they give you around the picture. Add additional, relevant words until about 15 words are written on the board. (Write key words on flashcards for the following day.) • Revise alphabetical order. For Task 2 for Writing, learners write the words on the board in alphabetical order. Show them how to start with "A" and check if there are any words beginning with it. If so they can write, for example: A – animals. 	

DAY 4: Shared Reading / Writing based on a picture or conversation poster

- Display the picture and read the vocabulary words again.
- As a class write a paragraph about the picture. Model how to write:
 - an introductory sentence eg *This is a picture of the shops in town.*
 - 3 – 4 sentences about the most important features of the picture. (Concentrate on the important aspects rather than write about insignificant details)
- For Task 2 for Writing learners write their own short paragraph about the picture. Cover the shared writing paragraph, leaving only the first sentence for learners to copy, but leave the vocabulary words visible.

DAY 5: Shared Reading based on a picture or conversation poster

- Display the picture again and ask learners to imagine what will happen next in the picture, eg *There will be a big storm and everyone will run into the shops. The taxi will leave and go to Umlazi. The two children will go into the store and buy sweets.*
- For Task 2 for Writing learners edit the paragraph about the picture that they write the previous day, checking for spelling errors and words missed out and then add two more sentences about what they think might happen, beginning *I think that...*

GROUP READING ACTIVITIES

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

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

Use the group reading together with paired reading for Assessment Task 4.

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

Shared reading

- Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships
- Answers higher order questions based on the passage read
- Gives an opinion on what was read

Group, guided reading

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

Paired/Independent reading

- Reads aloud to a partner
- Reads own and others writing
- Recognises at least 25 new sight words

WEEK 8	WRITING
LO/ASs	LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3
MILESTONES	<ul style="list-style-type: none"> • Writes own story of at least one paragraph • Uses present and past tense correctly in writing • Reads own writing to a partner • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills
DAILY ACTIVITIES	
<p>This week's writing tasks involve learners writing paragraphs for own news and to describe a conversation poster. Other activities focus on phonics, alphabetical order and changing verbs into a different tense.</p> <p>DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write a paragraph of their own news OR about their family. (2) Phonics activity based on o-e</p> <p>DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity based on o-e (2) learners copy 3 – 4 sentences of the summary of the shared reading story, underlining the verbs in the present tense.</p> <p>DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity based on o-e (2) learners write the words on the board in alphabetical order</p> <p>DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity based on o-e (2) learners write a short paragraph about a picture.</p> <p>DAY 5: Explanation of activities for the Group Reading session (1) Phonics revision activity (2) learners edit the paragraph about the picture that they wrote about the previous day, checking for spelling errors and words missed out and then add two more sentences about what they think might happen, beginning <i>I think that...</i></p>	
<p>ASSESSMENT: Informal: unrecorded assessment of learners' ability to think creatively by writing sentences predicting what might happen in the picture.</p>	

SUGGESTED ASSESSMENT TASKS: TASK 4: WEEKS 8 / 9

COMPONENT	MILESTONES	WKS	TASKS
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2	<ul style="list-style-type: none"> Talks about personal experiences e.g. tells news without repetition Answers closed and open-ended questions and gives reasons for answers 	8 / 9	<ul style="list-style-type: none"> Use learners' responses during news time
	<ul style="list-style-type: none"> Listens to stories and poems and identifies the main idea, details and sequence of events 	8	<ul style="list-style-type: none"> Use your observations and the written comprehension from the listening activity together with the Shared Reading discussions
	<ul style="list-style-type: none"> Participates in discussions and asks questions for clarity Answers closed and open-ended questions and gives reasons for answers 	8	<ul style="list-style-type: none"> Use the group problem-solving time in Numeracy
	<ul style="list-style-type: none"> Suggests solutions to a problem especially during Numeracy 		
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	<i>Phonics</i> <ul style="list-style-type: none"> Recognises 'magic e' in words e.g. cake, time, hope Builds words using new sounds as they are learnt Builds and sounds words at level of phonetic knowledge 	8	<ul style="list-style-type: none"> Use a Phonics revision activity to assess learners' ability to recognise and build words with a-e, i-e and o-e sounds
	<i>Handwriting</i> <ul style="list-style-type: none"> Uses handwriting tools effectively e.g. pencil, rubber, ruler Forms upper and lower case letters correctly Transcribes words correctly 	8	<ul style="list-style-type: none"> Handwriting: select one handwriting lesson for assessment
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	<ul style="list-style-type: none"> Answers higher order questions based on the passage read Gives an opinion on what was read Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story Reads aloud to a partner Recognises at least 25 new sight words 	8	<ul style="list-style-type: none"> Assess learners during Class / Group / Paired reading time (eg 2 - 4 learners per group per day)
	<ul style="list-style-type: none"> Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships 	9	<ul style="list-style-type: none"> Use the shared reading activities
	<ul style="list-style-type: none"> Uses visual cues to identify the purpose of advertisements and the intended audience 	10	<ul style="list-style-type: none"> Use the discussions on advertisements
	<ul style="list-style-type: none"> Reads own and others writing 	10	<ul style="list-style-type: none"> During Writing time
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> Writes own story of at least one paragraph Uses present and past tense correctly in writing Reads own writing to a partner Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	9-10	<ul style="list-style-type: none"> Use the learners' story

SECOND TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2	<ul style="list-style-type: none"> • Listens to stories and poems and identifies the main idea, details and sequence of events • Talks about personal experiences e.g. tells news without repetition • Participates in discussions and asks questions for clarity • Answers closed and open-ended questions and gives reasons for answers • Suggests solutions to a problem especially during Numeracy 	Morning Oral work <ul style="list-style-type: none"> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news Listening and Speaking activities <ul style="list-style-type: none"> • Weekly focused listening activity (group discussions on a story) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	Phonics <ul style="list-style-type: none"> • Recognises 'magic e' in words e.g. cake, time, hope • Builds words using new sounds as they are learnt • Builds and sounds words at level of phonetic knowledge Handwriting <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Transcribes words correctly 	Phonics <ul style="list-style-type: none"> • Singing / acting out a repetitive action rhyme / song • Teaching of 'magic e' as in e-e + revision of a-e, i-e, o-e and oa Handwriting <ul style="list-style-type: none"> • Revision of numerals— two per day: 2, 3, 4, 5 + writing a sentence.
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	Shared reading <ul style="list-style-type: none"> • Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships • Uses visual cues to identify the purpose of advertisements and the intended audience • Answers higher order questions based on the passage read • Gives an opinion on what was read Group, guided reading <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 Paired/Independent reading <ul style="list-style-type: none"> • Reads aloud to a partner • Reads own and others writing • Recognises at least 25 new sight words 	Shared reading and writing / Word and sentence level work <ul style="list-style-type: none"> • Shared reading using a story from a Learner's Book • Pre-reading, during reading and after reading discussions esp around prediction and cause effect relations • Introduction of new vocabulary, antonyms and synonyms • Paired reading Group, guided and independent reading and writing <ul style="list-style-type: none"> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> • Writes own story of at least one paragraph • Uses present and past tense correctly in writing • Reads own writing to a partner • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<ul style="list-style-type: none"> • Writes and illustrates sentences ie own news, and based on Shared Reading book • Writes a story (one paragraph) – plans and writes first draft • Spells words using phonics and personal dictionary

WEEK 9	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2
MILESTONES	<ul style="list-style-type: none"> Listens to stories and poems and identifies the main idea, details and sequence of events Talks about personal experiences e.g. tells news without repetition Participates in discussions and asks questions for clarity Answers closed and open-ended questions and gives reasons for answers Suggests solutions to a problem especially during Numeracy
NOTE	<ul style="list-style-type: none"> Prepare a short story for the listening and speaking activity.
DAILY ACTIVITIES	
<p>ORAL WORK AT THE BEGINNING OF THE DAY</p> <ul style="list-style-type: none"> Begin by talking about the charts, special happenings for the day etc. Learners tell personal news – with every learner telling his or her own news at least once during a two week period. Use for Assessment Task 4. <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Explain to the learners that you are going to read them a short story. They need to listen very carefully so that they remember as much as possible about the story. Read or tell a simple story to the learners. For example, you could tell them a tale in which three children decide to go to school by taxi rather than their grandfather's donkey and cart. On the way the taxi loses a wheel. Grandfather passes them on his way to town and takes them to school. Write on the board key words from the story - the names of two or three characters, places or things that figure prominently in the story, eg taxi, wheel, donkey and cart, grandfather, Sbu, Londi, school, town. Play "Make-a-link" in groups. Give each group a piece of paper. Ask them to think of links between the words you wrote on the board. They can copy the words onto the paper or you could write them on a sheet of paper and photocopy it for them. They must draw a line between any two words that can be linked eg <i>wheel</i> and <i>taxi</i> (as the wheel was on the taxi), between <i>Sbu, Londi</i> and <i>school</i> (because they were going to school). As learners become familiar with what is expected they can become more creative but they must be able to justify the link! <p>Note: <i>You can use this activity in many different ways to encourage learners to think laterally.</i></p> <p>AT LEAST ONCE MORE DURING THE WEEK</p> <ul style="list-style-type: none"> Read aloud a story, poem, rhymes or riddles. 	
<p>ASSESSMENT: Formal: recorded Assessment Task 4: During News time by the end of the week rate the learners against the following milestones:</p> <ul style="list-style-type: none"> Talks about personal experiences eg tells news without repetition Answers closed and open-ended questions and gives reasons for answers 	

WEEK 9	PHONICS / HANDWRITING		
LO/ASs	LO 3 AS 3, 4	LO 4 AS 5, 7	LO 6 AS 1
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> • Recognises 'magic e' in words e.g. cake, time, hope • Builds words using new sounds as they are learnt • Builds and sounds words at level of phonetic knowledge <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Transcribes words correctly 		

DAILY ACTIVITIES

PHONICS DAILY

Continue with the '*magic e*' words, introducing some **e-e** words this week as well as revising other combinations. Unlike the other vowel combinations with '*magic e*' there are few **e-e** words. Remember that there are several other vowel combinations that make the same, **E** sound so you can make learners aware of this.

Day 1: Write *boat, coat, bone* and *cone* on the board and ask learners what are the same and what are different about these words. Guide them to recognise that they both contain the **O** sound although it is written differently (**oa** and **o-e**). List 12 – 16 words belonging to the two Word Families. For Task 2 for Writing learners draw two Word Spiders for **oa** and **o-e**, and write the words at the end of the correct spider's legs.

Day 2: Revise some **i-e** words and introduce **e-e** words such as the following: *these, Steve, eve, even, evening, Pete*. Point out how the words *even* and *evening* both have *eve* at the beginning of the word. For Task 1 for Writing, learners write two sentences – one using **i-e** words and one using **e-e** words.

Day 3: Introduce a game of Dominoes to revise the '*magic e*' words. Choose three Word Families eg **oke, ide** and **ame**. Write words at either end of a domino – as per the example and cut into separate dominoes. Divide one set between each pair of learners. One learner begins by putting down one domino. The next learner can add a domino at either end of the domino on the table by matching the Word Family (not the exact word). Thereafter, each learner takes a turn to try to add a domino to one of the ends. The winner is the learner who gets rid of all his/her dominoes first.

coke	hide	joke	wide	choke	game	broke	tame
spoke	same	woke	name	hide	coke	wide	joke
ride	choke	side	spoke	pride	fame	game	side
name	ride	same	woke	fame	pride	tame	broke

Learners can play this game while you are doing group reading. Collect the sets of dominoes, keeping them safe in little packets or folded in a sheet of paper. (Task 1 for Writing)

Day 4: Do a brief oral activity in which learners break down words into *onset* and *rime* ie *c-oke*.

Learners can play the domino game again during group reading time. (Task 1 for Writing)

Day 5: Do an oral, word-building activity using **a-e** and **o-e** words. Tell learners that they are going to be writing some '*magic e*' words. Remind them how they are written – with the **a** (or **o**) in the middle and the silent **e** at the end of the word. Sound out a few words giving just the *onset* and *rime* eg *c-ake* - not the four individual letters. Have some learners demonstrate this by writing on the board first. Thereafter, sound out some **a-e** and **o-e** words for the learners to write in their books. Go slowly with this activity but persevere as it is an important first step towards helping learners to use phonic rules to spell unknown words.

HANDWRITING

By the end of the previous week you should have finished revising the upper case letters. For the remainder of the term revise the formation of numerals, beginning this week with **2, 3, 4** and **5**. Demonstrate the formation of the numerals on the board before learners write one row of two of the numerals in their books, together with a sentence (at least twice a week).

Handwriting/Spelling sentences for this week could be: *They were going to visit their granny.*

Their granny was going to visit them.

ASSESSMENT: Informal: unrecorded assessment of word building.

WEEK 9	READING
LO/ASs	LO 3 AS 2, 3, 4, 5 LO 5 AS 2
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships • Uses visual cues to identify the purpose of advertisements and the intended audience • Answers higher order questions based on the passage read • Gives an opinion on what was 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 <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads own and others writing • Recognises at least 25 new sight words
RESOURCES	<ul style="list-style-type: none"> • A new story for Shared Reading, preferably a story in a Learner's Book: (one copy between 1 - 2 learners) • Flashcards with new vocabulary • Prepare three sets of sentence starters showing cause and effect eg <i>The hare lost the race because... He should have....</i>

DAILY ACTIVITIES**SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK****DAY 2: Shared Reading based on a story**

- Introduce a new Shared Reading Book, preferably one in a Learner's Book or Reader (one copy between 1 – 2 learners). Put up flashcards containing new vocabulary and explain these words to learners.
- Follow the same pattern as previously, doing *Pre-reading*, *During reading* and *After reading* discussions.
- Before the learners open the book and find the story talk about the title and what the story is about – making links with learners' prior knowledge and the theme or context you are using.
- Read the book with learners following in their copies, stopping to ask questions and encourage learners to predict what will happen next. You could check for understanding and to ensure that they are following by asking questions such as: *What's the name of that person? What is this story about?*
- After finishing the book ask learners for an initial response, eg:
 - Did they like or dislike the story and if so, why? Show learners that everyone is entitled to his/her own opinion. Some learners may like the story while others may not. We need to respect the right of others to hold a different opinion to our own. Just as we enjoy eating different food or wear different clothes, so we also like different things and hold different beliefs.
 - For Task 2 for Writing learners can write at least two sentences about whether they liked or disliked the story. eg *I liked/disliked the story because..... I also liked/disliked.....*

Note: If the story is a long one you might decide to read only half on this day, completing it the following day. If that is the case learners can write sentences predicting how the story will end.

DAY 3: Shared Reading based on a story

- Read the shared reading book again, letting either individual or groups of learners read one or two sentences. Record new words on the board.
- Read and talk about the list of new vocabulary, using the words in different sentences and identifying synonyms and antonyms for some of the words. For Task 2 for Writing learners can match synonyms and antonyms to different words.

DAY 4: Shared Reading / Writing based on a story

- Read the shared reading book again, letting either individual or groups of learners read one or two sentences. Record new vocabulary on the board. Ask some “*why*” questions, focusing on identifying and explaining cause effect relations, eg *The girl was knocked over because she ran across the road without looking*. Discuss alternative, better options eg *She should have stopped and looked before crossing the road*.
- For Task 2 for Writing, write three pairs of “sentence starters” on the board, eg *The hare lost the race because... He should have....*
The learners copy and complete the sentences. (The sentences should be based on the events in the story.)

DAY 5: *No shared reading activities on this day as learners will be writing a story. Do paired reading rather than group reading on this day.*

GROUP READING ACTIVITIES

Group reading activities continue with at least two reading groups per day, revising words and reading for fluency and comprehension; discuss prediction and cause and effect relations:

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

Use for Assessment Task 4.

NB: *Only paired reading on Day 5.*

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

Shared reading

- Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships (**only week 9**)
- Answers higher order questions based on the passage read
- Gives an opinion on what was read

Group, guided reading

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

Paired/Independent reading

- Reads aloud to a partner
- Recognises at least 25 new sight words

MULTIPLE CHOICE QUESTIONING

At certain times, for example in the national Assessments and for Systemic Evaluation, learners are given a standardised assessment. These include multiple choice questions, requiring learners to choose ONE answer from 4 given answers, often by circling the correct answer.

This is not the format that teachers normally use in continuous assessment and, because it is new, learners sometimes find the format confusing. During the course of the year you could use this format occasionally so that learners are prepared should they meet this type of question.

A typical question in Literacy might be:

The **best** name for this story is:

1. The clever sister
2. The ugly witch
3. A day at the beach
4. The sad lady

WEEK 9	WRITING
LO/ASs	LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3
MILESTONES	<ul style="list-style-type: none"> Writes own story of at least one paragraph Uses present and past tense correctly in writing Reads own writing to a partner Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills
DAILY ACTIVITIES	
<p>This week learners write a paragraph of own news and a story. Activities based on Phonics, vocabulary and shared reading are also included.</p> <p>DAY 1: Explanation of activities for the Group Reading session: (1) writing / illustrating of daily news / all groups write their own news. (2) Phonics activity: learners draw two Word Spiders for oa and o-e, and write the words at the end of the correct spider's legs.</p> <p>DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners write two sentences – one using -e words and one using e-e words. (2) learners can write at least two sentences about whether they liked or disliked the story. eg <i>I liked/disliked the story because..... I also liked/disliked</i></p> <p>DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners play the domino game (2) learners match synonyms and antonyms to different words</p> <p>DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: Learners play the domino game (2) learners copy and complete three pairs of “sentence starters” on the board, eg <i>The hare lost the race because... He should have....</i></p> <p>DAY 5: Individual writing of a story.</p> <ul style="list-style-type: none"> Explain to learners that they are going to write a story. In this lesson they can plan what they want to say and write a first draft. Let learners talk in pairs about their story. They need to decide: (a) who are the characters (b) what happens in the story (c) how does it end. They could use the framework given in Week 10 of the first term. They can use their personal dictionaries for help with spelling words. Learners work on their own to write a draft of their own story (5 – 7 sentences). 	
ASSESSMENT: Note the learners’ ability to plan and write a draft of a story.	

SECOND TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2	<ul style="list-style-type: none"> • Listens to stories and poems and identifies the main idea, details and sequence of events • Talks about personal experiences e.g. tells news without repetition • Participates in discussions and asks questions for clarity • Answers closed and open-ended questions and gives reasons for answers • Suggests solutions to a problem especially during Numeracy 	Morning Oral work <ul style="list-style-type: none"> • Class discussion: day chart, month chart, weather chart, birthday chart, special happenings etc • Learners tell news Listening and Speaking activities <ul style="list-style-type: none"> • Weekly focused listening activity (group discussions) • Tell / read / reread stories / poems / rhymes
PHONICS / HANDWRITING LO 3 AS 3, 4 LO 4 AS 5, 7 LO 6 AS 1	Phonics <ul style="list-style-type: none"> • Recognises 'magic e' in words e.g. cake, time, hope • Builds words using new sounds as they are learnt • Builds and sounds words at level of phonetic knowledge Handwriting <ul style="list-style-type: none"> • Uses handwriting tools effectively e.g. pencil, rubber, ruler • Forms upper and lower case letters correctly • Transcribes words correctly 	Phonics <ul style="list-style-type: none"> • Singing / acting out a repetitive action rhyme / song • Revision of 'magic e' as in u-e. Handwriting <ul style="list-style-type: none"> • Revision of numerals – two per day: 6, 7, 8, 9 + writing a sentence.
READING LO 3 AS 2, 3, 4, 5 LO 5 AS 2	Shared reading <ul style="list-style-type: none"> • Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships • Uses visual cues to identify the purpose of advertisements and the intended audience • Answers higher order questions based on the passage read • Gives an opinion on what was read Group, guided reading <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 Paired/Independent reading <ul style="list-style-type: none"> • Reads aloud to a partner • Reads own and others writing • Recognises at least 25 new sight words 	Shared reading and writing / Word and sentence level work <ul style="list-style-type: none"> • Shared reading using the previous week's story and advertisements • Identification of adverbs • Paired reading Group, guided and independent reading and writing <ul style="list-style-type: none"> • Guided reading in same ability groups: teaching / revising word strategies, reading for fluency and comprehension: at least twice per week for all groups.
WRITING LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3	<ul style="list-style-type: none"> • Writes own story of at least one paragraph • Uses present and past tense correctly in writing • Reads own writing to a partner • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills e.g. far, granny, home 	<ul style="list-style-type: none"> • Writes and illustrates sentences ie own news, and based on Shared Reading book • Designs an advertisement. • Spells words using phonics and personal dictionary • Proofreading story drafted the previous week.

WEEK 10	ORAL WORK / LISTENING AND SPEAKING
LO/ASs	LO 1 AS 1, 2, 3, 4 LO 2 AS 1, 2, 4 LO 5 AS 1, 2
MILESTONES	<ul style="list-style-type: none"> • Listens to stories and poems and identifies the main idea, details and sequence of events • Talks about personal experiences e.g. tells news without repetition • Participates in discussions and asks questions for clarity • Answers closed and open-ended questions and gives reasons for answers • Suggests solutions to a problem especially during Numeracy
DAILY ACTIVITIES	
<p>ORAL WORK AT THE BEGINNING OF THE DAY</p> <ul style="list-style-type: none"> • Begin by talking about the charts, special happenings for the day etc. • Learners tell personal news – you could focus the discussion on learners’ plans for the holidays. <p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Repeat the “Make-a-link” activity used the previous week but vary it slightly. Instead of reading a story ask learners for words to use. Write them on the board. The groups think of links between the words, drawing a line to show each link. Remind them that they must be able to justify each link! • Each group can share and explain one or two of their links with the class. <p>AT LEAST ONCE DURING THE WEEK</p> <ul style="list-style-type: none"> • Read aloud a story, poem, rhymes or riddles; explain new vocabulary and give learners a chance to respond. 	
ASSESSMENT: Informal: unrecorded assessment of group participation.	

WEEK 10	PHONICS / HANDWRITING		
LO/ASs	LO 3 AS 3, 4	LO 4 AS 5, 7	LO 6 AS 1
MILESTONES	<div>Phonics</div> <ul style="list-style-type: none">Recognises ‘magic e’ in words e.g. cake, time, hopeBuilds words using new sounds as they are learntBuilds and sounds words at level of phonetic knowledge <div>Handwriting</div> <ul style="list-style-type: none">Uses handwriting tools effectively e.g. pencil, rubber, rulerForms upper and lower case letters correctlyTranscribes words correctly		
DAILY ACTIVITIES			
<div>PHONICS DAILY</div> <p>Continue with the ‘<i>magic e</i>’ words, including u-e this week. Remember that there are several other vowel combinations that make the same, U sound so you can make learners aware of this.</p> <p>Day 1: Introduce some of the following u-e words: <i>cube, rude, rule, mule, dune, tune, prune, use, fuse, cute</i>. Sound out the words and discuss their meanings. For Task 2 for Writing learners can copy some of the words and draw pictures.</p> <p>Day 2: Revise the u-e words. For Task 1 for Writing learners can write 2 – 3 sentences using at least one of the words.</p> <p>Day 3: Sort some ‘<i>magic e</i>’ words eg a-e, e-e, i-e, o-e and u-e words into Word Families. You might choose to use words from all five word families or select onto 2 – 3 word families. Write sufficient ‘<i>magic e</i>’ words onto pieces of paper for every learner to have one word. Give one word to each learner who must read his/her word and find other learners belonging to the same family. The biggest family wins. For Task 1 for Writing, learners can do either an activity using ‘<i>magic e</i>’ words from a Learner’s Book or a worksheet matching words and pictures.</p> <p>Day 4: Do a Word Search using some ‘<i>magic e</i>’ words (from one or more word families). This time, instead of writing the words only horizontally, also write them vertically. (Task 1 for Writing)</p> <p>Day 5: Do an oral activity in which learners must tell you a word that rhymes with the word you say (not write). It doesn’t matter if the words they give you are written differently, provided that they have the same rhyme eg boat rhymes with note, even though they are spelt differently. Finish by reading a poem with rhymes at the end of each line.</p> <div>HANDWRITING</div> <p>Complete the revision of the formation of numerals, with 6, 7, 8 and 9. Demonstrate the formation of the numerals on the board before learners write one row of two of the numerals in their books, together with a sentence (at least twice a week).</p> <p>Handwriting/Spelling sentences for this week could be: <i>My brother was cross with me last night. Last night I was cross with my brother.</i></p>			
ASSESSMENT: Informal: unrecorded assessment of spelling words in the handwriting sentence.			

WEEK 10	READING
LO/Ass	LO 3 AS 2, 3, 4, 5 LO 5 AS 2
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads book as a whole class with teacher (shared reading) and discusses cause and effect relationships • Uses visual cues to identify the purpose of advertisements and the intended audience • Answers higher order questions based on the passage read • Gives an opinion on what was 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 <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads own and others writing • Recognises at least 25 new sight words
RESOURCES	<ul style="list-style-type: none"> • The story from the previous week for Shared Reading • Advertisements from newspapers
DAILY ACTIVITIES	
<p>SHARED READING AND WRITING / WORD AND SENTENCE LEVEL WORK</p> <p>DAY 2: Shared Reading based on a story</p> <ul style="list-style-type: none"> • The whole class rereads the previous week's story. Let either individual learners or small groups each read 2 – 4 sentences. Stop a few times to ask questions or for learners to identify punctuation, nouns or adjectives. • Point out two or three adverbs and explain how adverbs add information to a verb – just as adjectives do for nouns. Ask learners to find other adverbs in different paragraphs. For Task 2 for Writing learners find and list adverbs from the story. <p>DAY 3: Shared Reading based on advertisements</p> <ul style="list-style-type: none"> • One of the milestones for the fourth Assessment Task requires learners to identify the purpose and intended audience of advertisements. Rather than making this an isolated activity link the choice of advertisements to your theme or context, the story you read the previous week or the conversation poster. For example, if the story was about a car breaking down, use advertisements selling cars. If the conversation poster showed shops, then use advertisements selling clothes or food. You could also link them to Numeracy activities. • Display several large advertisements from a newspaper, explaining the links to previous lessons. Ask learners to tell you about what information is contained in the advertisements and who would be interested in reading them. Also ask them who pays to put these advertisements in the paper and why. Invite learners to share times when such advertisements are discussed at home. • Give one page (or half a page) of advertisements to each group. For Task 2 for Writing each learner chooses one item being advertised and writes (a) a sentence explaining why he/she would like to buy it and (b) how he/she would use it. <p>NB: <i>Collect the advertisements after the activity to use the following day.</i></p>	

DAY 4: Shared Reading based on an advertisement

- Display other advertisements on the board and discuss (1) who pays to put each in the paper and (b) who is likely to buy the product. **NB:** *Watch out for gender stereotyping!*
- For Task 2 for Writing, learners can design a small advertisement to advertise one item – they must draw it, give a price and write a catch phrase as a heading.

Use these discussions for Assessment Task 4.

DAY 5: Dramatisation of a shared reading story

- Begin by talking about the punctuation used in the previous day's Big Book - commas, full stops, In an informal way, dramatise one of the stories you have read this term. You could read the story while the learners act out the different characters.

GROUP READING ACTIVITIES

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

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

Reminder: *Only Paired Reading on Friday.*

ASSESSMENT: Formal: recorded Assessment Task 4: use the discussions on advertisements to rate learners, recording any problems, against the following milestone:

- Uses visual cues to identify the purpose of advertisements and the intended audience

Informal: unrecorded assessment of learners' reading levels. Pay particular attention to:

- learners who are reading more fluently than the others in their group (they may be able to join another group that reads more quickly)
- learners who are falling behind the rest of the group (they may need to join a slower group)

WEEK 10	WRITING
LO/ASs	LO 4 AS 1, 2, 5, 6 LO 6 AS 1, 2, 3
MILESTONES	<ul style="list-style-type: none"> • Writes own story of at least one paragraph • Uses present and past tense correctly in writing • Reads own writing to a partner • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills
DAILY ACTIVITIES	
<p>This week learners proof read the story they wrote the previous week and write a paragraph of their own news. Activities based on Phonics, adverbs and the shared reading of a story and advertisements are also included.</p> <p>DAY 1: Explanation of activities for the Group Reading session: (1) Learners read the story they drafted the previous week and correct any spelling or punctuation errors. They read their completed story to a partner. Use for Assessment Task 4. (2) Phonics activity: learners copy some of the u-e words and draw pictures.</p> <p>DAY 2: Explanation of activities for the Group Reading session: (1) Phonics activity: learners can write 2 – 3 sentences using at least one of the u-e words. (2) learners find and list adverbs from the shared reading story</p> <p>DAY 3: Explanation of activities for the Group Reading session: (1) Phonics activity: learners do either an activity using some '<i>magic e</i>' words from a Learner's Book or a worksheet matching words and pictures. (2) each learner chooses one item being advertised and writes (a) a sentence explaining why he/she would like to buy it and (b) how he/she would use it.</p> <p>DAY 4: Explanation of activities for the Group Reading session: (1) Phonics activity: learners do a Word Search using some '<i>magic e</i>' words (2) learners design a small advertisement to advertise one item – they draw it, give a price and write a catch phrase as a heading</p> <p>DAY 5: Writing / illustrating of daily news (a paragraph).</p>	
<p>ASSESSMENT: Formal: recorded Assessment Task 4: use the learners' story to rate them, recording any problems, against the following milestones:</p> <ul style="list-style-type: none"> • Writes own story of at least one paragraph • Uses present and past tense correctly in writing • Reads own writing to a partner • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills • Reads aloud to a partner (READING MILESTONE) 	

Notes:

Notes: