

Foundations For Learning

**Foundation Phase
Literacy
Lesson plans**

Fourth term

Grade 3

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FOURTH 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	<p>Oral: Discussion on weather, birthdays chart, date, class and school activities, sharing news, clock (telling time) and word problems, etc</p> <p>Speaking & Listening activities: read-aloud stories and non-fiction texts, jokes/riddles, word problems, reports + class / group discussions</p>									

Phonics, spelling & Handwriting	Revision of single sounds and letter names (Terms 1-3)	Rhyming words	Synonyms	Synonyms	Hard and Soft sounds (c,g), diagraph (gh, ght)	Synonyms, Vowels with 2 sounds - ere	Vowels with 2 sounds – air, are, au and revision of ere	ar, ir, or, ur and other vowel diagraphs	Revision of ‘i’, ‘o’ and ‘u’ sounds	Revision of ‘a’ and ‘e’ sounds
	Spelling: 20 high frequency/sight/phonics (spelling) words + 5 sentences									
	Handwriting: Joined writing: Words and sentences	Handwriting: Joined writing: sentences	Handwriting: Joined writing: sentences	Handwriting: Joined writing: sentences	Handwriting: Joined writing: sentences	Handwriting: Joined writing: sentences	Handwriting: Joined writing: sentences	Handwriting: Joined writing: sentences	Handwriting: Joined writing: sentences	Handwriting: Joined writing: sentences

Shared Reading and writing using the following texts:						
Grade 3 story Big Book or other	Grade 3 Big Book or other shared text	An advertisement/ A non-fiction text	Non-fiction text with photograph/ diagram	A poem	A story/ A riddle	An advertisement/ A non-fiction text
Grade 3 story	Short story					
Word and sentence level work: weekly vocabulary, comprehension and language activities						
Oral and written comprehension, revision of present, past and continuous tenses	Written comprehension, using the apostrophe for contractions	Shared writing, story summary with alternative ending, punctuation, parts of a sentence (subject, verb, object)	Written comprehension, language task (revision of conjunctions and pronouns, subject-verb agreement)	Comprehension task (values and assumptions), sequencing information	Written comprehension (cause and effect), language task (perfect tense), revision of tenses	Response to poem, comprehension task, language task (prepositions), word puzzle or game (sight words and vocabulary)
				Written comprehension and response, language task (revision of parts of speech – adjectives to show degree)	Comprehension task (text design and graphical features), language task: (revision of conjunctions and pronouns)	Written comprehension, language task: revision
Guided reading in same-ability groups: each group working with the teacher at least once a week						
Group/paired Reading using mixed-ability groups + independent reading						
Reading						
A letter	A recipe	A story	Making a book	A newspaper article	A dialogue	A story
Writing						
Personal writing						
	Being back at school				A favourite game or pastime	
						Things I am/ am not looking forward to about next year

OVERVIEW OF ASSESSMENT TASKS

		ACTIVITIES THAT CAN BE USED FOR ASSESSMENT			
ORAL		READING		WRITING	
PHONICS & SPELLING HANDWRITING					
WEEK 1	Daily Morning Oral Work	Week's phonic activities, Days 1-5	Vocabulary Task Written Comprehension		
WEEK 2	Daily Morning Oral Work	Spelling test	Vocabulary Task Word and Sentence Level Work		Pre-writing, planning, writing, editing, publishing a descriptive paragraph
WEEK 3	Listening & Speaking: Responding to the Story	Handwriting activity	Guided Reading Vocabulary Task Word and Sentence Level Work		Written task on contractions
ASSESSMENT TASK 1 COMPLETED					
WEEK 4	Listening & Speaking: Sequencing	Week's spelling test Handwriting activity	Shared Reading Vocabulary Task Independent Reading and Reading for Enjoyment		Pre-writing, writing, editing, publishing a story
WEEK 5	Daily Morning Oral Work: Talks Listening & Speaking: Read Aloud and Group Discussion	Written phonics activities, Days 1-5	Vocabulary Task Independent Reading and Reading for Enjoyment		Writing, editing, publishing a diary entry Writes a recipe
ASSESSMENT TASK 2 COMPLETED					
WEEK 6	Daily Morning Oral Work Listening & Speaking: Word Problems	Handwriting activity	Comprehension Task Vocabulary Task Word and Sentence Level Work		Planning and writing different sentence types
WEEK 7	Daily Morning Oral Work Listening & Speaking: Group Discussions	Week's phonic activities, Days 1-5	Guided Reading Vocabulary Task		Pre-writing, drafting, writing, revising, editing, publishing a story
WEEK 8	Daily Morning Oral Work and Listening and Speaking: Word Problems	Handwriting activity	Shared Reading Vocabulary Task Independent Reading and Reading for Enjoyment		Pre-writing, drafting, writing, revising, editing, publishing a letter

ASSESSMENT TASK 3 COMPLETED					
WEEK 9	Listening & Speaking: Telling a story	Week's phonic activities, Days 1-5 Spelling test	Vocabulary Task Comprehension / informational writing Task Word and Sentence Level Work Independent Reading and Reading for Enjoyment	A story	
WEEK 10	Listening & Speaking: Read Aloud and Responding to the Story		Vocabulary Task Independent Reading and Reading for Enjoyment	Making a book	
ASSESSMENT TASK 4 COMPLETED					

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

FOURTH TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	WEEK 1
ORAL / LISTENING AND SPEAKING LO 1 AS 1,2,4 LO 2 AS 1,5,7 LO 5 AS 3	<ul style="list-style-type: none"> • Listens to a story and works out cause and effect • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Engages in conversation as a social skill, accepting and respecting the way others speak • Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark 	<p><u>Morning oral work</u></p> <ul style="list-style-type: none"> • Class discussion: days/months, weather chart, clock (time) • Learners present/recount an event or celebration recently experienced. <p><u>Listening and speaking activities:</u></p> <ul style="list-style-type: none"> • Story (myth/legend) a read-aloud to learners. • Group discussion: Open-ended questions • Writing individual responses (cause-effect relations)
PHONICS / SPELLING + HANDWRITING LO 3 AS 4 LO 4 AS 5,7 LO 6 AS 1	<p><u>Phonics</u></p> <ul style="list-style-type: none"> • Recognises and uses all phonics learnt so far • Recognises and uses rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 	<p><u>Phonics</u></p> <ul style="list-style-type: none"> • Revision of phonics from Terms 1-3 (letter sounds and names). <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> • Joined Writing: Words and sentences
READING LO 3 AS 1,2,3,5 LO 4 AS 5 LO 6 AS 2,3	<p><u>Shared reading</u></p> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <p><u>Group, guided reading</u></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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression <p><u>Paired/Independent reading</u></p> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures 	<p><u>Shared reading and writing</u></p> <ul style="list-style-type: none"> • Grade 3 story read as shared text <p><u>Word and sentence level work</u></p> <ul style="list-style-type: none"> • 5 sight words, 5 new vocabulary words written into Spelling Books and Personal Dictionary, present, past and continuous tenses <p><u>Group, guided and independent reading and writing</u></p> <ul style="list-style-type: none"> • Oral comprehension / Written comprehension • Response to a story • Revise present, past and continuous tenses • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups.

<p>WRITING LO 4 AS 1,2,3,4,6 LO 6 AS 2,3</p>	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling • Uses apostrophes in contractions eg can't • Builds own word bank and personal dictionary 	<p><u>Writing: A Letter</u></p> <ul style="list-style-type: none"> • Pre-writing discussion (imaginative role-play) • Drafting, revising, editing and publishing a letter.
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WEEK 1	ORAL WORK AND LISTENING & SPEAKING		
LO/ASs	LO 1 AS 1, 2, 4	LO 2 AS 1,5,7	LO 5 AS 3
MILESTONES	<ul style="list-style-type: none"> Listens to a story and works out cause and effect Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid Engages in conversation as a social skill, accepting and respecting the way others speak Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark 		
NOTES	<ul style="list-style-type: none"> Daily Morning Oral Work is done every day, with the learners sitting on the carpet. Listening and Speaking activities are done twice a week, later in the day, for example after break. Prepare a myth/legend to read aloud to learners. Prepare questions based on the story. 		
RESOURCES	<ul style="list-style-type: none"> Day/Month chart Weather chart and symbols 		

ACTIVITIES

DAILY MORNING ORAL WORK

DAY 1: DAY/MONTH/WEATHER CHARTS / CLOCK

- Begin the day by greeting everybody and welcoming them back to school. If there are any new children in the class take a few minutes to introduce them to the other learners.
- Discuss the day/month charts and any special happenings, e.g. whose birthdays you will be celebrating this week/month, etc.
- Use the weather chart. Talk about the weather. Ask: *What is the weather like today? What was it like yesterday?*
- Have learners select the correct weather symbol for the day and put it on the weather chart.
- Continue to use the charts and the clock as the basis for word problems for the learners to solve. (See Term 3, Week 8.)
- Continue to write a 'morning message' on the board for learners. (See Terms 1-3.)

DAY 2: ORAL PRESENTATION

- Begin the day by discussing the day/month charts and any special happenings.
- Tell the learners about an event or celebration you have attended recently, e.g. a birthday party or wedding, a sporting event, etc. Model how to do this expressively by varying the tone and pitch of your voice and using interesting and descriptive language.
- Tell the learners they are each going to make a 1-2 minute presentation on something they have experienced recently, e.g. an event they have attended, something they have done, etc. Explain to the learners that, to make their presentation interesting, it is important to vary the volume and pitch of their voice, make eye contact with the people they are talking to, and use interesting words and descriptions. Encourage them to bring something to show the other learners as they talk.

- From Day 3 onwards, have 3-4 learners present each day (for 1-2 minutes). **Use for Assessment Task 1. Every learner should be assessed by the end of Week 3.**
- If necessary, you can write the following frame on the board to help learners structure their recount/presentation:

ORAL FRAME: RECOUNT	
Title	
Opening sentence: set the scene, say where and when it took place	
Recount the events in the right order. First, then, after that, etc. Use the past tense.	

LISTENING AND SPEAKING

ACTIVITY 1: READ ALOUD

- Read a short, suitable myth or legend to the learners. You could choose a story from a picture book, text book or reader.
- Introduce the story to the learners and draw on their prior knowledge (their worlds). Introduce any new words needed for the story. These can be written onto flashcards and placed on the Word Wall.
- Read the story to the learners in a lively, interactive way.
- **Use for Assessment Task 1. Note in your Assessment Notebook who is unable to listen for a longer period with interest.**

ACTIVITY 2: RESPONDING TO THE STORY

- Ask learners some questions about the story, e.g. *Who was in the story? Where did the story take place? How did the story begin? What happened next? etc.*
- Responding to the story: Write 1-2 open-ended questions that draw out the cause-effect relations in the story on the board, e.g. *Why do you think _____? What caused _____?*
- Learners write individual responses to the questions. **Use for Assessment Task 1.**

ASSESSMENT: Formal: recorded Assessment Task 1:

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

- Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid

Every learner should be assessed against this milestone by the end of Week 3.

Use Activities 1 and 2 to rate the learners, recording any problems against the following milestone:

- Listens to a story and works out cause and effect

Use your observations of learners' use of correct terms during weeks 1 – 3, to rate them against the following milestone:

- Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark

WEEK 1	PHONICS & SPELLING + HANDWRITING		
LO/ASs	LO 3 AS 4	LO 4 AS 5, 7	LO 6 AS 1
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> • Recognises and uses all phonics learnt so far • Recognises and uses rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 		
NOTES	<ul style="list-style-type: none"> • Although <u>Phonics and Spelling</u> fall under Word and Sentence Level Work, you may prefer to do the Phonics and Spelling early in the day. Phonics and Spelling should be done directly after one another. • Prepare daily phonic oral activities and written tasks; prepare daily spelling words and sentences. • <u>Handwriting</u> is done twice a week. It can be linked to the Phonic/Spelling words and can be done directly after Phonics or at a separate time. 		
RESOURCES	<ul style="list-style-type: none"> • Prepare daily phonic oral activities and written tasks; prepare daily spelling words/sentences. 		

ACTIVITIES

PHONICS:

FIRST FULL WEEK: REVISE PHONICS

- Sing the alphabet song. Make sure all the learners can say the **name** and **sound** of each letter.
- Choose some of the single sounds, i.e. consonant and vowels to revise this week. You should include some of the consonant blends and diagraphs you know have been difficult for your learners.
- Make the revision fun by using some of the games and activities suggested below. Remember that each day you must choose two oral activities and a written task. **Use this week's phonics activities for Assessment task 1.** Here are some suggestions:
 - Blending (for reading): Sound out a CVC word. Learners say the word normally.
 - Blending (for reading): Sound out a CVC word. Learners construct the word with their letters. (Letters can be made by the learners on squares of paper. See Week 1, Term 1. Plastic letters can also be used.)
 - Segmenting (for spelling): Say a CVC word. Learners sound out the word.
 - Written Task: Silly sentences. Help learners to create silly, alliterative sentences. For example, 'Six snakes sell sweets'. Children can write their sentence and draw a picture to go with it.

- **Blending (for reading): Sound it out:** Write the song 'Sound It Out' on chart paper. Sing the song to the tune of 'If you're happy and you know it'. At the end of the song, say a word in parts for the learners to blend orally. For example, /fl/ ...ag. Then sing the song several times. At the end of each singing, point to a child to provide word parts for the class to blend. (See Week 1 Term 2).
- **Unscramble It:** Divide the class into teams of three to four. Provide each team with a list of ten scrambled words. The words can include the vowel or consonant sounds (and blends) you wish to revise. Allow each team five minutes to unscramble as many words as possible.
- **Written Task:** Learners choose the correct letters to complete words in sentences, e.g.
dr sl sp
 My brother ___inks a lot of orange juice.
 Is there enough ___ace to fit the box in?
 My puppy ___eeps a lot.
- **Written Task:** Word Sort: Give learners sets of word cards (approximately 10-15). Have them sort the word cards first in any way they choose such as by word length. Then suggest a way for the learners to sort the words, for example by initial or end sound. Make sure that the words you provide can be sorted in more than one way. Learners can write their sorted words in columns.
- **Written Task:** Play a game with the learners by giving them a word to spell, sometimes using the letter sound ONLY and other times the letter name.

SPELLING ACTIVITIES:

- **Written task:** Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- Remind learners of the 6-step routine for learning to spell a word: *look, spell out loud, look again, cover, write, check*.
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week). After the test you can write the words/sentence on the board for learners to do self- or peer assessment by comparing their answers to those on the board.

Use for Assessment Task 1.

HANDWRITING:

Note: Depending on your provincial policy, Grade 3 is usually when you should teach your learners to join letters together to make joined or cursive handwriting. It is important to show them how to join letters that are commonly used together. By this stage in the year learners would have had lots of practice with joining individual letters and words. This term, handwriting lessons therefore focus on copying sentences, using handwriting tools effectively and completing a writing task neatly and in a set time.

ACTIVITIES 1 & 2:

- Write one-two sentences on the board, on writing strips or work-cards using some of the words you have used to revise letter-sounds this week. The sentences should include high-frequency words previously taught. Learners copy the sentences.

ASSESSMENT: Formal: recorded Assessment Task 1:

Use this week's phonics activities and the spelling test to rate the learners, recording any problems, against the following milestones:

- Recognises and uses all phonics learnt so far
- Builds and sounds words at level of phonetic knowledge
- Uses both the letter sound as well as the letter name to spell words

WEEK 1	READING		
LO/ASs	LO 3 AS 1, 2, 3, 5	LO 4 AS 5	LO 6 AS 2,3
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures 		
NOTES	<ul style="list-style-type: none"> • Reading is developed in <u>Reading and Writing Focus Time</u> for one hour each day. It is split into: Shared Reading & Writing, Word & Sentence Level Work, and Group, Guided & Independent Reading/Writing. • Prepare multiple copies of a simplified newspaper report to use for Group Reading. 		
RESOURCES	<ul style="list-style-type: none"> • A Grade 3 Big Book or a simple story written on the board. • A sheet of flipchart paper or 5 sheets of A3/A4 paper for 5 sentences. • Copies of a simplified newspaper report for Group Reading. 		

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: SHARED READING

- Introduce a Grade 3 level story Big Book or use a story from a class reader.
- Orientate learners to the text by discussing the cover and title. Do a picture walk. Establish characters, setting.
- Either have a class discussion or have each learner write a sentence saying what they think the story will be about.

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. By now learners will have multiple entries under a single letter. Remember that learners can practice alphabetical ordering by taking a list of words under the same letter and sorting them alphabetically using the initial and then second letter. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 3.**
- Guided Reading: Red Group
- Focus for the week: Using self-correcting strategies when reading, and reading with increasing fluency, speed and expression.
- Independent reading: Learners read a page or more of a graded reader and/or magazine or comic each day. **Use for Assessment Task 1. By the end of Week 3 all learners should have read a more complex variety of texts e.g. magazines and comics for enjoyment.**

DAY 2:

SHARED READING AND WRITING: SHARED WRITING

- Read the story to the learners modelling the following: Pausing at full stops, looking carefully at illustrations for more information, reading fluently and pronouncing words correctly. Stop once or twice to model using decoding skills to read unfamiliar words or use self-correction strategies, e.g. *That word didn't sound right/make sense. Let me look at it again. What word it could be?*
- Afterwards check understanding by asking 3 - 4 oral *wh* questions (*who...*, *where...*, *what happened...*, *why.*).

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

- Written Comprehension task: Learners complete a short comprehension based on the Shared Reading story. It should consist of 2-3 factual questions, a question about the main idea, and an open-ended or higher order question e.g. *Why do you think.....? What would you have done?* **Use for Assessment Task 1.**
- Guided reading: **Yellow Group**; Independent reading. **(Use for Assessment Task 1.)**

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do Shared Reading with learners using the story. Afterwards ask some open-ended questions to help learners relate the story to their own lives, e.g. *Has something like this ever happened to you? What would you do if _____?*

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

- Language: Use sentences from the book (or based on the theme of the book) to revise tenses – present, past and continuous tenses.
- Language Task: Learners complete a written activity based on revising tenses.
- Guided reading: **Green Group**; Independent reading. **(Use for Assessment Task 1.)**

DAY 4:

SHARED READING AND WRITING:: RE-READING

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

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

- Sight words: Teach 5 new sight words. (*These will be more meaningful if they are from the text or in a sentence.*)
- Sight words task: Learners copy the 5 new sight words into their Spelling Books.
- Guided reading: **Blue Group**. Independent reading. **(Use for Assessment Task 1.)**

DAY 5:**SHARED READING AND WRITING: FINAL SHARED READING**

- Read the Big Book as Shared Reading. One learner can be the 'teacher' and use the pointer.

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

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

READING FOR ENJOYMENT

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

In Weeks 1-3, in addition to suitable books, try to provide learners with a selection of magazines and comics to choose from. **Use for Assessment Task 1.**

ASSESSMENT: Formal: recorded Assessment Task 1:

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

- Builds own word bank and personal dictionary. (Writing milestone)

Every learner should be assessed against this milestone by the end of Week 3.

Use the written comprehension task on Day 2 and your observations of the shared reading sessions to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text
- Answers higher order questions based on the passage read in order to draw conclusions

Use Independent Reading and Reading for Enjoyment in Weeks 1-3 to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures

WEEK 1	WRITING
LO/ASs	LO 4 AS 1,2,3,4 ,6 LO 6 AS 2,3
MILESTONES	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling • Uses apostrophes in contractions eg can't • Builds own word bank and personal dictionary
NOTES	<ul style="list-style-type: none"> • Independent writing activities take place for a total of one hour a week.
RESOURCES	<ul style="list-style-type: none"> • For personal writing learners should be using the back of their Language and Writing books or a separate book given to them for this purpose.

ACTIVITIES

ACTIVITY 1: DISCUSSION, PRE-WRITING

- Use the story as the basis for learners to 'role-play' a character in the story and write a letter. For example, if you have used a story like *'Beauty and the Beast'* you can ask learners to imagine that they are Beauty and to write a letter to her father. (Beauty's father would have been less worried if she had perhaps written to him.)
- Depending on the story you are using this week and the letter you will be asking learners to write, write some questions on the board as a guide for what information learners should include in their letters, e.g.
 - *How do you (Beauty) feel?*
 - *What does the Beast look like?*
 - *What did the Beast do when you first saw him?*
 - *What did you do on the first day at the castle?*
- In pairs, learners discuss what they want to include in their letters.

ACTIVITY 2: DRAFTING, REVISING

- Learners each write a draft letter. They read their draft to a friend to check for sense and then make adjustments/corrections.

ACTIVITY 3: WRITING, EDITING, PUBLISHING A LETTER

- Learners edit their own writing by correcting spelling, punctuation, etc.
- Learners write a neat version of their letters.
- Learners publish their letters by reading them aloud in small groups.

FOURTH TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL / LISTENING AND SPEAKING LO 1 AS 1,2 LO 2 AS 1,5,7 LO 5 AS 2	<ul style="list-style-type: none"> • Listens to a story and works out cause and effect • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Engages in conversation as a social skill, accepting and respecting the way others speak • Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark 	<u>Morning oral work</u> <ul style="list-style-type: none"> • Class discussion: days/months, birthdays/weather chart/clock (time) • Learners present/recount an event or celebration recently experienced. <u>Listening and speaking activities:</u> <ul style="list-style-type: none"> • Group discussion of possible solutions to a problem • Report back and discussion
PHONICS / SPELLING + HANDWRITING LO 3 AS 4 LO 4 AS 5,7 LO 6 AS 1,6	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises and uses all phonics learnt so far • Recognises and uses rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <u>Handwriting</u> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 	<u>Phonics</u> <ul style="list-style-type: none"> • Revise/teach rhyming words (word families) • 5 written phonics activities <u>Spelling</u> <ul style="list-style-type: none"> • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. <u>Handwriting</u> <ul style="list-style-type: none"> • Joined Writing: Words and sentences
READING LO 3 AS 2,3,5 LO 4 AS 5 LO 5 AS 2 LO 6 AS 2,3,6	<u>Shared reading</u> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures 	<u>Shared reading and writing</u> <ul style="list-style-type: none"> • A story read as a shared text. <u>Word and sentence level work</u> <ul style="list-style-type: none"> • Vocabulary (5 words) Language (Contractions), Sight words (5) <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text. • Copying and completing a table of contractions. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups. <u>Reading for enjoyment</u>

<p>WRITING LO 4 AS 1,2,3,4,6</p>	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling • Uses apostrophes in contractions eg can't • Builds own word bank and personal dictionary 	<p><u>Writing: A Recipe</u></p> <ul style="list-style-type: none"> • Shared Reading to model text features • Writing a recipe. <p><u>Personal writing: Being back at school</u></p>
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WEEK 2	ORAL WORK AND LISTENING & SPEAKING		
LO/ASs	LO 1 AS 1,2	LO 2 AS 1,5,7	LO 5 AS 2
MILESTONES	<ul style="list-style-type: none"> Listens to a story and works out cause and effect Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid Engages in conversation as a social skill, accepting and respecting the way others speak Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark 		
NOTE	<ul style="list-style-type: none"> Prepare 2-4 problem scenarios relevant to your learners' lives. These should be written on card/paper and (if necessary) photocopied. 		
RESOURCES	<ul style="list-style-type: none"> Day/month/birthday charts 		

ACTIVITIES

DAILY MORNING ORAL WORK: EACH DAY....

- Discuss the day/month/weather/birthday charts, and any special happenings.
- Have 3-4 learners present (recount) an event or celebration they have recently experienced each day (for 1-2 minutes). **Use for Assessment Task 1. Every learner should be assessed by the end of Week 3.**
- Continue to write a 'morning message' on the board for the learners.

LISTENING AND SPEAKING

ACTIVITY 1: DISCUSSING SOLUTIONS TO A PROBLEM

- Divide learners into small groups. Give each group a scenario that you have prepared beforehand. The scenarios should describe a 'problem' that is relevant to your learners' lives, e.g.
 - *Thandi is being bullied at school. Every morning... etc. What do you think she should do?*
 - *Bertus has lost his soccer boots. He thinks they have been stolen. He remembers putting them in his locker before school... etc. What do you think he should do?*
- In their groups, learners should discuss solutions to the problem and prepare to report back to the rest of the class. **Use for Assessment Task 1.**
- Note:** *You may have various groups working on the same problem. This will make for an interesting class discussion.*

ACTIVITY 2: REPORTING BACK ON SOLUTIONS

- Each group should report back the solutions to the problem they have discussed. To begin their presentation they should read the problem scenario aloud to the rest of the class.
- Have a class discussion comparing/contrasting learners' suggested solutions. **Use for Assessment Task 1.**

ASSESSMENT: Formal: recorded Assessment Task 1:

Use Morning Oral Work each day to rate the learners, recording any problems you have noticed, against the following milestones:

- Makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc.

Every learner should be assessed against this milestone by the end of Week 3.

Problem-solving activities can be related to a particular lesson or Learning Area, whilst others might be related to real life situations. Often they can be both, e.g. Use a table to work out how many different sets of uniforms you can make with these clothes: grey skirt, white shirt, black socks, brown skirt, blue blouse, white socks.

WEEK 2	PHONICS & SPELLING + HANDWRITING		
LO/ASs	LO 3 AS 4	LO 4 AS 5, 7	LO 6 AS 1
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> • Recognises and uses all phonics learnt so far • Recognises and uses rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 		
NOTES	<ul style="list-style-type: none"> • Prepare daily phonic oral activities and written tasks; prepare daily spelling words/sentences. 		
ACTIVITIES			
<p>PHONICS: RHYMING WORDS</p> <ul style="list-style-type: none"> • This week you should teach/revise rhyming words. Because at this late stage of the year learners will already be familiar with the concept of rhyming words being words that sound/end the same you can use the week to teach/revise some common word families, e.g. -and (band, land, hand, sand, stand), -ump (jump, dump, lump, plump, stump, thump), -ain (main, pain, rain, brain, chain, drain, plain, stain, train), -ack (back, lack, pack, sack, black, crack, shack, smack, track), -ice (ice, dice, mice, nice, rice, price, slice, twice) etc. • You should choose word families that <u>you know</u> learners come across frequently and/or have been difficult for your learners. • Introduce one word family each day. • Write a set of words belonging to the word family on the board. • Read the words together with the learners and point out how they all rhyme or sound the same. • On Day 5 do a written activity based on the week's work to consolidate rhyming words. Use for Assessment Task 1. <p>PHONICS ACTIVITIES: Each day, choose two oral activities and a written task. Here are some suggestions:</p> <ul style="list-style-type: none"> • Blending: Sound out a word e.g. pl-ump. Learners put the sounds together to make a word. Learners think of another word that rhymes with this word • Blending: Sound out a word e.g. st-air. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate. Learners think of and write another word that rhymes with this word. 			

- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds, i.e. onset and rime.
- Written Task: Learners re-arrange groups of letters to make words, e.g. fagl = flag.
- Written Task: Word Sort: Give learners sets of word cards. Have them sort the word cards into rhyming groups, i.e. word families. Learners can write their sorted words in columns.
- Games: Call out a word. Learners take it in turns to see how many rhyming words they can think of. Learners can also do this in pairs. Each pair can write a list of all the rhyming words they can think of and then compare/contrast their list with other pairs.
- Written Task: Learners complete an activity from a Learner's Book.
- Written Task: Learners choose words to complete sentences.

SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework. (You need to provide the sentence. This has the advantage of sight word revision.)
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week).

HANDWRITING: JOINED WRITING - SENTENCES

ACTIVITIES 1 & 2:

- Write one-two sentences on the board, on writing strips or work-cards using some of the words you have used to teach/revise rhyming words and word families this week. The sentences should include high-frequency words previously taught. Learners copy the sentences. **Use one lesson for Assessment Task 1.**

ASSESSMENT: Formal: recorded Assessment Task 1:

Use the written activity on Day 5 (phonics) to rate the learners, recording any problems you have noticed, against the following milestone:

- Recognises and uses rhyming words e.g. fly, sky, dry.

Use one of the handwriting activities to rate the learners, recording any problems you have noticed, against the following milestones:

- Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing
- Completes a writing task in a set time

WEEK 2	READING			
LO/ASs	LO 3 AS 2, 3, 5	LO 4 AS 5	LO 5 AS 2	LO 6 AS 2,3,6
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures 			
NOTE	<ul style="list-style-type: none"> • Prepare the Language work/task. 			
RESOURCES	<ul style="list-style-type: none"> • A Big Book (published or home-made). It should be a story. • Graded group readers or class readers for Guided Reading groups. • Copies of summarised or shortened book reviews or diary entries for Group Reading. 			

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce and orientate learners to a new shared text. The text must be a story with a clear beginning, middle and end. You can use a story, fable, legend or myth.

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the 5 vocabulary words into their Personal Dictionaries. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 3.**
- Guided reading: **Blue Group. (Use for Assessment Task 1.)**
- Focus for the week: Using self-correcting strategies when reading and reading with increasing fluency, speed and expression.
- Independent reading: Learners read a page or more of a graded reader and/or magazine or comic each day. **Use for Assessment Task 1. By the end of Week 3 all learners should have read a more complex variety of texts e.g. magazines and comics for enjoyment.**

DAY 2:

SHARED READING AND WRITING: MODELED READING

- Read the text to the learners modelling the following: pausing at full stops, looking carefully at illustrations for more information, reading fluently, pronouncing words correctly. Stop once or twice to model various decoding and comprehension skills.
- Afterwards check understanding by asking 3-4 wh questions.

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

- Written Comprehension task: Learners complete a cloze activity based on the sequence of events in the story.
- Guided reading: Yellow Group (Use for Assessment Task 1.)
- Independent reading. (Use for Assessment Task 1.)

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do Shared Reading with learners. Afterwards ask some open-ended questions to draw out any cause-effect relations in the story, e.g. *What happened when _____ did _____? Why do you think _____ happened?*

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

- Language: Apostrophe: Write an example of a contraction on the board, e.g. *can't, I'm, it's* etc. You should try to use a contraction from the Shared Reading text. Explain that two words have been shortened into one to make the contraction, e.g. *can + not = can't, I + am = I'm, etc.* Point out that the apostrophe shows that a letter (or letters) has been left out, e.g. *in the word 'can't' the letters 'no' have been left out.*
- Draw attention to any contractions in the shared text.
- Language Task: Learners copy and complete a table of contractions, e.g.

couldn't	could _____
can't	_____ not, etc.

Use for Assessment Task 1.

- Guided reading: Green Group (Use for Assessment Task 1.)
- Independent reading. (Use for Assessment Task 1.)

DAY 4:

SHARED READING AND WRITING: RE-READING

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

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

- Sight words: Teach 5 new sight words. (*These will be more meaningful if they are from the text or in a sentence.*)
- Sight words task: Learners copy the 5 new sight words into their Spelling Books.
- Guided reading: Red Group (Use for Assessment Task 1.)
- Independent reading. (Use for Assessment Task 1.)

DAY 5:**SHARED READING AND WRITING: FINAL SHARED READING**

- Read the Big Book as Shared Reading. One learner can be the 'teacher' and use the pointer.

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

- Learners complete the written activity that they missed during Guided Reading.
- Group reading: Learners read a summarised or shortened book review or diary entry in their seating groups.

READING FOR ENJOYMENT

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

In Weeks 1-3, in addition to suitable books, try to provide learners with a selection of magazines and comics to choose from. **Use for Assessment Task 1.**

ASSESSMENT: Formal: recorded Assessment Task 1:

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

- Builds own word bank and personal dictionary. (Writing milestone)

Every learner should be assessed against this milestone by the end of Week 3.

Use Days 1-5 (Guided Reading) to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses self-correcting strategies when reading eg practising the word before saying it aloud
- Reads with increasing fluency, speed and expression

Use Independent Reading and Reading for Enjoyment in Weeks 1-3 to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures

Use the written task on contraction to rate the learners, recording any problems you have noticed, against the following WRITING milestone:

- Uses apostrophes in contractions eg can't

WEEK 2	WRITING
LO/ASs	LO 4 AS 1,2,3,4,6
MILESTONES	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling • Uses apostrophes in contractions eg can't • Builds own word bank and personal dictionary
NOTE	<ul style="list-style-type: none"> • Prepare a simple recipe to write on the board for the Writing activity (se below).
ACTIVITIES	
<p>ACTIVITY 1: MODELED WRITING, DRAFTING</p> <ul style="list-style-type: none"> • Talk about recipes. Explain that recipes tell us how to make different foods. Write a simple recipe on the board, e.g. for fruit salad. <div style="background-color: #e0e0e0; padding: 10px; margin-top: 10px;"> <p>FRUIT SALAD</p> <p>Ingredients</p> <p>1 pawpaw 2 oranges 4 bananas 3 apples 2 bunches of grapes 4 pears some sugar</p> <p>Method</p> <ol style="list-style-type: none"> 1. Wash your hands. 2. Peel and cut the pawpaw. Put the pieces in a bowl. 3. Peel and cut the banana. Put the pieces in the bowl. 4. Peel and cut the pear. Put the pieces in the bowl. 5. Peel and cut the apples. Put the pieces in the bowl. 6. Wash the grapes and put them in the bowl. 7. Squeeze the oranges and put the juice in the bowl. 8. Use a spoon to mix all the fruits together in the bowl. 9. Put some sugar on top of your fruit salad. </div>	

- Talk about the features of this type of text, e.g. there are two parts – a list of ingredients and a numbered method-sequence. The sentences are in the present tense.
- Tell learners they will write their own recipes. (You may choose to set a ‘topic’, e.g. for a cheese sandwich or have learners choose their own recipe to write. This will depend on the level of your learners.)

ACTIVITY 2: WRITING, PUBLISHING

- Learners write their recipes.
- They read their recipe to a partner to check that it makes sense.
- They self-edit for spelling and punctuation.
- Learners write their recipes neatly into their books.

ACTIVITY 3: PERSONAL WRITING – BEING BACK AT SCHOOL

- Learners can write a diary entry about what they have done, thought about or heard about in these first two weeks back at school.

ASSESSMENT: Formal: recorded Assessment Task 1:

Use the writing activities on Days 1 and 2 to rate the learners, recording any problems you have noticed, against the following milestone:

- Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions

FOURTH TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL / LISTENING AND SPEAKING LO 1 AS 1,2 LO 2 AS 1,5,8	<ul style="list-style-type: none"> • Listens to a story and works out cause and effect • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Engages in conversation as a social skill, accepting and respecting the way others speak • Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark 	<u>Morning oral work</u> <ul style="list-style-type: none"> • Class discussion: days/months, birthdays/weather chart/clock (time) • Learners present/recount an event or celebration recently experienced. <u>Listening and speaking activities:</u> <ul style="list-style-type: none"> • Engage in social conversation with a partner. • Class discussion of critical issue.
PHONICS / SPELLING + HANDWRITING LO 4 AS 5,7 LO 6 AS 2	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises and uses all phonics learnt so far • Recognises and uses rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <u>Handwriting</u> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 	<u>Phonics</u> <ul style="list-style-type: none"> • Synonyms • 5 written activities <u>Spelling</u> <ul style="list-style-type: none"> • Spelling words recorded in Spelling books. • Spelling test (words and sentences) <u>Handwriting</u> <ul style="list-style-type: none"> • Joined Writing: Sentences
READING LO 3 AS 2,3,5 LO 4 AS 5 LO 6 AS 2,3,6	<u>Shared reading</u> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading)and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures 	<u>Shared reading and writing</u> <ul style="list-style-type: none"> • A story summary: beginning, middle and end with an alternative ending. <u>Word and sentence level work</u> <ul style="list-style-type: none"> • Vocabulary (5 words), Language (identifying subject, verb and object; punctuation), Sight words (5) <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Language activity based on revising punctuation. • Language activity based on identifying parts of a sentence. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups.

<p>WRITING LO 4 AS 1,2,3,4,6</p>	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling • Uses apostrophes in contractions eg can't • Builds own word bank and personal dictionary 	<p><u>Writing: A Story</u></p> <ul style="list-style-type: none"> • Pre-writing: discussion in pairs • Drafting a story. • Write, edit, publish story.
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WEEK 3	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	LO 1 AS 1, 2 LO 2 AS 1, 5,8
MILESTONES	<ul style="list-style-type: none"> • Listens to a story and works out cause and effect • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Engages in conversation as a social skill, accepting and respecting the way others speak • Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark
ACTIVITIES	
<p>DAILY MORNING ORAL WORK: EACH DAY....</p> <ul style="list-style-type: none"> • Discuss the day/month/weather/birthday charts, and any special happenings. • Have 3-4 learners present (recount) an event or celebration they have recently experienced each day (for 2-4 minutes). Use for Assessment Task 1. Every learner should be assessed by the end of Week 3. • Continue to write a 'morning message' on the board for the learners. <p>LISTENING AND SPEAKING</p> <p>ACTIVITY 1: SOCIAL CONVERSATION</p> <ul style="list-style-type: none"> • Write 1-2 simple questions as 'conversation starters' on the board, e.g. <i>Where did you go on Saturday? What did you do there?</i> • Learners work in pairs to ask the questions and have a social conversation with their partner. Use for Assessment Task 1. <p>ACTIVITY 2: CRITICAL DISCUSSION</p> <ul style="list-style-type: none"> • Use a topic relevant to the learners (and your community) to talk about with your class. Ask and discuss questions with the learners, e.g. <ul style="list-style-type: none"> ○ <i>In our community/area, what do you think is the most useful way to get around?</i> ○ <i>Which do you think is more useful, a bicycle or a car? Why do you say so?</i> ○ <i>Which is better for the environment, a bicycle or a car? Why do you say so?</i> 	
<p>ASSESSMENT: Formal: recorded Assessment Task 1:</p> <p>Use Morning Oral Work each day to rate the learners, recording any problems you have noticed, against the following milestone:</p> <ul style="list-style-type: none"> • Makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. Every learner should be assessed against this milestone by the end of Week 3. <p>Use Activity 1 to rate the learners, recording any problems against the following milestone:</p> <ul style="list-style-type: none"> • Engages in conversation as a social skill, accepting and respecting the way others speak 	

WEEK 3	PHONICS & SPELLING + HANDWRITING
LO/ASs	LO 4 AS 5, 7 LO 6 AS 2
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> • Recognises and uses all phonics learnt so far • Recognises and uses rhyming words e.g. fly, sky, dry • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time
NOTES	<ul style="list-style-type: none"> • Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences.
ACTIVITIES	
<p>PHONICS: SYNONYMS</p> <p>DAYS 1 - 5:</p> <ul style="list-style-type: none"> • Introduce synonyms. Synonyms are words that have similar meanings. Dictionaries often use synonyms in their definitions. There are whole books of synonyms and special reference works, such as a thesaurus, that have clusters of words or phrases, all with similar meanings. These are particularly useful when you are looking for just the right word when writing. • Each day give learners 2-3 sets of words (synonyms) to write sentences with. (Depending on the level of your learners you may encourage your stronger learners to use a thesaurus to look for synonyms of their own). • To introduce the words, write a sentence using the focus word on the board. Ask learners to think of another word with a similar meaning that can be substituted in the sentence, e.g. <i>My mother gave me a <u>gift</u>; My mother gave me a <u>present</u>.</i> • Suggested synonyms: • Day 1: hard – difficult; gift – present • Day 2: back – behind; annoy – bother • Day 3: high – tall; go – leave • Day 4: ask – question; thief - robber • Day 5: mistake – error; cure -heal 	

PHONICS ACTIVITIES: Each day, set a written task based on synonyms. Here are some suggestions:

- Written Task: Learners choose words to copy and complete sentences.
- Written Task: Learners use a dictionary to look up words and then find/think of synonyms.
- Written Task: Learners use a thesaurus to find synonyms for a list of words.
- Written Task: Learners write sentences of their own.
- Written Task: Learners complete an activity from a Learner's Book.

SPELLING ACTIVITIES

- Written task: Each day, learners write the synonyms and a short sentence for each word into their Spelling Books to revise for homework.
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week).

HANDWRITING: JOINED WRITING - SENTENCES

ACTIVITIES 1 & 2:

- Write one-two sentences on the board, writing strips or work-cards using some of the synonyms you have used/taught this week. The sentences should include high-frequency words previously taught. Learners copy the sentences.

WEEK 3	READING		
LO/ASs	LO 3 AS 2, 3, 5	LO 4 AS 5	LO 6 AS 2,3,6
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Builds own word bank and personal dictionary. (Writing milestone) 		
NOTE	<ul style="list-style-type: none"> • Prepare the Language work/task and the Vocabulary Words Task (Day 4). 		
RESOURCES	<ul style="list-style-type: none"> • Graded group readers or class readers for Guided Reading groups/Independent Reading. • Copies of a suitable text for Group Reading. 		

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING SHARED WRITING

- Reread the shared text. Revise the sight and vocabulary words from Week 2.
- **Introduce shared writing.** Talk about how all stories have a beginning, middle and an end. Explain that you are going to write a story summary (of Week 2's Shared Reading text) but that you are going to write a slightly different (alternative) ending for the story.
- First discuss an alternative ending with the learners. You will need to ask questions to prompt learners, e.g. *What would have happened if _____?*
- Remember that, to prepare for shared writing, you should write your own sample text beforehand. As you write you must remember to: 1. Ask learners prompt questions. 2. Help learners to construct sentences 3. Involve learners as you write the sentences.
- Stop after 3-4 sentences and continue the next day.

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

- Vocabulary task: Learners write the 5 vocabulary words into their Personal Dictionaries. **Use for Assessment Task 1. Every learner should be assessed by the end of Week 3.**
- Guided reading: **Yellow Group.**
- Focus for the week: Using self-correcting strategies when reading, and reading with increasing fluency, speed and expression.
- Independent reading: Learners read a page or more of a graded reader and/or magazine or comic each day. **Use for Assessment Task 1. By the end of Week 3 all learners should have read a more complex variety of texts e.g. magazines and comics for enjoyment.**

DAY 2:**SHARED READING AND WRITING: SHARED WRITING CONTINUED.**

- Complete the story summary with an alternative ending. Edit sentences to ensure that they link together.
- Check the spelling of sight words with learners. Encourage learners to use a dictionary to check any new spellings.

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

- Language: Learners complete a written activity to consolidate punctuation learnt this year, e.g. capital letters, exclamation marks, apostrophes in contractions.
- Guided reading: Blue Group. Independent reading. Use for Assessment Task 1.

DAY 3:**SHARED READING AND WRITING: SHARED READING**

- Do shared reading of the class text (story summary).

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

- Language: Sentence parts: Write a simple sentence on the board. Identify (revise) the parts of speech in the sentence, e.g. The lazy boy sat on the chair.

Tom	plays	soccer
noun	verb	noun

- Explain that sentences always contain a **verb**. All sentences have two parts – a part that tells what the sentence is about – a person, thing or idea – and a part that tells what the person, thing or idea does or did.
- Use the example sentence you wrote to demonstrate this, e.g. ‘plays’ is the verb. By asking “who or what plays?” we can work out that ‘Tom’ is the part that tells us what the sentence is about (called the subject). By asking “plays what?” we can work out that the word ‘soccer’ tells us what Tom did (called the object).
- Write a few, example sentences on the board and, together with the learners, identify the verb, subject and object in each sentence.
- Language task: Provide a written activity based on identifying parts of speech in a sentence (including subject and object).
- **Note:** *At this level learners do not necessarily have to use the terms ‘subject’ and ‘object’, they simply need to be able to identify the verb and say who/what the verb refers to.*
- Guided reading: Green Group. Independent Reading. Use for Assessment Task 1.

DAY 4:

SHARED READING AND WRITING: RE-READING

- Re-read the class text with the learners.

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

- Vocabulary Words Task: Learners complete a task of sorting a selection of vocabulary words into categories, e.g. transport words, weather words, etc.
- Guided reading: Red Group. Independent Reading. Use for Assessment Task 1.

DAY 5:

SHARED READING AND WRITING: FINAL SHARED WRITING

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

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

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

ASSESSMENT: Formal: recorded Assessment Task 1:

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

- Builds own word bank and personal dictionary. (Writing milestone)

Every learner should be assessed against this milestone by the end of Week 3.

Use Independent Reading and Reading for Enjoyment in Weeks 1-3 to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures

WEEK 3	WRITING
LO/ASs	LO 4 AS 1,2,3,4,6
MILESTONES	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling • Uses apostrophes in contractions eg can't • Builds own word bank and personal dictionary
ACTIVITIES	
<p>ACTIVITY 1: PRE-WRITING DISCUSSION</p> <ul style="list-style-type: none"> • Explain that learners are going to write a short story of their own. • In pairs, learners should talk about stories that they know or have heard. Through their discussion learners must decide what story they want to use for their writing. Depending on the level of your learners you may choose to give them the beginning of a paragraph, a picture or a sequence from a comic or cartoon story to base their stories on. • Explain that learners' stories should contain some dialogue, i.e. what the different characters in the story say to each other. (You may need to show learners in the shared reading text how to use quotation marks.) <p>ACTIVITY 2: DRAFTING AND REVISING</p> <ul style="list-style-type: none"> • Before learners write their story they need to plan it carefully. Stories must be at least two paragraphs long and have a clear beginning, middle and end.. • Learners plan their stories and write a draft. • They read their draft to a partner to see if it makes sense. Learners then revise their writing. <p>ACTIVITY 3: WRITING, EDITING, PUBLISHING</p> <ul style="list-style-type: none"> • Learners self-edit their work for punctuation and spelling and then write a neat, final copy of their stories. • Learners read their stories aloud in small groups. Use for Assessment Task 1. 	
<p>ASSESSMENT: Formal: recorded Assessment Task 1:</p> <p>Use the writing activities 1-3 to rate the learners, recording any problems you have noticed, against the following milestones:</p> <ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling 	

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

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING LO 1 AS 1, 2,3,4,5,6 LO 2 AS 1,4,5,6,7,8	<ul style="list-style-type: none"> Listens to a story and works out cause and effect Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid Engages in conversation as a social skill, accepting and respecting the way others speak Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark 	1	Listening & Speaking Activities 1 & 2
		1 - 3	Morning Oral Work (Days 1-5)
		3	Social conversation
		1-3	Observations during Literacy time
PHONICS & SPELLING LO 3 AS 4 LO 4 AS 7 LO 6 AS 1,6	<ul style="list-style-type: none"> Recognises and uses all phonics learnt so far Builds and sounds words at level of phonetic knowledge Uses both the letter sound as well as the letter name to spell words Recognises and uses rhyming words e.g. fly, sky, dry 	1	Week's phonic activities
		2	Written activity (Day 5)
HANDWRITING LO 4 AS 5	<ul style="list-style-type: none"> Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing Completes a writing task in a set time 	2	Handwriting Activity
READING LO 3 AS 1,2,3,5 LO 4 AS 5 LO 5 AS 2 LO 6 AS 2,3,4,6	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud Reads with increasing fluency, speed and expression <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures Builds own word bank and personal dictionary (Writing milestone) Uses apostrophes in contractions eg can't (Writing milestone) 	1	Written comprehension task based on Shared Reading text (Day 2) and your observations
		2	Reading Days 1-4: Guided Reading time
		1-3	Independent Reading and Reading for Enjoyment
		1-3	Reading Day 1 (Vocabulary Task)
		2	Written task on Day 3.

WRITING LO 4 AS 1,2,3,4,6 LO 6 AS 2,3	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling 	3	A Story Writing Activities 1-3: Pre-writing, drafting, revising, editing and writing/publishing
	<ul style="list-style-type: none"> • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions 	2	A recipe Writing Activity 1 and 2: Pre-writing and writing/publishing

FOURTH TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL / LISTENING AND SPEAKING LO 1 AS 1,2,4,5 LO 2 AS 2,5	<ul style="list-style-type: none"> • Listens for the detail in stories and answers open-ended questions • Uses language imaginatively eg tells jokes and riddles using appropriate volume and intonation • Understands and uses appropriate language of different learning areas • Tells a story using descriptive language and different gestures and facial expressions 	<p><u>Morning oral work</u></p> <ul style="list-style-type: none"> • Class discussion and word problems based on: days/months, weather chart, clock (time) • The 'morning message' is read daily. <p><u>Listening and speaking activities:</u></p> <ul style="list-style-type: none"> • Listening to and telling jokes/riddles. • Whose...? questions
PHONICS / SPELLING + HANDWRITING LO 3 AS 4 LO 4 AS 5,7 LO 6 AS 1,6	<p><i>Phonics</i></p> <ul style="list-style-type: none"> • Recognises hard and soft sounds e.g. c as in rice; g as in age • Recognises and uses synonyms and antonyms • Builds and sounds words at level of phonetic knowledge <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 	<p><u>Phonics</u></p> <ul style="list-style-type: none"> • Synonyms • 5 written activities <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Spelling words recorded in Spelling books. • Spelling test (words and sentences) <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Joined Writing: Sentences
READING LO 3 AS 1,2,3,5 LO 4 AS 5 LO 6 AS 2,3,6	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Expresses whether a story was liked and is able to justify answer <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 • Reads with increasing fluency, speed and expression <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Uses conjunctions to form compound sentences (Writing milestone) • Sequences information and puts it under headings (Writing milestone) • Builds own word bank and personal dictionary (Writing milestone) 	<p><u>Shared reading and writing</u></p> <ul style="list-style-type: none"> • A story read as a shared text (cultural values and assumptions). <p><u>Word and sentence level work</u></p> <ul style="list-style-type: none"> • Vocabulary (5 words) Language (conjunctions and pronouns, subject-verb agreement), Sight words (5) <p><u>Group, guided and independent reading and writing</u></p> <ul style="list-style-type: none"> • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text: cultural values and assumptions • Subject-verb agreement; conjunctions and pronouns. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups. <p><u>Reading for enjoyment</u></p>

<p>WRITING LO 4 AS 4</p>	<ul style="list-style-type: none"> • Writes about personal experiences in different forms e.g. as a newspaper article • Uses informational structures when writing e.g. experiments, recipes • Discusses own and others' writing to get and give feedback • Makes own book and contributes to class book collection 	<p><u>Writing: Making a Book</u></p>
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WEEK 4	ORAL WORK AND LISTENING & SPEAKING	
LO/ASs	LO 1 AS 1,2 ,4,5	LO 2 AS 2,5
MILESTONES	<ul style="list-style-type: none"> Listens for the detail in stories and answers open-ended questions Uses language imaginatively eg tells jokes and riddles using appropriate volume and intonation Understands and uses appropriate language of different learning areas Tells a story using descriptive language and different gestures and facial expressions 	
NOTE	<ul style="list-style-type: none"> Prepare the jokes and riddles. 	
RESOURCES	<ul style="list-style-type: none"> A collection of jokes and riddles - either enlarged or photocopied so that all learners have access to at least one joke or riddle. 	

ACTIVITIES

DAILY MORNING ORAL WORK: EACH DAY....

- Discuss the day/month/weather/birthday charts, and any special happenings.
- Continue to use the charts and the clock as the basis for word problems for the learners to solve. Use the activities to emphasise the use of correct terminology for the different learning areas.(See Term 3, Week 8.) **Use for Assessment Task 2.**
- Continue to write a 'morning message' on the board for learners. (See Terms 1-3.)

LISTENING AND SPEAKING

ACTIVITY 1: LISTEN, LAUGH AND TALK

- Divide learners into small groups. Give each group a selection of jokes and riddles.
- Each group member chooses a joke/riddle to tell using appropriate volume and intonation as well as gestures and facial expressions. The other group members listen.
- Learners discuss why the joke/riddle was funny and who they think would enjoy it, e.g. younger children, older people, people who understand language very well, etc.
- Each group reports back, saying which joke/riddle they thought was the best and why.
- Afterwards, learners can fill in a Peer Assessment form.

PEER ASSESSMENT

My name

Group member's names

Tick who participated and listened to others

Tick who presented their joke/riddle using good facial expressions and actions

Tick who changed their voice as they told their joke/riddle

- Use the completed form, together with your own observations for **Assessment Task 2.**

ACTIVITY 2: WHOSE...? QUESTIONS

- Together with the learners ask and answer a range of 'Whose?' questions, e.g. *Whose ruler is this? Whose bag is that? etc.*
- Explain that when you ask a question with the word 'whose', the answer should include the name of a person. Using 'whose' is like asking who it belongs to.
- To practise the structure, learners can work in pairs to ask and answer questions about objects in the classroom, e.g. *Whose pencil is this? Whose ball is that? etc.*

ASSESSMENT: Formal: recorded Assessment Task 2:

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

- Understands and uses appropriate language of different learning areas

Use Activity 1 to rate the learners, recording any problems you have noticed, against the following milestone:

- Uses language imaginatively eg tells jokes and riddles using appropriate volume and intonation

WEEK 4	PHONICS & SPELLING + HANDWRITING		
LO/ASs	LO 3 AS 4	LO 4 AS 5, 7	LO 6 AS 1,6
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> • Recognises hard and soft sounds e.g. c as in rice; g as in age • Recognises and uses synonyms and antonyms • Builds and sounds words at level of phonetic knowledge <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 		
NOTES	<ul style="list-style-type: none"> • Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences. 		
ACTIVITIES			
<p>PHONICS: SYNONYMS</p> <p>DAYS 1 - 5:</p> <ul style="list-style-type: none"> • Each day give learners 2-3 sets of words (synonyms) to write sentences with. (Depending on the level of your learners you may encourage your stronger learners to use a thesaurus to look for synonyms of their own). • To introduce the words, write a sentence using the focus word on the board. Ask learners to think of another word with a similar meaning that can be substituted in the sentence, e.g. <i>My mother gave me a <u>gift</u>. My mother gave me a <u>present</u>.</i> • Suggested synonyms: • Day 1: heal-cure; fix - repair • Day 2: call – shout - yell; have – own • Day 3: close – shut; strength - power • Day 4: take - grab; one - single • Day 5: large- big – enormous - huge; make – build <p>PHONICS ACTIVITIES: Each day, set a written task based on synonyms. Here are some suggestions:</p> <ul style="list-style-type: none"> • <u>Written Task:</u> Learners choose words to copy and complete sentences. • <u>Written Task:</u> Learners use a dictionary to look up words and then find/think of synonyms. • <u>Written Task:</u> Learners use a thesaurus to find synonyms for a list of words. • <u>Written Task:</u> Learners write sentences of their own. • <u>Written Task:</u> Learners complete an activity from a Learner’s Book. 			

SPELLING ACTIVITIES

- Written task: Each day, learners write the synonyms and a short sentence for each word into their Spelling Books to revise for homework.
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week). **Use for Assessment Task 2.**

HANDWRITING: JOINED WRITING - SENTENCES

ACTIVITIES 1 & 2:

- Write one-two sentences on the board, writing strips or work-cards using some of the synonyms you have used/taught this week. The sentences should include high-frequency words previously taught. Learners copy the sentences. **Use for Assessment Task 2.**

ASSESSMENT: Formal: recorded Assessment Task 2:

Use this week's spelling test to rate the learners, recording any problems against the following milestones

- Recognises and uses synonyms and antonyms
- Builds and sounds words at level of phonetic knowledge

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

- Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing
- Completes a writing task in a set time

WEEK 4	READING		
LO/ASs	LO 3 AS 1,2,3,5	LO 4 AS 5	LO 6 AS 2,3,6
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to • Reads written texts as a whole class with teacher (shared reading)and discusses characters, plot and cultural values in the text • Expresses whether a story was liked and is able to justify answer <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 • Reads with increasing fluency, speed and expression <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Uses conjunctions to form compound sentences (Writing milestone) • Sequences information and puts it under headings (Writing milestone) • Builds own word bank and personal dictionary (Writing milestone) 		
NOTE	<ul style="list-style-type: none"> • Prepare the Language work/tasks. 		
RESOURCES	<ul style="list-style-type: none"> • A Big Book (published or home-made). It should be a story that communicates specific cultural values, attitudes and assumptions. • Graded group readers or class readers for Guided Reading groups. • Copies of a simple pamphlet for Group Reading. 		

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level Big Book or a text from a class reader. The text should be a story that communicates specific cultural values, attitudes and assumptions, e.g. respecting and caring for elders, valuing education, assumptions based on gender stereotypes, etc.
- Orientate learners to the text as before. Do a picture walk.
- Show learners a single page (or double spread) of the text to look at quickly (i.e. scan). Ask learners to name the characters in the story or another specific detail, e.g. the setting. (The purpose of this activity is to have learners scan for specific details.)
- Focus on prediction skills: Have a brief class discussion on what the learners think the story will be about.

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 5.**

- Guided reading: Yellow Group
- Focus for the week: Reading with increased fluency, speed and expression.
- Independent reading: Learners read a page or more of a graded reader and/or magazine or comic each day. **Use for Assessment Task 2. By the end of Week 5 all learners should have read a variety of texts e.g. magazines and comics for enjoyment.**

DAY 2:

SHARED READING AND WRITING: MODELED READING

- Read the text to the learners.
- Afterwards check understanding by asking 3 - 4 oral *wh* questions (*who.., where..., what happened..., why...*).

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

- Written Comprehension task: Learners write individual responses to questions based on the text. The questions should focus on the cultural values in the story and also provide an opportunity for learners to say whether they enjoyed the story or not, giving reasons. Use learners' written responses for **Assessment Task 2.**
- Guided reading: Blue Group; Independent reading. Use for Assessment Task 2.

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do shared reading with the learners.
- Choose a single picture in the text to focus on. The picture should relate to the cultural values and assumptions conveyed by the text, e.g. a young boy walking with his grandfather, boys walking home from school, girls playing soccer, etc.
- Talk about what learners can see in the picture and the values, attitudes and assumptions conveyed by the picture.
- Afterwards learners can write individual responses to describe the values they think are communicated by the picture.

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

- Language: Draw attention to any conjunctions used in the text. Revise using conjunctions and pronouns to join two short sentences to make one longer sentence.
- Language task: Learners complete an activity from a Learner's Book based on conjunctions and pronouns. **Use for Assessment Task 2.**
- Guided reading: Red Group; Independent reading. Use for Assessment Task 2.

DAY 4:**SHARED READING AND WRITING: RE-READING THE TEXT**

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

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

- Language: Draw attention to the verbs in the text. Use a sentence from the shared text. Identify the verb in the sentence. Revise subject-verb agreement, e.g. *The man walked down the path. The men walk down the path.*
- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading: **Green Group**; Independent reading. **Use for Assessment Task 2.**

DAY 5:**SHARED READING AND WRITING: FINAL SHARED READING**

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

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

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

READING FOR ENJOYMENT

In addition to Reading and Writing focus time, there should be time each day or week for Reading for enjoyment. During this time learners choose what they want to read **or** you read aloud to them. In Weeks 4-5 try to provide learners with a selection of magazines and comics to choose from. **Use for Assessment Task 2.**

ASSESSMENT: Formal: recorded Assessment Task 2:

Use Day 2 (Shared Reading) and the written comprehension to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text
- Expresses whether a story was liked and is able to justify answer

Use the language task on Day 3 (conjunctions) to rate the learners, recording any problems you have noticed, against the following milestone:

- Uses conjunctions to form compound sentences (Writing milestone)

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

- Builds own word bank and personal dictionary. (Writing milestone)

Every learner should be assessed against this milestone by the end of Week 5.

Use Independent Reading and Reading for Enjoyment in Weeks 4-5 to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures

WEEK 4	WRITING
LO/ASs	LO 4 AS 4
MILESTONES	<ul style="list-style-type: none"> Writes about personal experiences in different forms e.g. as a newspaper article Uses informational structures when writing e.g. experiments, recipes Discusses own and others' writing to get and give feedback Makes own book and contributes to class book collection
NOTE	<ul style="list-style-type: none"> Prepare instructions for making a book on a large sheet of paper to display at the front of the class.

ACTIVITIES

ACTIVITIES 1-3: MAKING A BOOK

- Explain that learners will use all the stories they have written this year to make their own story book. Show learners the instructions you have prepared for making the book, e.g.
 - Make a cover for your book. Remember to include your name as the author.
 - On the back cover write a few sentences that say what the book is about, e.g. *This is full of my best stories. Enjoy them!*
 - On the contents page, write down the name or title of each story you have written. If possible, give your book page numbers.
 - Now staple all the pages together containing your stories and put the cover on the book.
 - When your book is ready, put it in the class library so that other learners can read it.
- Remind learners that the front cover of a book should make you want to read it. It gives the name of the book, the author or authors and the company that made or published the book. The back cover tells you what the book is about. The contents page tells you the name of all the chapters and what page they start on. Use for **Assessment Task 2**.
Note: *In the learners' stories were not written on loose sheets of paper but in an exercise book you may wish to vary this activity to make it a single, class or group book. During the week, set a writing task so that each learner writes a story to include in the class/group book.*

ASSESSMENT: Formal: recorded Assessment Task 2:

Use Activities 1-3 to rate the learners, recording any problems you have noticed, against the following milestone:

- Makes own book and contributes to class book collection.

FOURTH WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL / LISTENING AND SPEAKING LO 1 AS 1,2,4 LO 2 AS 5	<ul style="list-style-type: none"> • Listens for the detail in stories and answers open-ended questions • Uses language imaginatively eg tells jokes and riddles using appropriate volume and intonation • Understands and uses appropriate language of different learning areas • Tells a story using descriptive language and different gestures and facial expressions 	<p><u>Morning oral work</u></p> <ul style="list-style-type: none"> • Class discussion and word problems based on: days/months, weather chart, clock (time) • The 'morning message' is read daily. <p><u>Speaking and listening activities:</u></p> <ul style="list-style-type: none"> • Listen to a story. • Responding to a story (written answers).
PHONICS / SPELLING / HANDWRITING LO 3 AS 4 LO 4 AS 5,7 LO 6 AS 1	<p><i>Phonics</i></p> <ul style="list-style-type: none"> • Recognises hard and soft sounds e.g. c as in rice; g as in age • Recognises and uses synonyms and antonyms • Builds and sounds words at level of phonetic knowledge <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 	<p><u>Phonics</u></p> <ul style="list-style-type: none"> • Hard and soft 'c' and 'g'; diagraph 'gh' <p><u>Spelling</u></p> <ul style="list-style-type: none"> • 20 phonics words (5 per day for 4 days), 5 sight words <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Joined writing: Sentences.
READING LO 3 AS 1,2,3,5 LO 4 AS 5,6	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Expresses whether a story was liked and is able to justify answer <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 • Reads with increasing fluency, speed and expression <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Uses conjunctions to form compound sentences (Writing milestone) • Sequences information and puts it under headings (Writing milestone) • Builds own word bank and personal dictionary (Writing milestone) 	<p><u>Shared reading and writing:</u></p> <ul style="list-style-type: none"> • An advertisement • A non-fiction/information text <p><u>Word and sentence level work:</u></p> <ul style="list-style-type: none"> • Vocabulary (5 words), Language (sequencing information), Sight words (5) <p><u>Group, guided and independent reading and writing:</u></p> <ul style="list-style-type: none"> • Comprehension – analyzing socio-cultural values and assumptions • Sequencing information. • Revising sight words. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups. <p><u>Reading for enjoyment</u></p>
WRITING LO 4 AS 1,2,3,4	<ul style="list-style-type: none"> • Writes about personal experiences in different forms e.g. as a newspaper article • Uses informational structures when writing e.g. experiments, recipes • Discusses own and others' writing to get and give feedback • Makes own book and contributes to class book collection 	<p><u>Writing: A newspaper article</u></p> <ul style="list-style-type: none"> • Pre-writing discussion • Drafting, revising, editing and publishing a newspaper article.

WEEK 5	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	LO 1 AS 1, 2, 4 LO 2 AS 5
MILESTONES	<ul style="list-style-type: none"> • Listens for the detail in stories and answers open-ended questions • Uses language imaginatively eg tells jokes and riddles using appropriate volume and intonation • Understands and uses appropriate language of different learning areas • Tells a story using descriptive language and different gestures and facial expressions
ACTIVITIES	
<p>DAILY MORNING ORAL WORK</p> <ul style="list-style-type: none"> • Discuss the day/month/weather/birthday charts, and any special happenings. • Continue to use the charts and the clock as the basis for word problems for the learners to solve. (See Term 3, Week 8.) • Continue to write a 'morning message' on the board for learners. (See Terms 1-3.) <p>LISTENING AND SPEAKING</p> <p>ACTIVITY 1: READ ALOUD / RESPONDING TO THE STORY</p> <ul style="list-style-type: none"> • Read a short, suitable story to the learners. You could choose a story from a picture book, textbook or reader. • Introduce the story to the learners and draw on their prior knowledge (their worlds). Introduce any new words needed. • Read the story to the learners in a lively, interactive way. • Write 4-5 questions about the story on the board, e.g. <i>Where did the story take place? Who was the main character in the story, etc.</i> Include 1-2 open-ended questions, e.g. <i>Why do you think _____?</i> • Learners write individual responses to the questions. Use for Assessment Task 2 <p>ACTIVITY 2: TELLING A STORY</p> <ul style="list-style-type: none"> • Divide learners into pairs and let them tell a short story that they know. It could be a true story or one that they have read or heard. Use for Assessment Task 2 	
<p>ASSESSMENT: Formal: recorded Assessment Task 2 Use Activities 1 and 2 to rate learners, recording any problems you have noticed, against the following milestones:</p> <ul style="list-style-type: none"> • Listens for the detail in stories and answers open-ended questions • Tells a story using descriptive language and different gestures and facial expressions 	

WEEK 5	PHONICS AND SPELLING + HANDWRITING		
LO/ASs	LO 3 AS 4	LO 4 AS 5, 7	LO 6 AS 1
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> Recognises hard and soft sounds e.g. c as in rice; g as in age Recognises and uses synonyms and antonyms Builds and sounds words at level of phonetic knowledge <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing Completes a writing task in a set time 		
NOTES	<ul style="list-style-type: none"> Prepare daily phonic oral activities and written tasks; prepare daily spelling words/sentences. 		

ACTIVITIES

PHONICS: HARD AND SOFT SOUNDS (C, G), DIAGRAPH - GH, GHT

- Write words with **hard and soft 'c'** on the board, e.g. *cat, cake, / city, cents, circus*
- Read the words together with the learners. Point out that the letter 'c' makes a different sound in each group of words. Explain that when 'c' is followed by 'e', 'i', or 'y' the 'c' is usually soft. Soft 'c' makes the sound 's'.
- Write words with **hard and soft 'g'** on the board, e.g. *giraffe, stage, orange, / green, grass.*
- Read the words together with the learners. Point out that 'g' makes a different sound in each group of words. Explain that when 'g' is followed by 'e', 'i', or 'y' the 'g' is usually soft. Soft 'g' makes the sound 'j'.
- Write words with 'gh' and 'ght' on the board, e.g. *thought, caught, taught, tough, rough, drought, etc.*
- Explain that when 'g' is followed by 'h', in most cases, it stands for the 'f' sound, e.g. *tough, rough, cough*. If the 'gh' is followed by a 't', e.g. *light, taught, thought*, the 'gh' sound is silent. and we only hear the letter at the end of the word, e.g. 't'.
- Write a list of words on the board. The list should include examples of hard and soft 'c' and 'g' words. Together with the learners sort the words into columns, e.g.

Hard c	Soft c	Hard g	Soft g

DAILY PHONICS ACTIVITIES: Choose 2 oral activities and 1 written task each day. You may find that you use more written activities than oral ones this week. Choose one of the written activities to use for **Assessment Task 2**.

- Oral: Say a word. Learners can say whether they think the word has a hard or soft c/g sound in it.
- Oral: Give learners a list of words (written on the board). Learners read the words and say if each has a soft/hard sound.
- Oral: Learners read a list of words aloud to a partner and identify instances where 'gh' stands for 'f' and when it is silent.
- Written Task: Learners identify words with hard and soft c/g in sentences.
- Written Task: Learners match words and pictures with hard/soft c/g sounds.
- Written Task: Learners write sentences using words with hard/soft c/g sounds.
- Written Task: Learners sort words into columns of hard and soft c/g sounds.

DAILY SPELLING ACTIVITIES

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

HANDWRITING: JOINING LETTERS JOINED WRITING - SENTENCES

ACTIVITIES 1 & 2:

- Write one-two sentences on the board, writing strips or work-cards using some of the hard/soft c/g words you have used/taught this week. The sentences should include high-frequency words previously taught. Learners copy the sentences.

ASSESSMENT: Formal: recorded Assessment Task 2:

Use one of the written activities from this week's phonics to rate the learners, recording any problems against the following milestone:

- Recognises hard and soft sounds e.g. c as in rice; g as in age.

WEEK 5	READING
LO/ASs	LO 3 AS 1,2, 3, 5 LO 4 AS 5,6
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to • Reads written texts as a whole class with teacher (shared reading)and discusses characters, plot and cultural values in the text • Expresses whether a story was liked and is able to justify answer <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 • Reads with increasing fluency, speed and expression <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Uses conjunctions to form compound sentences (Writing milestone) • Sequences information and puts it under headings (Writing milestone) • Builds own word bank and personal dictionary (Writing milestone)
NOTES	<ul style="list-style-type: none"> • Prepare vocabulary words, a comprehension and a language task based on the text.
RESOURCES	<ul style="list-style-type: none"> • An advertisement. (This should be suitable for Grade 3s and may be from a magazine, newspaper, supplement etc. The advertisement should communicate specific socio-cultural values, attitudes and assumptions.) • A Grade 3 level non-fiction Big Book or one or two paragraphs in a textbook. (Ideally the text should include a sequence of information.) • Graded group readers or class readers for Guided Reading groups/Independent reading. • Copies of a simple book review or magazine for Group Reading.
ACTIVITIES	
<p>DAY 1:</p> <p>SHARED READING AND WRITING: INTRODUCING A SHARED TEXT</p> <ul style="list-style-type: none"> • Introduce a suitable advertisement. (This can be from a magazine, newspaper supplement etc. The advertisement should communicate specific socio-cultural values, attitudes and assumptions, e.g. an advertisement on soap powder that targets only women/housewives etc.) • Show learners the advertisement and talk about its purpose. Ask a few <i>wh-</i> questions to check that learners understand the advertisement, e.g. <i>What is the advert trying to sell? Who do you think the advertisement is meant to appeal to? Where do you think you might see this advertisement?</i> 	

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

- Teach 5 new vocabulary words based on the text. (These words will have to be related to the theme of the advertisement rather than directly derived from it.)
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 5.**
- Guided Reading: **Yellow Group (Use for Assessment Task 2.)**
- Focus for the week: Reading with increased fluency, speed and expression.
- Independent reading: Learners read a page or more of a graded reader and/or magazine or comic each day. **Use for Assessment Task 2. By the end of Week 5 all learners should have read a variety of texts e.g. magazines and comics for enjoyment.**

DAY 2:

SHARED READING AND WRITING: ANALYSING VALUES AND ASSUMPTIONS

- Read the advertisement to the learners. Talk about the design features included in the advert and whether the learners think these are effective or not. Talk about the picture(s) in the advert and discuss who it is targeting and what kind of roles it assumes for people, e.g. for males and females.

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

- Comprehension task: Learners complete a comprehension based on the advert. The questions should focus on learners analysing the values, attitudes and assumptions conveyed by the advertisement, e.g. that only women do the family washing. **Use for Assessment Task 2.**
- Guided reading: **Blue Group (Use for Assessment Task 2.)**
- Independent reading. **Use for Assessment Task 2.**

DAY 3:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level **non-fiction/information text**. (Try to use a text that demonstrates a sequence, e.g. the water cycle)
- Orientate learners to the text as before.

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

- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading: **Green Group (Use for Assessment Task 2.)**
- Independent reading. **Use for Assessment Task 2.**

DAY 4:**SHARED READING AND WRITING: MODELED READING**

- Read the non-fiction/information text to the learners, modelling the following: analysing photographs, reading captions, linking photographs to text.
- Afterwards check understanding by asking 3 - 4 *wh* questions.

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

- Comprehension task: Learners complete a task that involves sequencing information and putting it under headings, e.g. you can give the learners steps for making a recipe and have them sort it into the correct sequence using appropriate headings. **Use for Assessment Task 2.**
- Guided reading: **Red Group (Use for Assessment Task 2.)**
- Independent reading. **Use for Assessment Task 2.**

DAY 5:**SHARED READING AND WRITING: FINAL SHARED READING**

- Learners read the non-fiction/information text to you. One learner can be the 'teacher' and use the pointer.
- Re-read the advertisement with learners.

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

- Learners complete the written activity that they missed during Guided Reading.
- Group/paired reading: Learners read 2-3 pages from a simple book review or magazine in their seating groups.

READING FOR ENJOYMENT

In addition to Reading and Writing focus time, there should be time each day or week for Reading for enjoyment. During this time learners choose what they want to read **or** you read aloud to them. In Weeks 4-5 try to provide learners with a selection of magazines and comics to choose from. **Use for Assessment Task 2.**

ASSESSMENT: Formal: recorded Assessment Task 2:

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

- Builds own word bank and personal dictionary. (Writing milestone)

Every learner should be assessed against this milestone by the end of Week 5.

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

- Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to

Use Day 4 (Comprehension task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Sequences information and puts it under headings (Writing milestone)

Use guided reading (Days 1-5) to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Reads with increasing fluency, speed and expression

Use Independent Reading and Reading for Enjoyment in Weeks 4-5 to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures

WEEK 5	WRITING
LO/ASs	LO 4 AS 1,2,3,4
MILESTONES	<ul style="list-style-type: none"> Writes about personal experiences in different forms e.g. as a newspaper article Uses informational structures when writing e.g. experiments, recipes Discusses own and others' writing to get and give feedback Makes own book and contributes to class book collection
NOTES	<ul style="list-style-type: none"> Prepare a simplified (short) newspaper article based on an event for the writing activity (see below).

ACTIVITIES

ACTIVITY 1: PRE-WRITING

- Show learners the simplified newspaper article you prepared beforehand, e.g.

DAILY NEWS

Carnival fun!

Saturday afternoon was carnival time in the Queens town centre. The crowds were entertained by clowns, musicians and jugglers.

A big costume parade took place at 2 o'clock. The carnival finished at 5pm with a fantastic firework display. "It was the best day of my life!" said Julie White, who went to the carnival with her best friend, Veruska Getti.

Thabo Mamaila

- Talk about the features of a newspaper article, e.g. the purpose is to inform or give facts, the style is often serious (formal register), a headline is included, the writer's (reporter) name is included.
- Explain that learners will write a 'newspaper' article of their own about an important event that they have experienced (in or out of school).
- Have learners work in pairs to talk about what they want to write their article on.
- Note:** *Depending on the level of your learners and the current events in/around your community, you may want to give learners a specific event to write on, e.g. the school fete.*

ACTIVITY 2: DRAFTING, EDITING, PUBLISHING AN ARTICLE

- Learners each write a draft article. They read their draft to a friend to check for sense and make adjustments/corrections.
- Learners edit their own writing by correcting spelling, punctuation, etc.
- Learners write a neat version of their newspaper article.
- Learners publish their article by reading it aloud to a partner or in small groups. **Use for Assessment Task 2.**

Note: In the next lesson learners will write their own recipe. Ask them to find out from home a simple recipe that they can write.

ACTIVITY 3: WRITING

- On Day 4 in Shared reading learners sequence the steps in making a recipe. Using a similar format let learners write their own recipe. Use for Assessment Task 2.

ASSESSMENT: Formal: recorded Assessment Task 2:

Use Activities 1-2 to rate the learners, recording any problems you have noticed, against the following milestones:

- Writes about personal experiences in different forms e.g. as a newspaper article
- Discusses own and others' writing to get and give feedback

Use Activities 1-2 to rate the learners, recording any problems you have noticed, against the following milestone:

- Uses informational structures when writing e.g. experiments, recipes

SUGGESTED ASSESSMENT: ASSESSMENT TASK 2: WEEKS 4/5

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING LO 1 AS 1,2 LO 2 AS 1,4,5,7	<ul style="list-style-type: none"> Listens for the detail in stories and answers open-ended questions Tells a story using descriptive language and different gestures and facial expressions Uses language imaginatively eg tells jokes and riddles using appropriate volume and intonation Understands and uses appropriate language of different learning areas 	5	Listening & Speaking Activity 1 and 2 (Reading Aloud)
		4	Listening & Speaking Activity 1
		4	Morning Oral Work (Days 1-5)
PHONICS & SPELLING LO 3 AS 4 LO 4 AS 7 LO 6 AS 1,6	<ul style="list-style-type: none"> Recognises hard and soft sounds e.g. c as in rice; g as in age Recognises and uses synonyms and antonyms Builds and sounds words at level of phonetic knowledge 	5	Week's phonic activities (written task)
		4	Written spelling test
HANDWRITING LO 4 AS 5	<ul style="list-style-type: none"> Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing Completes a writing task in a set time 	4	Handwriting activity

READING LO 3 AS 2,3,5 LO 4 AS 5 LO 5 AS 2 LO 6 AS 2,3,6	<i>Shared reading</i> <ul style="list-style-type: none"> • Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to 	5	Reading Day 2: Written response
	<ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Expresses whether a story was liked and is able to justify answer 	4	Reading Day 2: Shared reading and written comprehension
	<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 • Reads with increasing fluency, speed and expression 	5	Guided Reading (Days 1-5)
	<i>Paired/Independent reading</i> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures 	4 - 5	Independent reading and Reading for Enjoyment (DAR time)
	<ul style="list-style-type: none"> • Uses conjunctions to form compound sentences (Writing milestone) • Sequences information and puts it under headings (Writing milestone) 	4	Day 3 Shared Reading; Language Task
	<ul style="list-style-type: none"> • Builds own word bank and personal dictionary (Writing milestone) 	5	Day 4 Comprehension task
			4 - 5
WRITING LO 4 AS 1,2,3,4,6 LO 6 AS 3	<ul style="list-style-type: none"> • Writes about personal experiences in different forms e.g. as a newspaper article • Discusses own and others' writing to get and give feedback 	5	<i>A newspaper article</i> Writing Activities 1-2: Pre-writing discussion, writing, editing, publishing an article
	<ul style="list-style-type: none"> • Uses informational structures when writing e.g. experiments, recipes 	5	<i>Writing a recipe</i>
	<ul style="list-style-type: none"> • Makes own book and contributes to class book collection 	4	<i>Makes own book</i>

FOURTH TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL / LISTENING AND SPEAKING LO 1 AS 1,4 LO 2 AS 1,5,7	<ul style="list-style-type: none"> • Listens to a story and works out cause and effect • Expresses feelings and opinions about a text and gives reasons • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Discusses solutions to a problem using higher order thinking skills 	<u>Morning oral work</u> <ul style="list-style-type: none"> • Class discussion and word problems based on: days/months, weather chart, clock (time) • The 'morning message' is read daily. • Learners share personal or family news <u>Listening and speaking activities:</u> <ul style="list-style-type: none"> • Read aloud: A myth or legend • Responding to the story (cause – effect relations)
PHONICS / SPELLING + HANDWRITING LO 3 AS 4 LO 4 AS 5,7 LO 6 AS 1,6	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises and uses prefixes e.g. un-, re- and suffixes e.g. -ful, -ness • Recognises vowels with two sounds e.g. ere as in here, air as in stair, are as in bare • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <u>Handwriting</u> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 	<u>Phonics</u> <ul style="list-style-type: none"> • Suffixes • Vowel blends with two sounds: ere • 5 written phonics/spelling activities <u>Spelling</u> <ul style="list-style-type: none"> • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. <u>Handwriting</u> <ul style="list-style-type: none"> • Joined writing: Sentences
READING LO 3 AS 2,3,5 LO 4 AS 5 LO 5 AS 1,3,4 LO 6 AS 2,3,6	<u>Shared reading</u> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression • Plays word games that draw on reading and vocabulary knowledge and skills <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Builds own word bank and personal dictionary. (Writing milestone) 	<u>Shared reading and writing</u> <ul style="list-style-type: none"> • A non-fiction/information text read as a shared text. Cause-effect and open-ended questions. <u>Word and sentence level work</u> <ul style="list-style-type: none"> • Vocabulary (5 words) Language (Perfect tense), Sight words (5) <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text. • Present progressive (continuous) tense • Revision of tenses learnt this year • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups. <u>Reading for enjoyment</u>

<p>WRITING LO 4 AS 1,2,4,6</p>	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling 	<p><u>Writing: A dialogue</u></p> <ul style="list-style-type: none"> • Pre-writing: discussion and planning in pairs. • Writing, publishing dialogue. <p><u>Personal writing: A favourite game or pastime.</u></p>
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WEEK 6	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	LO 1 AS 1,4 LO 2 AS 1,5,7
MILESTONES	<ul style="list-style-type: none"> • Listens to a story and works out cause and effect • Expresses feelings and opinions about a text and gives reasons • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Discusses solutions to a problem using higher order thinking skills
ACTIVITIES	
<p>DAILY MORNING ORAL WORK:</p> <ul style="list-style-type: none"> • Discuss the day/month/weather/birthday charts, and any special happenings. • Continue to use the charts and the clock as the basis for word problems for the learners to solve. (See Term 3, Week 8.) • Continue to write a ‘morning message’ on the board for the learners. It should be on the board when they arrive. Learners read it silently and then ask questions and discuss it with you. • Remind learners that when sharing personal news it is important to describe events in an interesting way, vary the pitch of your voice and maintain eye contact. Demonstrate this by sharing some personal news of your own. First present your news in a ‘flat’, monotonous voice, avoiding eye contact, etc. and then present the same news varying the pitch and volume of your voice, maintaining eye contact, etc. Discuss the difference between the two presentations. • From Day 2 onwards, have 3-4 learners each day share 3-4 minutes of personal or family news. Use for Assessment Task 3. Every learner should be assessed by the end of Week 8. <p>LISTENING AND SPEAKING</p> <p>ACTIVITY 1: READ ALOUD</p> <ul style="list-style-type: none"> • Read a short, suitable myth or legend to the learners. You could choose a myth/legend from a picture book, text book or reader. • Introduce the story to the learners and draw on their prior knowledge. Introduce any new words. • Read the story to the learners in a lively, interactive way. Use for Assessment Task 3. <p>ACTIVITY 2: RESPONDING TO STORY</p> <ul style="list-style-type: none"> • Ask learners some questions about the story, e.g. <i>Who was in the story? Where did the story take place? How did the story begin? What happened next? etc.</i> • Ask learners questions to draw out any cause and effect relations in the story, e.g. <i>Why did _____? What happened when _____?</i> Learners can write individual responses to these questions. Use for Assessment Task 3. 	

ASSESSMENT: Formal: recorded Assessment Task 3:

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

- Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid

Every learner should be assessed against this milestone by the end of Week 8.

Use Activities 1 and 2 to rate the learners, recording any problems you have noticed, against the following milestone:

- Listens to a story and works out cause and effect

WEEK 6	PHONICS & SPELLING + HANDWRITING
LO/ASs	LO 3 AS 4 LO 4 AS 5, 7 LO 6 AS 1,6
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> • Recognises and uses prefixes e.g. un-, re- and suffixes e.g. -ful, -ness • Recognises vowels with two sounds e.g. ere as in here, air as in stair, are as in bare • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time
NOTES	<ul style="list-style-type: none"> • Prepare daily phonic oral activities and written tasks; prepare daily spelling words/sentences.
ACTIVITIES	
<p>PHONICS: SUFFIXES</p> <p>DAYS 1 - 5:</p> <ul style="list-style-type: none"> • Write the word 'painful' on the board. Read it with the learners. Rub out 'ful'. Explain that ful is a group of letters that is added to the end of the word 'pain' to make a new word (i.e. it is a suffix). • Days 1-4: Teach rules for adding suffixes. Teach one rule a day. Use words written on the board to demonstrate the rules. <ul style="list-style-type: none"> ○ When you add <i>full</i> to any word, drop the second 'l': thankful, forgetful, awful, powerful, spoonful, peaceful, thoughtful, painful. (Note that you sometimes have to make other things change too, e.g. beauty + full = beautiful) ○ When you ad a 'y' or a suffix that begins with a vowel (a,e,i,o,u) to a word that ends with a silent 'e', drop the silent e': joke-joked, nature-natural, scare-scary, pure-purer • Use approximately 10-15 of the words you used to teach the rules for adding suffixes as part of Week 6's spelling words. • Point out any suffixes in the shared text. • Day 5: Teach learners the 'ere' sound, i.e. vowel blends with 2 sounds (also called r-controlled vowel sounds). • Write a set of words containing the sound on the board and read the words together with the learners, e.g. <i>here, there, where</i>. 	

PHONICS ACTIVITIES: Each day, choose two oral activities and a written task. Your activities for adding suffixes onto words will mostly be written. You can therefore use the week's oral activities to also consolidate some of the sounds/spellings taught this year. Here are some suggestions:

- **Blending:** Sound out a word. Learners put the sounds together to make a word.
- **Blending:** Sound out a word. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- **Segmenting:** Learners work in pairs to segment words on the board into 2/3 sounds.
- **Written Task:** Learners re-arrange groups of letters to make words.
- **Written Task:** Learners choose the correct letters to complete words/sentences.
- **Written Task:** Word Sort: Give learners sets of word cards. Have them sort the word cards first in any way they choose such as by common sounds or word length. Then suggest a way for the learners to sort the words. Make sure that the words you provide can be sorted in more than one way.
- **Written Task:** Learners add suffixes to a list of words (using correct spelling).
- **Written Task:** Learners choose the correct form of a word to complete sentences, e.g. *Come here (quick / quickly).*
- **Written Task:** Learners choose the correct spellings, e.g. happily hapily happile

SPELLING ACTIVITIES

- **Written task:** Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework.
- On Day 5 have a short, stress-free spelling test of the week's words (as well as the sight words for the week). **Use for Assessment Task 3.**

HANDWRITING: JOINED WRITING - SENTENCES

ACTIVITIES 1 & 2:

- Write one-two sentences on the board, writing strips or work-cards using some words you have used/taught this week that have suffixes. The sentences should include high-frequency words previously taught. Learners copy the sentences.

ASSESSMENT: Formal: recorded Assessment Task 3:

Use this week's spelling test to rate the learners, recording any problems against the following milestone:

- Recognises and uses prefixes e.g. un-, re- and suffixes e.g. -ful, -ness

WEEK 6	READING			
LO/ASs	LO 3 AS 2, 3, 5	LO 4 AS 5	LO 5 AS 1,3,4	LO 6 AS 2,3,6
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression • Plays word games that draw on reading and vocabulary knowledge and skills <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Builds own word bank and personal dictionary. (Writing milestone) 			
NOTE	<ul style="list-style-type: none"> • Prepare the Language work/task. 			
RESOURCES	<ul style="list-style-type: none"> • A Big Book (published or home-made). It should be a non-fiction/information text. • Graded group readers or class readers for Guided Reading groups. • Copies of a textbook from another Learning Area for Group Reading. 			

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level **non-fiction/information text** with diagrams and/or photographs.
- Orientate learners to the text as before. Do a picture walk.
- If applicable, show learners the contents page of the non-fiction book you are using. Talk about the function of a contents page and index and demonstrate how to use these features to find information.

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 3. Every learner should be assessed by the end of Week 8.**
- Guided reading: Yellow Group.
- Focus for the week: Using self-correction strategies; reading with increasing fluency, speed and expression.
- Independent reading: Learners read a page or more of a graded reader, magazine, comic, diary and/or advertisement each day. **Use for Assessment Task 3.** By the end of Week 8 all learners should have read a variety of texts e.g. magazines and comics for enjoyment.

DAY 2:

SHARED READING AND WRITING: MODELED READING

- Read the non-fiction/information text to the learners, modelling the following: interpreting diagrams (and getting more information), analysing photographs, reading captions, linking photographs to text.
- Afterwards check understanding by asking 3 - 4 *wh* questions and asking 1 –2 open ended questions e.g. *Do you think _____?*

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

- Comprehension task: Learners complete a comprehension based on the shared reading text. Higher order questions that require learners to draw conclusions must be included. **Use for Assessment Task 3.**
- Guided reading: **Blue Group**; Independent reading. **Use for Assessment Task 3.**

DAY 3:

SHARED READING AND WRITING: SHARED READING

- Do Shared Reading based on the non-fiction/information text.
- Learners can work in pairs to each make up and answer oral questions about the main idea, photographs and/or information in the text.

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

- Language: Teach learners the Continuous or Progressive form of the present tense. (The Continuous or Progressive form is used frequently in the present tense. For example, “*I am reading a book at the moment,*” shows that the action continues over a period of time. You could introduce the present continuous/progressive tense to grade 3 learners as an example of more complex tenses, followed by the present perfect continuous/progressive.)
Note: *Unlike Grades 1 & 2, where learners need only use the simple past, present and future tenses, in Grade 3 learners are expected to use more complex tenses. In English there are several different forms of each tense. These can indicate that an action is continuous (rather than a one-off action) or that the action took place before (prior to) another action. Most home language learners should already be able to use these different forms automatically in spoken language.*
- Introduce the present Continuous tense. Write a table on the board to compare the simple present and present continuous tenses, e.g.

Simple	Continuous/Progressive
He plays with his friends.	He is playing with his friends.
I eat my lunch.	I am eating my lunch.

Note: It is not necessary to teach the names of the different forms of the tense –you can simply use sentences or questions that would require learners to automatically use the correct form of the tense.

- Learners do not always have to be assessed in writing – an oral assessment could also be acceptable. One way in which learners can demonstrate that they can use the Continuous/ Progressive form of the verb would be by answering questions such as “*What are you reading at the moment?*”
- Language task: Provide a written/oral activity based on the present continuous/progressive tense, e.g. learners can answer questions or complete sentences.
- Guided reading: **Green Group;** Independent reading **Use for Assessment Task 3.**

DAY 4:

SHARED READING AND WRITING: RE-READING THE TEXT

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

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

- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Language Task: Learners complete a written activity to revise/consolidate tenses learnt this year.
- Guided reading: **Red Group;** Independent reading **Use for Assessment Task 3.**

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

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

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

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

READING FOR ENJOYMENT

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

In Weeks 6-8 try to provide learners with a selection of magazines, comics, diaries and/or advertisements to choose from. **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Day 2 (Comprehension task) and your observations from the shared reading to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text
- Answers higher order questions based on the passage read in order to draw conclusions
- .

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

- Builds own word bank and personal dictionary. (Writing milestone)

Every learner should be assessed against this milestone by the end of Week 8.

Use Independent and Paired Reading and Reading for Enjoyment in Weeks 6-8 to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads Reads aloud to a partner
- Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures

WEEK 6	WRITING
LO/ASs	LO 4 AS 1,2,4,6
MILESTONES	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling
NOTE	<ul style="list-style-type: none"> • Prepare a selection of scenarios describing situations relevant to the learners' lives etc. Learners will base their dialogues on one of the scenarios.
RESOURCES	<ul style="list-style-type: none"> • A selection of scenarios written on the board or on large sheets of paper beforehand.
ACTIVITIES	
<p>ACTIVITY 1: PRE-WRITING - DISCUSSION AND PLANNING</p> <ul style="list-style-type: none"> • Show learners an example of a dialogue (dealt with in Term 3 Week 5). This can be from a Big Book or class reader. Talk about the features of a dialogue. • Show learners the 2-3 scenarios you have prepared beforehand, e.g. <ul style="list-style-type: none"> - <i>You and your best friend are planning to go to a party on the weekend.</i> - <i>Your friend is helping you to organise a surprise party for your mother/father/brother/friend.</i> - <i>Your friend is very disappointed that she did not make it into the swimming team, etc.</i> • Explain to learners that they will each choose one of these scenarios on which to base a short simple dialogue. Remind learners of the features of a dialogue, e.g. a colon (:) is used to introduce the actual words spoken, the speaker's name is underlined/bolded, etc. • In pairs, learners talk about the dialogues they plan to write. <p>ACTIVITY 2: WRITING, EDITING</p> <ul style="list-style-type: none"> • Learners write their dialogues. They check their sentences for spelling and punctuation. • Learners read their completed dialogues to (or with) a partner. Use for Assessment Task 3. <p>ACTIVITY 3: PERSONAL WRITING - DIARY WRITING</p> <ul style="list-style-type: none"> • Learners add to their personal writing. This week learners can describe a favourite game or pastime. 	

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Activities 1 and 2 to rate the learners, recording any problems you have noticed, against the following milestones:

- Uses pre-writing strategies to gather information and plan writing
- Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions
- Uses a dictionary to find new vocabulary and check spellings
- Uses phonics knowledge and spelling rules to write more difficult words

Informal: unrecorded assessment: Read through every piece of personal writing and make a positive comment about the content rather than focusing on things like spelling and punctuation. Remember that a learner's writing often reveals a lot about the child's 'world', what he/she is experiencing, having difficulty with, enjoying, etc.

FOURTH TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL / LISTENING AND SPEAKING LO 1 AS 1,4 LO 2 AS 1,5,7	<ul style="list-style-type: none"> • Listens to a story and works out cause and effect • Expresses feelings and opinions about a text and gives reasons • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Discusses solutions to a problem using higher order thinking skills 	<u>Morning oral work</u> <ul style="list-style-type: none"> • Class discussion and word problems based on: days/months, weather chart, clock (time) • The 'morning message' is read daily. • Learners share personal or family news <u>Listening and speaking activities:</u> <ul style="list-style-type: none"> • Read-aloud: A poem or story • Group discussion (feelings about the text)
PHONICS / SPELLING + HANDWRITING LO 3 AS 4 LO 4 AS 5,7 LO 6 AS 1,6	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises and uses prefixes e.g. un-, re- and suffixes e.g. -ful, -ness • Recognises vowels with two sounds e.g. ere as in here, air as in stair, are as in bare • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <u>Handwriting</u> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 	<u>Phonics</u> <ul style="list-style-type: none"> • Vowel blends with two sounds: air, are, au and ere (revision) • 5 written phonics/spelling activities <u>Spelling</u> <ul style="list-style-type: none"> • 20 phonics words (5 per day for 4 days). • Spelling words recorded in Spelling books. <u>Handwriting</u> <ul style="list-style-type: none"> • Joined writing: Sentences
READING LO 3 AS 2,3,5 LO 4 AS 5 LO 6 AS 2,3,6	<u>Shared reading</u> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression • Plays word games that draw on reading and vocabulary knowledge and skills <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Builds own word bank and personal dictionary. (Writing milestone) 	<u>Shared reading and writing</u> <ul style="list-style-type: none"> • Shared reading: a poem • Shared writing of a poem <u>Word and sentence level work</u> <ul style="list-style-type: none"> • Vocabulary (5 words) Language (Prepositions), Word game, Sight words (5) <u>Group, guided and independent reading and writing</u> <ul style="list-style-type: none"> • Sight words recorded in Spelling books. • Vocabulary words recorded in Personal Dictionaries. • Comprehension based on shared text. • Word game (based on sight words and vocabulary) • Prepositions. • Group/paired reading (mixed ability, simple text) • Guided reading with all reading groups. <u>Reading for enjoyment</u>

<p>WRITING LO 4 AS 1,2,4,6</p>	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling 	<p><u>Writing: A story</u></p> <ul style="list-style-type: none"> • Pre-writing: discussion in pairs • Drafting a story. • Write, edit, publish story.
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WEEK 7	ORAL WORK AND LISTENING & SPEAKING																		
LO/ASs	LO 1 AS 1,4	LO 2 AS 1,5,7																	
MILESTONES	<ul style="list-style-type: none"> Listens to a story and works out cause and effect Expresses feelings and opinions about a text and gives reasons Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid Discusses solutions to a problem using higher order thinking skills 																		
ACTIVITIES																			
<p>DAILY MORNING ORAL WORK:</p> <ul style="list-style-type: none"> Discuss the day/month/weather/birthday charts, and any special happenings. Continue to use the charts and the clock as the basis for word problems for the learners to solve. (See Term 3, Week 8.) Continue to write a 'morning message' on the board for the learners. Continue to have 3-4 learners each day share 3-4 minutes of personal or family news. Use for Assessment Task 3. Every learner should be assessed by the end of Week 8. <p>LISTENING AND SPEAKING</p> <p>ACTIVITY 1: READ ALOUD</p> <ul style="list-style-type: none"> Choose a poem or story that is likely to evoke emotions. Introduce and read the text to learners. <p>ACTIVITY 2: GROUP DISCUSSION</p> <ul style="list-style-type: none"> Learners work in groups to respond to the poem using an OWL CHART. (See Term 1, Week 5 and Term 2, Week 9). Afterwards they can fill in a peer assessment form: <table border="1"> <thead> <tr> <th>Name</th> <th>Used OWL chart to respond to the poem/story</th> <th>Expressed feelings</th> <th>Was polite to others</th> <th>Did not interrupt</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Use the completed form, together with your own observations, for Assessment Task 3.</p>					Name	Used OWL chart to respond to the poem/story	Expressed feelings	Was polite to others	Did not interrupt										
Name	Used OWL chart to respond to the poem/story	Expressed feelings	Was polite to others	Did not interrupt															

ASSESSMENT: Formal: recorded Assessment Task 3:

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

- Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid

Every learner should be assessed against this milestone by the end of Week 8.

Use Activities 1 and 2 to rate the learners, recording any problems you have noticed, against the following milestone:

- Expresses feelings and opinions about a text and gives reasons

Remember that once learners begin to listen to poetry and to understand the way it is written they can begin to make up their own poems.

A good activity to help learners find pattern sounds or the rhythm of the words in poetry is to try beating different rhythms on a drum or on top of your desk and then asking learners to make sentences that repeat the rhythm.

WEEK 7	PHONICS & SPELLING + HANDWRITING		
LO/ASs	LO 3 AS 4	LO 4 AS 5, 7	LO 6 AS 1,6
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> • Recognises and uses prefixes e.g. un-, re- and suffixes e.g. -ful, -ness • Recognises vowels with two sounds e.g. ere as in here, air as in stair, are as in bare • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 		
NOTES	<ul style="list-style-type: none"> • Prepare daily phonic oral activities and written tasks; prepare daily spelling words/sentences. 		
ACTIVITIES			
<p>PHONICS: VOWELS WITH 2 SOUNDS</p> <p>DAYS 1 - 5:</p> <ul style="list-style-type: none"> • Introduce one sound each day. • Write a set of words containing the sound on the board. (See below) • Show learners how the letters make two vowel sounds. Sound out each word. • A suggested sequence: • Day 1: air words (<i>stair, fair, pair, hair, chair, air</i>) • Day 2: are words (<i>care, dare, share, scare, rare, square, stare</i>) • Day 3: au words (<i>caught, taught, haunt, autumn</i>) • Day 4: Revision of ere words (<i>here, there, where</i>) • Day 5: Consolidation of week's sounds, e.g. give a mixed list of words with two vowel sounds for sorting: 			
air words	are words	au words	ere words

PHONICS ACTIVITIES: Each day, choose two oral activities and a written task. **Use one or more of these activities for Assessment Task 3.** Here are some suggestions:

- Blending: Sound out a word. Learners put the sounds together to make a word.
- Blending: Sound out a word. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds.
- Written Task: Learners re-arrange groups of letters to make words.
- Written Task: Learners choose the correct letters to complete words.
- Written Task: Word Sort: Give learners sets of word cards. Have them sort the word cards first in any way they choose such as by common sounds or word length. Then suggest a way for the learners to sort the words. Make sure that the words you provide can be sorted in more than one way.

SPELLING ACTIVITIES

- Written task: Each day, learners write five of the PHONICS words and a short sentence for each word into their Spelling Books to revise for homework.
- On Day 5 have a short, stress-free spelling test of the week's words (as well as the sight words for the week).

HANDWRITING: JOINED WRITING - SENTENCES

ACTIVITY 1:

- Write one-two sentences on the board, writing strips or work-cards using some of the sound words you have used/taught this week. Learners copy the sentences.

ACTIVITY 2:

- Write one-two sentences on the board, writing strips or work-cards using some of the sound words you have used/taught this week. Learners copy the sentences and then write one or two sentences of their own using the words.

ASSESSMENT: Formal: recorded Assessment Task 3:

Use one or more of this week's phonic activities to rate the learners, recording any problems against the following milestones:

- Recognises vowels with two sounds e.g. ere as in here, air as in stair, are as in bare
- Builds and sounds words at level of phonetic knowledge
- Uses both the letter sound as well as the letter name to spell words

WEEK 7	READING		
LO/ASs	LO 3 AS 2, 3, 5	LO 4 AS 5	LO 6 AS 2,3,6
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression • Plays word games that draw on reading and vocabulary knowledge and skills <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Builds own word bank and personal dictionary. (Writing milestone) 		
NOTE	<ul style="list-style-type: none"> • Prepare the Language work/task. 		
RESOURCES	<ul style="list-style-type: none"> • A poem written on a chart. • Graded group readers or class readers for Guided Reading groups. • Copies of a suitable text for Group Reading. 		

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A POEM

- Choose a short poem, song or rhyme. Write it onto a chart or the board.
- Orientate learners to the poem, e.g. using the title. Elicit learners' prior knowledge of the topic.
- Read the poem, running a pointer under the lines as you read.
- Check understanding by asking 2 - 3 oral questions, e.g. *What was the poem about?*
- Pair work: Divide learners into pairs. Each learner gets a chance to say whether they liked the poem or not, if it reminded them of something and how it made them feel.

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 3. Every learner should be assessed by the end of Week 8.**
- Guided reading: **Yellow Group.**
- Focus for the week: Using self-correction strategies; reading with increasing fluency, speed and expression.
- Independent reading: Learners read a page or more of a graded reader, magazine, comic, diary and/or advertisement each day. **Use for Assessment Task 3. By the end of Week 8 all learners should have read a variety of texts e.g. magazines and comics for enjoyment.**

DAY 2:

SHARED READING AND WRITING: A POEM

- Re-read the poem with the learners as Shared Reading. Make sure your voice is heard. Run your pointer under the lines of the poem as you read. Read slowly but naturally.
- Draw attention to some of the features of the poem, e.g. descriptive language, sound words, words in bold and/or uppercase for emphasis.

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

- Comprehension task: Learners complete a written task based on the poem, e.g. *What word in the first line rhymes with _____? Why does she say _____? What do you think made the writer _____?*
- Guided reading: **Blue Group**.
- Independent reading. **Use for Assessment Task 3.**

DAY 3:

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

- Use the structure/format or theme of the poem you used on Days 1 and 2 to write a similar poem together with the learners.
- Use shared writing techniques.

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

- Sight words: Teach 5 new sight words based on the poem (you have read or written).
- Sight Words Task: Learners write 5 sight words into their Spelling Books and then complete a word puzzle or game based on the sight words and vocabulary learnt this term/year. **Use for Assessment Task 3.**
- Guided reading: **Green Group**.
- Independent reading. **Use for Assessment Task 3.**

DAY 4:

SHARED READING AND WRITING: SHARED READING (POEM)

- Re-read the two poems (shared reading and shared writing texts) with the learners. Make sure your voice is heard. Run your pointer under the lines of the poem as you read. Read slowly but naturally.
- Compare and contrast the two poems and talk about what is the same/different.

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

- Language: Revise prepositions. Identify any prepositions used in the poems. Write sentences with the prepositions on the board. Read the sentences together with the learners and underline the prepositions.
- Language task: Learners complete an activity from a Learner's Book based on prepositions.
- Guided reading: **Red Group.**
- Independent reading. **Use for Assessment Task 3.**

DAY 5:**SHARED READING AND WRITING: FINAL SHARED READING**

- Learners read the poems to you (shared reading and shared writing texts). One learner can be the 'teacher' and use the pointer.

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

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

READING FOR ENJOYMENT

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

In Weeks 6-8 try to provide learners with a selection of magazines, comics, diaries and/or advertisements to choose from. **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:

Use Day 3 (Sight words task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Plays word games that draw on reading and vocabulary knowledge and skills

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

- Builds own word bank and personal dictionary. (Writing milestone)

Every learner should be assessed against this milestone by the end of Week 8.

Use Independent and Paired Reading and Reading for Enjoyment in Weeks 6-8 to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads Reads aloud to a partner
- Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures

WEEK 7	WRITING
LO/ASs	LO 4 AS 1,2,4,6
MILESTONES	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling
ACTIVITIES	
<p>ACTIVITY 1: PRE-WRITING DISCUSSION</p> <ul style="list-style-type: none"> • Remind learners that all stories have a beginning, middle and an end. Explain that they are going to write a short story of their own. • In pairs, learners should talk about stories that they know or have heard. Through their discussion learners must decide what story they want to use for their writing. (Depending on the level of your learners you may choose to give them the beginning of a paragraph or a picture to base their stories on. You might also choose to use the theme of this week's shared reading text as the basis for learners' writing.) <p>ACTIVITY 2: DRAFTING AND REVISING</p> <ul style="list-style-type: none"> • Before learners write their story they should plan it carefully. Stories must be at least two paragraphs long and they must give their stories a title. • Learners plan their stories and write a draft. • They read their draft to a partner to see if it makes sense. Learners revise their writing. <p>ACTIVITY 3: WRITING, EDITING, PUBLISHING</p> <ul style="list-style-type: none"> • They self-edit their work for punctuation and spelling. • Learners write a neat copy of their stories. • Learners read their stories aloud in small groups. You may also choose to organise for learners to read their stories to learners in a lower grade. Use for Assessment Task 3. 	
<p>ASSESSMENT: Formal: recorded Assessment Task 3:</p> <p>Use Activities 1-3 to rate the learners, recording any problems you have noticed, against the following milestone:</p> <ul style="list-style-type: none"> • Drafts, writes and publishes own story of at least two paragraphs. 	

FOURTH TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 8
ORAL / LISTENING AND SPEAKING LO 1 AS 1, 2 LO 2 AS 1, 5, 7	<ul style="list-style-type: none"> • Listens to a story and works out cause and effect • Expresses feelings and opinions about a text and gives reasons • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Discusses solutions to a problem using higher order thinking skills 	<u>Morning oral work</u> <ul style="list-style-type: none"> • Class discussion and word problems based on: days/months, weather chart, clock (time) • The 'morning message' is read daily. • Learners share personal or family news <u>Speaking and listening activities:</u> <ul style="list-style-type: none"> • Group discussion of possible solutions to a problem • Report back and discussion
PHONICS / SPELLING / HANDWRITING LO 3 AS 4 LO 4 AS 5, 7 LO 6 AS 1	<u>Phonics</u> <ul style="list-style-type: none"> • Recognises and uses prefixes e.g. un-, re- and suffixes e.g. -ful, -ness • Recognises vowels with two sounds e.g. ere as in here, air as in stair, are as in bare • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <u>Handwriting</u> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 	<u>Phonics</u> <ul style="list-style-type: none"> • Revision of ar, ir, or, ur and other vowel diagraphs <u>Spelling</u> <ul style="list-style-type: none"> • 20 phonics words (5 per day for 4 days), 5 sight words <u>Handwriting</u> <ul style="list-style-type: none"> • Joined writing: Sentences.
READING LO 3 AS 1, 2, 3, 5 LO 4 AS 5	<u>Shared reading</u> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression • Plays word games that draw on reading and vocabulary knowledge and skills <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Builds own word bank and personal dictionary. (Writing milestone) 	<u>Shared reading and writing:</u> <ul style="list-style-type: none"> • A story • A riddle <u>Word and sentence level work:</u> <ul style="list-style-type: none"> • Vocabulary (5 words), Language (revision of adjectives to show degree), Sight words (5) <u>Group, guided and independent reading and writing:</u> <ul style="list-style-type: none"> • Comprehension • Adjectives to show degree. • Revising sight words. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups. <u>Reading for Enjoyment</u>

<p>WRITING LO 4 AS 1,2,3,4,6</p>	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling 	<p><u>Writing: A newspaper article</u></p> <ul style="list-style-type: none"> • Pre-writing discussion • Drafting, revising, editing and publishing a newspaper article.
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WEEK 8	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	LO 1 AS 1, 2, LO 2 AS 1,5,7
MILESTONES	<ul style="list-style-type: none"> • Listens to a story and works out cause and effect • Expresses feelings and opinions about a text and gives reasons • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Discusses solutions to a problem using higher order thinking skills
ACTIVITIES	
<p>DAILY MORNING ORAL WORK</p> <ul style="list-style-type: none"> • Discuss the day/month/weather/birthday charts, and any special happenings. • Continue to use the charts and the clock as the basis for word problems for the learners to solve. (See Term 3, Week 8.) • Continue to write a ‘morning message’ on the board for the learners. • Continue to have 3-4 learners each day share 3-4 minutes of personal or family news. Use for Assessment Task 3. Every learner should be assessed by the end of Week 8. <p>LISTENING AND SPEAKING</p> <p>ACTIVITY 1: DISCUSSING SOLUTIONS TO A PROBELM</p> <ul style="list-style-type: none"> • Describe a ‘problem’ that is relevant to your learners and their context, e.g. <i>The school needs to buy news sports equipment but doesn’t have the money, what could learners do to help raise money?</i> • Divide learners into small groups to discuss solutions to the problem and prepare to report back to the rest of the class. Use for Assessment Task 3. <p>ACTIVITY 2: REPORTING BACK ON SOLUTIONS</p> <ul style="list-style-type: none"> • Each group should report back on their discussions. • Have a class discussion comparing/contrasting learners’ suggestions and decide which solution might be best/most feasible. Use for Assessment Task 3. 	
<p>ASSESSMENT: Formal: recorded Assessment Task 3 Use Morning Oral Work each day to rate the learners, recording any problems you have noticed, against the following milestone:</p> <ul style="list-style-type: none"> • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid <p>Use Activities 1 and 2 to rate the learners, recording any problems you have noticed, against the following milestone:</p> <ul style="list-style-type: none"> • Discusses solutions to a problem using higher order thinking skills. 	

WEEK 8	PHONICS AND SPELLING + HANDWRITING
LO/ASs	LO 3 AS 4 LO 4 AS 5, 7 LO 6 AS 1
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> • Recognises and uses prefixes e.g. un-, re- and suffixes e.g. -ful, -ness • Recognises vowels with two sounds e.g. ere as in here, air as in stair, are as in bare • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time
NOTES	<ul style="list-style-type: none"> • Prepare daily phonic oral activities and written tasks; prepare daily spelling words/ sentences.
ACTIVITIES	
<p>PHONICS: REVISE AR, IR, OR, UR AND OTHER VOWEL DIAGRAPHS</p> <ul style="list-style-type: none"> • This week you should revise the vowel diagraphs, e.g. ar, ir, or, and ur. • Make the revision fun by using some of the games and activities suggested below. Remember that each day you must choose two oral activities and a written task. Here are some suggestions: • <u>Segmenting</u>: Learners work in pairs to segment words on the board into sounds. • <u>Segmenting</u>: Learners clap the sounds in words that you read out. • <u>Word families</u>: Using <i>or, ur, ir, and ur</i>, take 1-2 large sheets of paper and write a word family starter on each. Learners suggest words for each word family. • <u>Written Task: Sorting</u>: Learners sort a mixed group of words according to word families. • <u>Written Task: Constructing</u>: Learners re-arrange groups of letters to make words, e.g. arts = star. • <u>Unscramble It</u>: Divide the class into teams of three to four. Provide each team with a list of ten scrambled words. The words should include the vowel digraphs you wish to revise. Allow each team five minutes to unscramble as many words as possible. • <u>Written Task</u>: Learners choose the correct letters to complete words in sentences, e.g. or ir ur ar We go to the p__k to play soccer. On Sundays we go to ch__rch. I wear a sh__t and pants to school. 	

DAILY SPELLING ACTIVITIES

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

HANDWRITING: JOINED WRITING - SENTENCES**ACTIVITY 1:**

- Write one-two sentences on the board, writing strips or work-cards using some of the words you have used/taught this week. Learners copy the sentences.

ACTIVITY 2:

- Write one-two sentences on the board, writing strips or work-cards using some of the words you have used/taught this week. Learners copy the sentences and then write one or two sentences of their own using the words. **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:**Use one of the handwriting lessons to rate the learners against the following milestones:**

- Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing
- Completes a writing task in a set time

WEEK 8	READING
LO/ASs	LO 3 AS 1,2, 3, 5 LO 4 AS 5
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Reads written texts as a whole class with teacher (shared reading)and discusses characters, plot and cultural values in the text • Answers higher order questions based on the passage read in order to draw conclusions <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression • Plays word games that draw on reading and vocabulary knowledge and skills <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads aloud to a partner • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Builds own word bank and personal dictionary. (Writing milestone)
NOTES	<ul style="list-style-type: none"> • Prepare vocabulary words, a comprehension and a language task based on the text.
RESOURCES	<ul style="list-style-type: none"> • A Grade 3 level story from a Big Book or class reader. • A suitable riddle • Graded group readers or class readers for Guided Reading groups/Independent reading. • Copies of a simple pamphlet or cartoon/comic story for Group Reading.
ACTIVITIES	
<p>DAY 1:</p> <p>SHARED READING AND WRITING: INTRODUCING A SHARED TEXT</p> <ul style="list-style-type: none"> • Introduce a Grade 3 level story Big Book or use a story from a class reader. • Orientate learners to the text by discussing the cover and title. Do a picture walk. Establish characters, setting. • Either have a class discussion or have each learner write a sentence saying what they think the story will be about. <p>WORD & SENTENCE LEVEL WORK/GROUP, GUIDED & INDEPENDENT READING/ WRITING</p> <ul style="list-style-type: none"> • Teach 5 new vocabulary words based on the text. • <u>Vocabulary task</u>: Learners write the vocabulary words into their Personal Dictionaries. Use for Assessment Task 3. Every learner should be assessed by the end of Week 8. • <u>Guided Reading</u>: Yellow Group (Use for Assessment Task 3) • <u>Focus for the week</u>: Using self-correction strategies; reading with increasing fluency, speed and expression. • <u>Independent reading</u>: Learners read a page or more of a graded reader, magazine, comic, diary and/or advertisement each day. Use for Assessment Task 3. By the end of Week 8 all learners should have read a variety of texts e.g. magazines and comics for enjoyment. 	

DAY 2:**SHARED READING AND WRITING: MODELED READING**

- Read the story to the learners stopping once or twice to model using comprehension skills to read unfamiliar words.
- Afterwards check understanding by asking 3-4 wh questions.

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

- Comprehension task: Learners complete a brief comprehension based on the shared reading text. They write individual responses to the story, i.e. 2-3 sentences saying whether the story was liked or not, giving reasons.
- Guided reading: **Blue Group**; (Use for Assessment Task 3)
- Independent reading. **Use for Assessment Task 3.**

DAY 3:**SHARED READING AND WRITING: SHARED READING**

- Do Shared Reading based on the story.
- Learners can work in groups to each make up and answer oral questions about the main idea and/or cause-effect relations in the text.

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

- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading: **Green Group (Use for Assessment Task 3)**
- Independent reading. **Use for Assessment Task 3.**

DAY 4:**SHARED READING AND WRITING: RE-READING; INTRODUCING A NEW TEXT (A RIDDLE)**

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

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

- Language: Revise adjectives (degree). Most adjectives show what is called degree. Degree tells how much more or less, e.g. big bigger biggest.
- Language task: Learners complete a written activity based on using adjectives to show degree, e.g. learners copy and complete a table of comparing words.
- Guided reading: **Red Group (Use for Assessment Task 3)**
- Independent reading. **Use for Assessment Task 3.**

DAY 5:

SHARED READING AND WRITING: FINAL SHARED READING

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

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

- Learners complete the written activity that they missed during Guided Reading.
- Group/paired reading: Learners read 2-3 pages from a comic book or a simple pamphlet in their seating groups.

READING FOR ENJOYMENT

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

In Weeks 6-8 try to provide learners with a selection of magazines, comics, diaries and/or advertisements to choose from. **Use for Assessment Task 3.**

ASSESSMENT: Formal: recorded Assessment Task 3:

Use this week's guided reading to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses self-correcting strategies when reading eg practising the word before saying it aloud
- Reads with increasing fluency, speed and expression

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

- Builds own word bank and personal dictionary. (Writing milestone)

Every learner should be assessed against this milestone by the end of Week 8.

Use Independent and Paired Reading and Reading for Enjoyment in Weeks 6-8 to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads Reads aloud to a partner
- Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures

WEEK 8	WRITING
LO/ASs	LO 4 AS 1,2,3,4,6
MILESTONES	<ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Drafts, writes, edits and publishes own story of at least two paragraphs • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses phonics knowledge and spelling rules to write more difficult words • Uses a dictionary to find new vocabulary and check spelling
ACTIVITIES	
<p>ACTIVITY 1: PRE-WRITING</p> <ul style="list-style-type: none"> • Remind learners of the features of a newspaper article, e.g. the purpose is to inform or give facts, the style is often serious (formal register), a headline is included, the writer's (reporter) name is included. (Learners wrote newspaper articles in Week 5.) • Explain that learners will write a 'newspaper' article about a personal experience they have had or wish to have, e.g. attending a celebration, winning the lottery, becoming part of the Olympic team, etc. • Have learners work in pairs to talk about what they want to write their article on. <p>ACTIVITY 2: DRAFTING, REVISING</p> <ul style="list-style-type: none"> • Learners each write a draft article. They read their draft to a friend to check for sense and make adjustments/corrections. <p>ACTIVITY 3: WRITING, EDITING, PUBLISHING AN ARTICLE</p> <ul style="list-style-type: none"> • Learners edit their own writing by correcting spelling, punctuation, etc. • Learners write a neat version of their newspaper article. • Learners publish their article by reading it aloud to the class. Use for Assessment Task 3. 	
<p>ASSESSMENT: Formal: recorded Assessment Task 3:</p> <p>Use Activities 1-3 to rate the learners, recording any problems you have noticed, against the following milestones:</p> <ul style="list-style-type: none"> • Uses pre-writing strategies to gather information and plan writing • Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions • Uses a dictionary to find new vocabulary and check spellings • Uses phonics knowledge and spelling rules to write more difficult words 	

SUGGESTED ASSESSMENT: ASSESSMENT TASK 3: WEEKS 6/7/8

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING LO 1 AS 1,2,4 LO 2 AS 1,5,6,7,8	<ul style="list-style-type: none"> Listens to a story and works out cause and effect Expresses feelings and opinions about a text and gives reasons Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid Discusses solutions to a problem using higher order thinking skills 	6	Listening & Speaking Activities 1 and 2
		7	Listening & Speaking Activities 1 and 2
		6-8	Morning Oral Work (Days 1-5)
		8	Listening & Speaking Activities 1 and 2
PHONICS & SPELLING LO 3 AS 4 LO 4 AS 7 LO 6 AS 1,6	<ul style="list-style-type: none"> Recognises and uses prefixes e.g. un-, re- and suffixes e.g. -ful, -ness Recognises vowels with two sounds e.g. ere as in here, air as in stair, are as in bare Builds and sounds words at level of phonetic knowledge Uses both the letter sound as well as the letter name to spell words 	6	Weekly Spelling test
		7	Week's phonic activities (written task, one or more)
HANDWRITING LO 4 AS 5	<ul style="list-style-type: none"> Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing Completes a writing task in a set time 	8	Handwriting Activity

READING LO 3 AS 1,2,3,5 LO 4 AS 5 LO 6 AS 2,3,6	<i>Shared reading</i> <ul style="list-style-type: none"> Reads written texts as a whole class with teacher (shared reading) and discusses characters, plot and cultural values in the text Answers higher order questions based on the passage read in order to draw conclusions 	6	Reading Day 2 (Comprehension task)
	<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 self-correcting strategies when reading eg practising the word before saying it aloud Reads with increasing fluency, speed and expression 	8	Guided Reading (Days 1-5)
	<ul style="list-style-type: none"> Plays word games that draw on reading and vocabulary knowledge and skills 	7	Reading Day 3: Sight Words Task
	<i>Paired/Independent reading</i> <ul style="list-style-type: none"> Reads aloud to a partner Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures 	6 – 8	Independent and paired reading and Reading for Enjoyment
	<ul style="list-style-type: none"> Builds own word bank and personal dictionary. (Writing milestone) 	6 - 8	Reading Day 1 (Vocabulary Task)
WRITING LO 4 AS 1,2,3,4,6	<ul style="list-style-type: none"> Drafts, writes, edits and publishes own story of at least two paragraphs 	7	<i>A Story:</i> Writing Activities 1 -3: Pre-writing, writing, publishing story
	<ul style="list-style-type: none"> Uses pre-writing strategies to gather information and plan writing Writes a selection of short texts for different purposes e.g. recounts, letters, dialogues, descriptions 	8	<i>Newspaper article:</i> Writing Activities 1 -3: Pre-writing discussion and planning, writing, publishing article
	<ul style="list-style-type: none"> Uses phonics knowledge and spelling rules to write more difficult words Uses a dictionary to find new vocabulary and check spelling 	6	<i>A dialogue:</i> Writing Activity 1 and 2: Pre-writing, writing, editing, publishing dialogue

FOURTH TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL / LISTENING AND SPEAKING LO 1 AS 1,2 LO 2 AS 1,5,7	<ul style="list-style-type: none"> • Listens for the detail in stories and answers open-ended questions • Expresses feelings and opinions about text and gives reasons • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Discusses solutions to a problem using higher order thinking skills 	<u>Morning oral work</u> <ul style="list-style-type: none"> • Class discussion and word problems based on: days/months, weather chart, clock (time) • The 'morning message' is read daily. <u>Speaking and listening activities:</u> <ul style="list-style-type: none"> • Oral recount in groups • Peer Assessment Form
PHONICS / SPELLING / HANDWRITING LO 3 AS 4 LO 4 AS 5,7 LO 6 AS 1	<u>Phonics</u> <ul style="list-style-type: none"> • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <u>Handwriting</u> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 	<u>Phonics</u> <ul style="list-style-type: none"> • Revision of 'i', 'o' and 'u' sounds <u>Spelling</u> <ul style="list-style-type: none"> • 20 phonics words (5 per day for 4 days), 5 sight words <u>Handwriting</u> <ul style="list-style-type: none"> • Joined writing: Sentences.
READING LO 3 AS 1,2,3,5 LO 4 AS 5,6	<u>Shared reading</u> <ul style="list-style-type: none"> • Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to • Answers higher order questions based on the passage read in order to draw conclusions • Expresses whether a story was liked and is able to justify answer <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression • Plays word games that draw on reading and vocabulary knowledge and skills <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Recognises at least 25 new sight words • Sequences information and puts it under headings. (Writing milestone) • Uses informational structures when writing e.g. experiments, recipes (Writing milestone) • Builds own word bank and personal dictionary. (Writing milestone) 	<u>Shared reading and writing:</u> <ul style="list-style-type: none"> • An advertisement • A non-fiction/information text <u>Word and sentence level work:</u> <ul style="list-style-type: none"> • Vocabulary (5 words), Language (sequencing information), Sight words (5) <u>Group, guided and independent reading and writing:</u> <ul style="list-style-type: none"> • Comprehension – analyzing socio-cultural values and assumptions • Sequencing information. • Revising sight words. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups. <u>Reading for enjoyment</u>

<p>WRITING LO 4 AS 1,2,3,4</p>	<ul style="list-style-type: none"> • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Discusses own and others' writing to get and give feedback • Makes own book and contributes to class book collection 	<p><u>Writing: A story</u></p> <ul style="list-style-type: none"> • Pre-writing: discussion in pairs • Drafting and revising a story. • Write, edit, publish and illustrate a story.
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WEEK 9	ORAL WORK AND LISTENING & SPEAKING			
LO/ASs	LO 1 AS 1, 2 LO 2 AS 1,5,7			
MILESTONES	<ul style="list-style-type: none"> Listens for the detail in stories and answers open-ended questions Expresses feelings and opinions about text and gives reasons Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid Discusses solutions to a problem using higher order thinking skills 			
ACTIVITIES				
DAILY MORNING ORAL WORK				
<ul style="list-style-type: none"> Discuss the day/month/weather/birthday charts, and any special happenings. Continue to use the charts and the clock as the basis for word problems for the learners to solve. (See Term 3, Week 8.) Use for Assessment Task 4. Continue to write a 'morning message' on the board for the learners. 				
LISTENING AND SPEAKING				
ACTIVITIES 1 AND 2: TALKING ABOUT AN EVENT/CELEBRATION				
<ul style="list-style-type: none"> Divide learners into small groups. Each learner in a group must prepare to recount an event or celebration e.g. a sports match, wedding or birthday party. You can write the following frame on the board to help learners structure their recount: 				
ORAL FRAME: RECOUNT				
Title				
Opening sentence: set the scene, say where and when it took place				
Recount the events in the right order. First, then, after that, etc. Use the past tense.				
<ul style="list-style-type: none"> Group members should take it in turns to present their recount to the group. Afterwards, learners can fill in a Peer Assessment form. 				
PEER ASSESSMENT				
My name				
Group members				
Did the speaker give me a good idea of the event?				
Did the speaker say in what sequence the actions happened?				
<ul style="list-style-type: none"> Use the completed form, together with your own observations for Assessment Task 4. 				

ASSESSMENT: Formal: recorded Assessment Task 4

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

- Discusses solutions to a problem using higher order thinking skills.

Use Activities 1 and 2 to rate learners, recording any problems you have noticed, against the following milestone:

- Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid

A high standard of learner motivation and behaviour is regarded as one of the most important measures of a good school. To achieve these goals it is important to use genuine praise and encouragement. Let each learner know that you are interested in him or her. Let learners know that you really value their contributions in class and group discussions.

WEEK 9	PHONICS AND SPELLING + HANDWRITING
LO/ASs	LO 3 AS 4 LO 4 AS 5, 7 LO 6 AS 1
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> Builds and sounds words at level of phonetic knowledge Uses both the letter sound as well as the letter name to spell words <p><i>Handwriting</i></p> <ul style="list-style-type: none"> Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing Completes a writing task in a set time
NOTES	<ul style="list-style-type: none"> Prepare daily phonic oral activities and written tasks; prepare daily spelling words/sentences.

ACTIVITIES

PHONICS: REVISION OF 'I', 'O', 'U' SOUNDS

- This week you should revise different 'i', 'o' and 'u' sounds, e.g. **short i, o, and u and –y, ie, i-e, o-e, oa, ow.**
- Make the revision fun by using some of the games and activities suggested below. Remember that each day you must choose two oral activities and a written task. Here are some suggestions:
- Blending:** Sound out a word. Learners put the sounds together to make a word.
- Blending:** Sound out a word. Learners construct the word with their letters or do a 'quick-write' and write it on a whiteboard or slate.
- Segmenting:** Learners work in pairs to segment words on the board into 2/3 sounds.
- Written Task:** Learners re-arrange groups of letters to make words.
- Games:** Call out two words. Learners say if the words end with the same sound or not, e.g. *goat treat (no), goat float (yes)*. Call out a word and let the learners provide another word that ends with the same sound.
- Written Task: Sorting:** Learners sort a mixed group of words according to their sound (long or short).
- Written Task: Constructing:** Learners re-arrange groups of letters to make words.
- Written Task: Sentences:** Learners choose the correct word (or letters) to copy and complete words/sentences.

DAILY SPELLING ACTIVITIES

- Written task:** Each day, learners write five of the PHONICS words and a sentence into their Spelling books to revise for homework.
- On Day 5 have a short, stress-free spelling test of the week's words/sentence (as well as the sight words for the week). **Use for Assessment Task 4.**

HANDWRITING: JOINED WRITING - SENTENCES

ACTIVITY 1:

- Write one-two sentences on the board, writing strips or work-cards using some of the words you have used to revise vowel sounds this week. Learners copy the sentences.

ACTIVITY 2:

- Write one-two sentences on the board, writing strips or work-cards using some of the words you have used to revise vowel sounds this week. Learners copy the sentences and then write one or two sentences of their own using the words. **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4:

Use this week's spelling test to rate the learners, recording any problems against the following milestones:

- Builds and sounds words at level of phonetic knowledge
- Uses both the letter sound as well as the letter name to spell words

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

- Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing
- Completes a writing task in a set time

WEEK 9	READING
LO/ASs	LO 3 AS 1,2, 3, 5 LO 4 AS 5,6
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to • Answers higher order questions based on the passage read in order to draw conclusions • Expresses whether a story was liked and is able to justify answer <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression • Plays word games that draw on reading and vocabulary knowledge and skills <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Recognises at least 25 new sight words • Sequences information and puts it under headings. (Writing milestone) • Uses informational structures when writing e.g. experiments, recipes (Writing milestone) • Builds own word bank and personal dictionary. (Writing milestone)
NOTES	<ul style="list-style-type: none"> • Prepare vocabulary words, a comprehension and a language task based on the text.
RESOURCES	<ul style="list-style-type: none"> • An advertisement. (This should be suitable for Grade 3s and may be from a magazine, newspaper, supplement etc.) • A Grade 3 level non-fiction Big Book or one or two paragraphs in a textbook. • Graded group readers or class readers for Guided Reading groups/Independent reading. • Copies of a simple book review or magazine for Group Reading.
ACTIVITIES	
<p>DAY 1:</p> <p>SHARED READING AND WRITING: INTRODUCING A SHARED TEXT</p> <ul style="list-style-type: none"> • Introduce a suitable advertisement. (This can be from a magazine, newspaper supplement etc. The advertisement should communicate specific socio-cultural values, attitudes and assumptions, e.g. an advertisement on a food product that targets only women/mothers etc.) • Show learners the advertisement and talk about its purpose. Ask a few <i>wh-</i> questions to check that learners understand the advertisement, e.g. <i>What is the advert trying to sell? Who do you think the advertisement is meant to appeal to? Where do you think you might see this advertisement?</i> 	

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

- Teach 5 new vocabulary words based on the text. (These words will have to be related to the theme of the advertisement rather than directly derived from it.)
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 4. Every learner should be assessed by the end of Week 10.**
- Guided Reading: **Yellow Group (Use for Assessment Task 4.)**
- Focus for the week: Reading with increased fluency, speed and expression. Using self-correction strategies when reading.
- Independent reading: Learners read a page or more of a graded reader and/or magazine or comic each day. **Use for Assessment Task 4. By the end of Week 10 all learners should have read a variety of texts e.g. magazines and comics for enjoyment.**

DAY 2:

ANALYSING VALUES AND ASSUMPTIONS

- Read the advertisement to the learners. Talk about the design features included in the advert and whether the learners think these are effective or not. Talk about the picture included and discuss who it is targeting and what kind of roles it assumes for people, e.g. for males and females.

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

- Comprehension task: Learners complete a comprehension based on the shared reading text. The questions should focus on learners analysing the values, attitudes and assumptions conveyed by the advertisement, e.g. that only women do the family washing. **Use for Assessment Task 4.**
- Guided reading: **Blue Group (Use for Assessment Task 4.)**
- Independent reading. **Use for Assessment Task 4.**

DAY 3:

SHARED READING AND WRITING: INTRODUCING A SHARED TEXT

- Introduce a Grade 3 level **non-fiction/information text**. (Try to use a text that demonstrates a sequence, e.g. steps in a process or the life cycle of a particular insect, e.g. butterfly)
- Orientate learners to the text as before.

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

- Sight words: Teach 5 new sight words.
- Sight Words Task: Learners write 5 sight words into their Spelling Books.
- Guided reading: **Green Group (Use for Assessment Task 4.)**
- Independent reading. **Use for Assessment Task 4.**

DAY 4:**SHARED READING AND WRITING: MODELED READING**

- Read the text to the learners, modelling the following: analysing photographs, reading captions, linking photographs to text.
- Afterwards check understanding by asking 3 - 4 *wh* questions.

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

- Comprehension task: Learners complete a task that involves sequencing information and putting it under headings, e.g. you can give the learners pictures or information about the different stages in a butterfly's life cycle and have them write them in the correct sequence, using appropriate headings. **Use for Assessment Task 4.**
- Guided reading: **Red Group (Use for Assessment Task 4.)**
- Independent reading. **Use for Assessment Task 4.**

DAY 5:**SHARED READING AND WRITING: FINAL SHARED READING**

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

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

- Learners complete the written activity that they missed during Guided Reading.
- Group/paired reading: Learners read 2-3 pages from a simple book review or magazine in their seating groups.

READING FOR ENJOYMENT

In addition to Reading and Writing focus time, there should be time each day or week for Reading for enjoyment. During this time learners choose what they want to read **or** you read aloud to them. In Weeks 9 -10 try to provide learners with a selection of magazines and comics to choose from. **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4:

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

- Builds own word bank and personal dictionary. (Writing milestone)

Every learner should be assessed against this milestone by the end of Week 10.

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

- Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to

Use Day 4 (Comprehension task) to rate the learners, recording any problems you have noticed, against the following milestone:

- Sequences information and puts it under headings.
- Uses informational structures when writing e.g. experiments, recipes (Writing milestones)

Use this week's guided reading to rate the learners, recording any problems you have noticed, against the following milestones:

- Reads aloud from book at own level in a guided reading group with teacher i.e. whole group reads same story
- Uses self-correcting strategies when reading eg practising the word before saying it aloud
- Reads with increasing fluency, speed and expression

Use Independent Reading and Reading for Enjoyment in Weeks 9-10 to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures

WEEK 9	WRITING
LO/ASs	LO 4 AS 1,2,3,4
MILESTONES	<ul style="list-style-type: none"> • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Discusses own and others' writing to get and give feedback • Makes own book and contributes to class book collection
ACTIVITIES	
<p>ACTIVITIES 1: PRE-WRITING DISCUSSION</p> <ul style="list-style-type: none"> • Explain that learners will make their own story book (in Weeks 9 and 10). To begin, learners will need to write a story. • In pairs, learners should talk about stories that they know or have heard. Through their discussion learners must decide what story they want to use for their writing. (Depending on the level of your learners you may choose to give them the beginning of a paragraph or a picture(s) to base their stories on.) <p>ACTIVITY 2: DRAFTING, REVISING, EDITING</p> <ul style="list-style-type: none"> • Before they write their story they should plan it carefully. Stories must be at least two paragraphs long and learners must give their stories a title. Learners should use dialogue in their writing (i.e. words spoken by the different characters in their story.) • Learners plan their stories and write a draft. • They read their draft to a partner to see if it makes sense. Learners revise and edit their writing. <p>ACTIVITY 3: WRITING, PUBLISHING</p> <ul style="list-style-type: none"> • Learners write a neat copy of their stories. • They draw a picture to illustrate their stories. Use for Assessment Task 4. 	
<p>ASSESSMENT: Formal: recorded Assessment Task 4:</p> <p>Use Activities 1-3 to rate the learners, recording any problems you have noticed, against the following milestones:</p> <ul style="list-style-type: none"> • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Discusses own and others' writing to get and give feedback 	

THIRD TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL / LISTENING AND SPEAKING LO 1 AS 1,2,4 LO 2 AS 5,8	<ul style="list-style-type: none"> • Listens for the detail in stories and answers open-ended questions • Expresses feelings and opinions about text and gives reasons • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Discusses solutions to a problem using higher order thinking skills 	<u>Morning oral work</u> <ul style="list-style-type: none"> • Class discussion and word problems based on: days/months, weather chart, clock (time) • The 'morning message' is read daily. <u>Speaking and listening activities:</u> <ul style="list-style-type: none"> • Listening and responding to a story
PHONICS / SPELLING / HANDWRITING LO 3 AS 4 LO 4 AS 5,7 LO 6 AS 1	<u>Phonics</u> <ul style="list-style-type: none"> • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <u>Handwriting</u> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time 	<u>Phonics</u> <ul style="list-style-type: none"> • Revision of 'a' and 'e' sounds <u>Spelling</u> <ul style="list-style-type: none"> • 20 phonics words (5 per day for 4 days), 5 sight words <u>Handwriting</u> <ul style="list-style-type: none"> • Joined writing: Sentences.
READING LO 3 AS 2,3,5 LO 4 AS 5,6	<u>Shared reading</u> <ul style="list-style-type: none"> • Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to • Answers higher order questions based on the passage read in order to draw conclusions • Expresses whether a story was liked and is able to justify answer <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression • Plays word games that draw on reading and vocabulary knowledge and skills <u>Paired/Independent reading</u> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Recognises at least 25 new sight words • Sequences information and puts it under headings. (Writing milestone) • Uses informational structures when writing e.g. experiments, recipes (Writing milestone) • Builds own word bank and personal dictionary. (Writing milestone) 	<u>Shared reading and writing:</u> <ul style="list-style-type: none"> • A short story (Big Book or other) <u>Word and sentence level work:</u> <ul style="list-style-type: none"> • Vocabulary (5 words), Language (revision of grammar), Sight words (5) <u>Group, guided and independent reading and writing:</u> <ul style="list-style-type: none"> • Comprehension • Revising grammar taught this term • Revising sight words. • Group reading (mixed ability, simple text). • Independent reading. • Guided reading with four groups.

<p>WRITING LO 4 AS 1,2,3,4</p>	<ul style="list-style-type: none"> • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Discusses own and others' writing to get and give feedback • Makes own book and contributes to class book collection 	<p><u>Writing: Making a book</u> <u>Personal writing: Things I am/am not looking forward to about next year</u></p>
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WEEK 10	ORAL WORK AND LISTENING & SPEAKING
LO/ASs	LO 1 AS 1, 2, 4 LO 2 AS 5,8
MILESTONES	<ul style="list-style-type: none"> • Listens for the detail in stories and answers open-ended questions • Expresses feelings and opinions about text and gives reasons • Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid • Discusses solutions to a problem using higher order thinking skills
ACTIVITIES	
<p>DAILY MORNING ORAL WORK</p> <ul style="list-style-type: none"> • Discuss the day/month/weather/birthday charts, and any special happenings. • Continue to use the charts and the clock as the basis for word problems for the learners to solve. • Continue to write a ‘morning message’ on the board for the learners. <p>LISTENING AND SPEAKING</p> <p>ACTIVITY 1: READ-ALOUD</p> <ul style="list-style-type: none"> • Introduce the story you prepared to the class and draw on their prior knowledge (their worlds). Show the cover/read the title and discuss what the story might be about. Introduce any new words needed for the story. • Read the story in a lively, interactive way. <p>ACTIVITY 2: RESPONDING TO THE STORY</p> <ul style="list-style-type: none"> • Ask learners some questions about the story, e.g. <i>What was the story about? (the main idea) How did the story begin? Who were the characters in the story? What did it teach you?</i> • Ask some true/false questions. Give learners a sentence about the story. Learners must say if the sentence is true or false. Have learners write a sentence to say if they enjoyed the story or not, explaining why. Use for Assessment Task 4. 	
<p>ASSESSMENT: Formal: recorded Assessment Task 4</p> <p>Use Activities 1 and 2 to rate learners, recording any problems you have noticed, against the following milestones:</p> <ul style="list-style-type: none"> • Listens for the detail in stories and answers open-ended questions • Expresses feelings and opinions about text and gives reasons 	

WEEK 10	PHONICS AND SPELLING + HANDWRITING
LO/ASs	LO 3 AS 4 LO 4 AS 5, 7 LO 6 AS 1
MILESTONES	<p><i>Phonics</i></p> <ul style="list-style-type: none"> • Builds and sounds words at level of phonetic knowledge • Uses both the letter sound as well as the letter name to spell words <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing • Completes a writing task in a set time
NOTES	<ul style="list-style-type: none"> • Prepare daily phonic oral activities and written tasks; prepare daily spelling words/sentences.

ACTIVITIES

PHONICS: REVISION OF ‘A’ AND ‘E’ SOUNDS

- This week you should revise different ‘a’ and ‘e’ sounds, e.g. **short a and e and –y, ee, ea, ae, ay, ai.**
- Make the revision fun by using some of the games and activities suggested below. Remember that each day you must choose two oral activities and a written task. Here are some suggestions:
- Blending: Sound out a word. Learners put the sounds together to make a word.
- Blending: Sound out a word. Learners construct the word with their letters or do a ‘quick-write’ and write it on a whiteboard or slate.
- Segmenting: Learners work in pairs to segment words on the board into 2/3 sounds.
- Written Task: Learners re-arrange groups of letters to make words.
- Games: Call out two words. Learners say if the words end with the same sound or not, e.g. *say key (no), say day (yes)*. Call out a word and let the learners provide another word that ends with the same sound.
- Written Task: Sorting: Learners sort a mixed group of words according to their sound (long or short).
- Written Task: Constructing: Learners re-arrange groups of letters to make words.
- Written Task: Sentences: Learners choose the correct word (or letters) to copy and complete words/sentences.

DAILY SPELLING ACTIVITIES

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

HANDWRITING: JOINED WRITING - SENTENCES**ACTIVITY 1:**

- Write one-two sentences on the board, writing strips or work-cards using some of the words you have used to revise vowel sounds this week. Learners copy the sentences.

ACTIVITY 2:

- Write one-two sentences on the board, writing strips or work-cards using some of the words you have used to revise vowel sounds this week. Learners copy the sentences and then write one or two sentences of their own using the words.

WEEK 10	READING
LO/ASs	LO 3 AS 2, 3, 5 LO 4 AS 5,6
MILESTONES	<p><i>Shared reading</i></p> <ul style="list-style-type: none"> • Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to • Answers higher order questions based on the passage read in order to draw conclusions • Expresses whether a story was liked and is able to justify answer <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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression • Plays word games that draw on reading and vocabulary knowledge and skills <p><i>Paired/Independent reading</i></p> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures • Recognises at least 25 new sight words • Sequences information and puts it under headings. (Writing milestone) • Uses informational structures when writing e.g. experiments, recipes (Writing milestone) • Builds own word bank and personal dictionary. (Writing milestone)
NOTES	<ul style="list-style-type: none"> • Prepare vocabulary words, a comprehension and a language task based on the text.
RESOURCES	<ul style="list-style-type: none"> • A Grade 3 level short story/ Big Book. • Graded group readers or class readers for Guided Reading groups/Independent reading. • Copies of a short, simple text for Group Reading.

ACTIVITIES

DAY 1:

SHARED READING AND WRITING: INTRODUCING A NEW TEXT FOR WRITTEN COMPREHENSION

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

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

- Comprehension: Learners complete a comprehension including questions that require drawing conclusions, e.g. *What kind of person do you think _____?* You should also include a question that requires learners to say whether they liked the story or not and explain why. You could write the questions on the board or give each learner a copy of the questions. **Use for Assessment Task 4.**
- Guided reading: Yellow Group
- Focus: Reading with increasing speed, fluency and expression.
- Independent reading: Learners read a page or more of a graded reader and/or magazine or comic each day. **Use for Assessment Task 4. By the end of Week 10 all learners should have read a variety of texts e.g. magazines and comics for enjoyment.**

DAY 2: SHARED READING: VOCABULARY / SIGHT WORDS

- Re-read the shared text together with learners.

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

- Teach 5 new vocabulary words based on the text.
- Vocabulary task: Learners write the vocabulary words into their Personal Dictionaries. **Use for Assessment Task 4. Every learner should be assessed by the end of Week 10.**
- Sight words: Teach 5 new sight words
- Sight Words Task: Learners write 5 sight words into their Spelling Books. Learners complete a word puzzle or game that revises the sight words learnt this term/year. **Use for Assessment Task 4.**
- Guided reading: **Blue Group**; Independent reading. **Use for Assessment Task 4.**

DAY 3:**DAY 3: SHARED READING AND WRITING: SHARED READING**

- Re-read the shared text.

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

- Written Language task: Use the story to revise the grammar learnt during the term. The task could include joining two sets of sentences with the correct conjunction, changing a sentence from present to present continuous or present perfect tense and/or using correct punctuation (including the apostrophe for contractions).
- Guided reading: **Green Group**; Independent reading. **Use for Assessment Task 4.**

DAY 4:**SHARED READING AND WRITING: RE-READING THE TEXT**

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

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

- Written Language task: Use the story to revise the grammar learnt during the term. The task could include checking subject-verb agreement, using prepositions correctly, identifying the parts of a sentence and/or using adjectives correctly.
- Guided reading: **Red Group**
- Independent reading. **Use for Assessment Task 4.**

DAY 5:**SHARED READING AND WRITING: FINAL SHARED READING**

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

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

Group/paired reading: Learners read a short, simple text in their seating groups.

READING FOR ENJOYMENT

In addition to Reading and Writing focus time, there should be time each day or week for Reading for enjoyment. During this time learners choose what they want to read **or** you read aloud to them. In Weeks 9 -10 try to provide learners with a selection of magazines and comics to choose from. **Use for Assessment Task 4.**

ASSESSMENT: Formal: recorded Assessment Task 4:

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

- Answers higher order questions based on the passage read in order to draw conclusions
- Expresses whether a story was liked and is able to justify answer

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

- Builds own word bank and personal dictionary. (Writing milestone)

Every learner should be assessed against this milestone by the end of Week 10.

Use Day 2 (Sight words task) to rate the learners, recording any problems you have noticed, against the following milestones:

- Recognises at least 25 new sight words
- Plays word games that draw on reading and vocabulary knowledge and skills

Use Independent Reading and Reading for Enjoyment in Weeks 9-10 to rate the learners, recording any problems you have noticed, against the following milestone:

- Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures

WEEK 10	WRITING
LO/ASs	LO 4 AS 1,2,3,4
MILESTONES	<ul style="list-style-type: none"> • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Discusses own and others' writing to get and give feedback • Makes own book and contributes to class book collection
ACTIVITIES	
<p>ACTIVITIES 1-2: MAKING A BOOK</p> <ul style="list-style-type: none"> • Learners work in small groups to put the stories they wrote in Week 9 together to make a story book to add to the classroom collection. Remind learners of the instructions for making the book (See Term 4 Week 4). • Learners should develop a front and back cover for their book and should draw up a contents page. Use for Assessment Task 4. <p>ACTIVITY 3: PERSONAL WRITING - DIARY WRITING</p> <ul style="list-style-type: none"> • Learners add to their personal writing. This week they can write about the things they are/are not looking forward to next year. 	
<p>ASSESSMENT: Formal recorded Assessment Task 4:</p> <p>Use Activities 1 and 2 to rate the learners, recording any problems you have noticed, against the following milestone:</p> <ul style="list-style-type: none"> • Makes own book and contributes to class book collection. <p>Informal: unrecorded assessment: Read through every piece of personal writing and make a positive comment about the content rather than focusing on things like spelling and punctuation. This week's writing gives you a good opportunity to see what concerns learners may have about entering the Intermediate Phase next year.</p>	

SUGGESTED ASSESSMENT: ASSESSMENT TASK 4: WEEKS 9/10

	Milestones	Week	Assessment Task
ORAL AND LISTENING & SPEAKING LO 1 AS 1,2,4,5 LO 2 AS 2,5	<ul style="list-style-type: none"> Listens for the detail in stories and answers open-ended questions Expresses feelings and opinions about text and gives reasons Plans and makes an oral presentation e.g. tells personal news, describes something experienced, recounts an event etc. using a visual aid Discusses solutions to a problem using higher order thinking skills 	10	Listening & Speaking Activities 1 & 2
		9	Listening & Speaking Activity 1 & 2
		9	Morning Oral Work (Days 1-5),
PHONICS & SPELLING LO 3 AS 4 LO 4 AS 7 LO 6 AS 1	<ul style="list-style-type: none"> Builds and sounds words at level of phonetic knowledge Uses both the letter sound as well as the letter name to spell words 	9	Spelling test
HANDWRITING LO 4 AS 5	<ul style="list-style-type: none"> Copies written text from the board, textbooks, workcards, etc. correctly, paying attention to correct letter formation and spacing Completes a writing task in a set time 	9	Handwriting Activity

READING LO 3 AS 1,2,3,5 LO 4 AS 5, 6 LO 6 AS 2,3,6	<i>Shared reading</i> <ul style="list-style-type: none"> • Uses visual cues to read graphical texts and starts to analyse text for socio-cultural values, attitudes and assumptions eg who is an advertisement meant to appeal to 	9	Reading Day 2: Comprehension task
	<ul style="list-style-type: none"> • Answers higher order questions based on the passage read in order to draw conclusions • Expresses whether a story was liked and is able to justify answer 	10	Reading Day 1: Comprehension task
	<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 self-correcting strategies when reading eg practising the word before saying it aloud • Reads with increasing fluency, speed and expression 	9	Guided Reading (Days 1-5)
	<ul style="list-style-type: none"> • Plays word games that draw on reading and vocabulary knowledge and skills • Recognises at least 25 new sight words 	10	Reading Day 2: Sight Words Task
	<i>Paired/Independent reading</i> <ul style="list-style-type: none"> • Reads independently at a more complex level for enjoyment from a variety of texts e.g. books from different cultures 	9-10	Independent Reading and Reading for Enjoyment
	<ul style="list-style-type: none"> • Sequences information and puts it under headings. (Writing milestone) • Uses informational structures when writing e.g. experiments, recipes (Writing milestone) 	9	Reading Day 4: Comprehension task
	<ul style="list-style-type: none"> • Builds own word bank and personal dictionary. (Writing milestone) 		
		9 -10	Reading Days 1 and 2 (Vocabulary Task)
WRITING LO 4 AS 1,2,3,4,6	<ul style="list-style-type: none"> • Drafts, writes, edits and publishes own story of at least two paragraphs • Uses some narrative devices when writing e.g. dialogue • Discusses own and others' writing to get and give feedback 	9	<i>A story</i> Writing Activities 1 -3: Pre-writing discussion, planning, writing, publishing story
	<ul style="list-style-type: none"> • Makes own book and contributes to class book collection 	10	<i>Makes own book</i>

