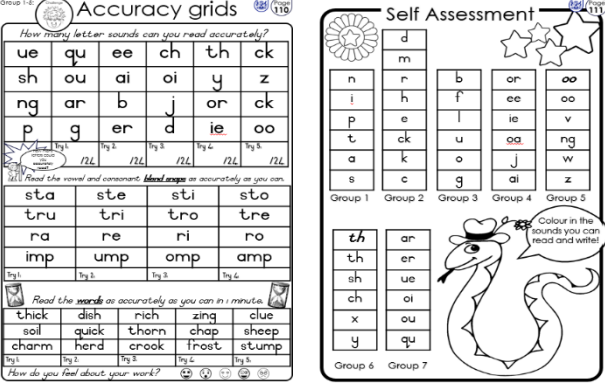


LISTENING AND SPEAKING: 15 MIN X 5 DAYS A WEEK					
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	Houses		Picture maps		Water
Listening (listening and speaking weight: 25%) Examples of appropriate listening behaviour: ✓ Looking at the speaker with eyes and body facing forward. ✓ Not talking while someone else is speaking. ✓ Putting up a hand to speak or ask a question. ✓ Following instructions, the first time. ✓ Nodding or giving a thumbs up to show understanding. ✓ Keeping hands and feet still while listening.	- Listens to their friends' holiday news with interest. - Displays appropriate listening behaviour when listening to a fiction text. (The house with the golden windows) - Listen to the story with interest and enjoyment.	- Listen to instructions and respond appropriately to at least four instructions. - Demonstrates appropriate listening behaviour. - Listen to a non-fiction text based on the theme- (A House for Me)	- Listens to a short fictional story involving a map (e.g., a treasure hunt). - Identifies story elements (characters, setting, sequence of events) as described in the map journey. - Follows simple oral directions given in the context of the story (The boy went past the river to the big tree). - Answers "where" and "which way" questions to show understanding of directions in the story. https://youtu.be/h11Bv7cOZqU	- Listens attentively to a simple description of a picture map and follows directions (e.g., find the tree, move to the house). - Identifies key vocabulary used in maps (e.g., left, right, near, far, river, road). - Demonstrates understanding by pointing to, matching, or acting out what is heard. - Responds appropriately to questions about the picture map (e.g., Where is the school?).	- Learners listen for rhyme and rhythm, repeat lines after the teacher. - Learners listen for repeating sounds (<i>splish, splash, pitter, patter</i>). Splish Splash <i>Splish, splash, raindrops fall, Pitter, patter — big and small. Water flows, it runs away, Down the street to play all day.</i> <i>Splish, splash, we can hear, Water's music, loud and clear. Drink it, wash, and let it flow, Water helps the world to grow.</i>
Speaking	- Talks about personal experiences, such as telling news using the correct sequence - Talk about homes: what it is, how it look, types of homes, how do homes protect us? - Says poems and rhymes and does the actions	- Talks about personal experiences, such as telling news using the correct sequence - Talk about homes: what are they made of, different materials, where do materials come from? - Says poems and rhymes and does the actions	- Retells parts of the story using directional language (They walked through the forest and over the bridge). - Gives simple oral directions based on the map in the story (Go to the mountain, then turn right to the cave). - Uses vocabulary of position and direction (next to, behind, between, left, right) in their own sentences. - Creates or extends a fictional map story orally (e.g., If I had a map, I would go past the school to the park to find treasure)	- Uses simple positional language to describe locations (The shop is next to the park). - Gives short oral directions using a picture map (Go straight, then turn left). - Shares own experiences (news) or stories connected to maps (e.g., I walk past the shop to get to school). - Expands vocabulary by naming objects/places seen on the picture map and using them in sentences.	They practise echo reading, add clapping or tapping for rhythm, and act out the movements (raindrops falling, water flowing).
	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Water	Sky at night		Religious holidays	
Listening	- Listens to a story about water and identifies key details. - Follows simple oral directions related to water. - Answers "who, what, where" questions about a water text.	- Listens attentively to a simple story, rhyme, or description about the night sky. - Identifies key details (e.g., What do you see at night? — stars, moon, clouds). - Recognises sequence of events (First the sun sets, then the moon shines, then stars appear).	Follows short oral directions linked to sky pictures (Point to the moon. Show the stars.).	- Listens without interrupting taking turns to speak and asking questions for clarification - Listens to stories and expresses feelings about the story	- Listens, enjoys, responds to picture and word puzzles, riddles and jokes, using language imaginatively - Listens to stories and expresses feelings about the story

Speaking	• Retells parts of a water story in own words. • Uses water vocabulary in oral sentences (rain, river, sea, drink). • Gives short oral directions or instructions linked to water (Pour the water. Wash your hands.). • Shares personal experiences about water.	• Uses night-sky vocabulary in oral sentences (moon, stars, dark, bright, shine). • Retells what happens in the sky at night in own words.	• Describes a picture of the night sky using short sentences (The moon is round. The stars are small.). • Shares personal experiences (I saw the moon last night; I counted the stars with my dad). • Participates in simple dramatisation (e.g., pretending to be stars twinkling or the moon rising).	• Talks about personal experiences and feelings, such as tells news • Participates in discussions, reporting back on behalf of the group • Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice • Answers closed and open-ended questions	• Talks about personal experiences and feelings such as tells news
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PHONICS: 20 MIN X 5 DAYS A WEEK					
	Week 1	Week 2	Week 3	Week 4	Week 5
REFER TO PHAST: FOR START OF THE LESSON Word building: These words are examples, there are words on the Jolly Phonics Word list. Do weekly phonic tests of the sounds, words and sentences that have been taught. Tricky Words: Learners map the tricky parts with the heart. Daily dictation These exercises [4 sounds, 2 words, choose 1 or 2 sentences of the options provided] This informs your teaching. Are the children coping? What do I need to do more of and with which group of children?	Revision and consolidation – bridge the gap Term 3 to Term 4	Focus revision sound	Focus revision sound	Focus revision sound	Focus revision sound
		Group 1 & Group 2	g o u l f b	ai j oa ie ee or	z w ng v oo oo
			Revision	Revision	Revision
			Group 1 & Group 2	• g • o • l • u • f • b	• ai • ie • j • ee • oa • or
		Word building	Word building	Word building	Word building
		• napkin • pants • spank • pins • snack • insist • nest • span • instruct • hectic • intend • rocket	• gran • dragon • grandad • skunk • moss • lipstick • across • dustbin • fantastic	• remain • disagree • obtain • canteen • object • popcorn • raincoat • sportsman • magpie • porch • fried • jail	• zigzag • feeling • windscreen • zest • cobweb • caravan • weekend • vain • stinking • scrapbook • zoo • cloakroom
		Tricky words	Tricky words	Tricky words	Tricky words
		Revise group 3 (red) and group 4 (green) tricky words	• put • could • should • would	• saw • right • two • four	• goes • does • made • their
	Revise and consolidate	Dictation of Phrases • Many dogs pant in the summer. • I insist on sleeping in my black pants. • Six black pins landed on the mat.	Dictation of Phrases • She did not intend to snack in the rocket. • Tim has a pink speck on his mink coat. • The napkin has a spot of food.	Dictation of Phrases • Grandad disagrees with the sportsman. • The red dragon flies across the room. • What is in the nest?	Dictation of Phrases • Why is it bad to be vain? • A big cobweb was found on the windscreen. • The little magpie flies into the canteen.
	Week 6	Week 7	Week 8	Week 9	Week 10
	Focus revision sound	Focus revision sound	Focus revision sound	Track learners' progress with sounds using accuracy and fluency drills in the Jolly Phonics workbook. Revise all the content learnt. Continue to provide learners with daily blending and segmenting practice. 	
	y x ch sh th th	qu ou oi ue er ar	• ie • ue • ue • ou • oi • oo oo		
	Revision	Revision	Revision		
	• z • v • w • oo • ng • oo	• y • sh • x • th • ch • th	• th • sh • th • ch • ng • oa		
	Word building	Word building	Word building		
	• yell • within • yack • pathetic • unexpected • shopping • paintbox • eggshell • chipmunk • toothbrush • mushroom • reflex	• quicksand • cruel • shouting • blister • aloud • shudder • amount • perfect • topsoil • toilet • charm • glue	• football • outdoor • sundried • point • shouting • untrue • without • cried • coins • blooms • broomstick • joints		
	Tricky words	Tricky words	Tricky words	Tricky words	Tricky words
	• Revise group 5	• once • upon • always • also	• of • eight • love • cover	• Practice mapping tricky words.	• Practice mapping tricky words.
	Dictation of Sentences • An unexpected chipmunk crept into the paintbox. • The toothbrush wants to scrub my teeth. • What went down into the well?	Dictation of Sentences • Sam was shouting aloud at the cruel boy. • Should the helicopter go on a quest? • She likes hot popcorn and sweets.	Dictation of Sentences • It always gets hot in summer. • Where do quails fly? • The windscreen had a big crack.	Dictation of Sentences • Revision	Dictation of Sentences Revision

SHARED READING: 15 MIN X 5 DAYS A WEEK

Reading W:25%

During Shared Reading, learners will engage with **Jolly Phonics Readers** as **a whole class**, guided by the teacher.

Why Shared Reading? (For schools that do not have Big Books)

Develops Oral Language – Learners hear and use new vocabulary in context.

Builds Comprehension – Encourages prediction, inference, and discussion. Phrases

Strengthens Phonemic Awareness – Reinforces letter-sound knowledge in connected text.

Improves Fluency – Teacher models expression, phrasing, and pace.

Encourages Engagement – Learners interact with text through picture cues and questioning.

Supports Confidence in Reading – Provides a safe space for emerging readers to explore text.

Develops Print Awareness – Teacher explicitly models:

- Tracking print left to right, top to bottom
- Identifying punctuation and its function
- Pointing out capital and lowercase letters
- Recognising spaces between words
- Connecting spoken words to printed text

Day 1: First Read – Introducing the Story (Listening & Predicting)

Focus:

- Activate prior knowledge and make predictions using the cover, title, and pictures.
- Conduct a picture walk, encouraging learners to describe what they see.
- Introduce new vocabulary in context.
- Model fluent reading, tracking print from left to right and top to bottom.
- Engage learners with simple recall questions: What do you think will happen next?

Day 2: Second Read – Exploring Print & Fluency (Decoding & Print Awareness)

Focus:

- Reread the story with expression and phrasing.
- Reinforce phonemic awareness by pointing out letter-sound relationships in words (one word).
- Model and guide tracking print (pointing to words while reading).
- Highlight punctuation marks and their function (e.g., full stops, question marks, exclamation marks).
- Identify sight words and practice recognizing them in the text.

Day 3: Third Read – Building Comprehension (Understanding & Responding to Text)

Focus:

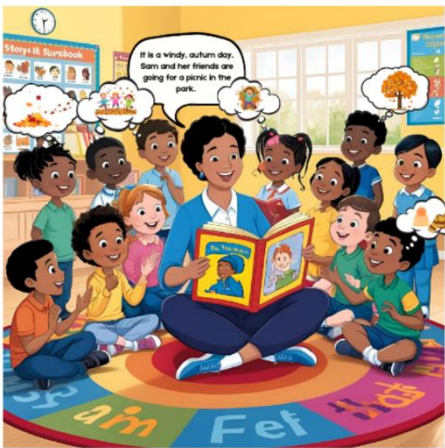
- Read with learners joining in on familiar parts.
- Encourage retelling of the story using key details (beginning, middle, end).
- Ask "why" and "how" questions to develop inferential thinking.
- Identify characters, settings, and events and discuss character emotions.
- Allow learners to act out parts of the story to deepen understanding.

Day 4: Fourth Read – Extending Thinking (Making Connections & Critical Thinking)

Focus:

- Encourage learners to make personal connections (Have you ever felt like the character? What would you do differently?).
- Guide learners in creating an alternative ending or extending the story.
- Discuss the message or lesson of the story.
- Provide a writing activity related to the book.
- Use the story as a basis for a collaborative class discussion or role-play.

4 DAY SHARED READING PROCESS



Week 1

Week 2

Week 3

Week 4

Week 5

	Houses		Picture Maps		Water
	Jolly Phonics Yellow Reader: Phonic Follow 4- day Shared Reading Process Genre: Fiction <u>Vocabulary building:</u> - Choose at least 5 words from the text to teach explicitly - Write on flashcards and use in sentences <u>Comprehension skills:</u> Day 1- Connecting, Predicting Day 2- Visualising and literal/ recall question-setting, characters, what happened first, etc. Day 3- Thinking Deeper Questions Day 4- Retell the events of story in your own words. <u>Language and Grammar Skills:</u> - Capital letters Full stops, and exclamation marks - Nouns (common nouns) and pronouns <i>Consider the following examples:</i> Vocabulary Development: Character names. Corner, house, splendid, desk, plugged, scampered, laptop, screen, muttered, Creating Context: Discuss different areas and furniture within houses/homes children live in; Look at the book and identify the areas in the book and furniture. Language Structure / Skills: Past tense. -ed E.g. exclaimed, complained, muttered, plugged etc. Comprehension Skills: Literal recall (What is the Phonic? Why can Phonic not go outside?), Inference (Why is Phonic upset?), Prediction (What will happen next time the jolly characters go to the park?)	Jolly Phonics Yellow Reader: Shells Follow 4- day Shared Reading Process Genre: Nonfiction <u>Vocabulary building:</u> - Choose at least 5 words from the text to teach explicitly - Write on flashcards and use in sentences <u>Text Features:</u> - Identifying the topic (What is this text about?) - Recognising key facts and details - Understanding new vocabulary (words linked to the topic) - Using text features (like headings, labels, diagrams, photos, captions) <i>Consider the following examples:</i> https://www.youtube.com/watch?v=due0yq8lE-c Vocabulary Development: shell, rockpools, clams, shellfish, predator, jointed, inland Creating Context: <i>Discuss</i> animals with a shell? Why do they have a shell? Where do they live? Language Structure / Skills: Plurals; Nouns Comprehension Skills: Compare the habitats of the animals with shells. Cause and effect: Why do they crawl into their shells? What will happen if they didn't have a shell? Why?	Jolly Phonics Yellow Reader: Rainforest Follow 4- day Shared Reading Process Genre: Nonfiction <u>Vocabulary building:</u> - Choose at least 5 words from the text to teach explicitly - Write on flashcards and use in sentences <u>Text Features:</u> Identifying the topic (What is this text about?) Recognising key facts and details Understanding new vocabulary (words linked to the topic) Using text features (like headings, labels, diagrams, photos, captions) story in your own words. <i>Consider the following examples:</i> Vocabulary Development: <i>Rainforest, Amazon, South America, explored, forest, swoop, gloomy, loggers, insects, mushrooms</i> Creating Context: <i>Discuss forests, South America – show on a map. Types of animals and plants</i> Language Structure / Skills: <i>Descriptive language(adjectives) e.g. thick, gloomy, dark etc.</i> Comprehension Skills: <i>Where is the biggest rainforest? How will you get to the biggest rainforest? Will you want to live in a rainforest? Explain your answer.</i>	Jolly Phonics Yellow Reader: Looking for Snake Follow 4- day Shared Reading Process Genre: Fiction <u>Vocabulary building:</u> - Choose at least 5 words from the text to teach explicitly - Write on flashcards and use in sentences <u>Comprehension skills:</u> Day 1- Connecting, Predicting Day 2- Visualising and literal/ recall question-setting, characters, what happened first, etc. Day 3- Thinking Deeper Questions Change the ending? Why is it dark in the attic? Day 4- Retell the events of story in your own words. <u>Language and Grammar Skills:</u> - Capital letters - names - Full stops and exclamation marks - Nouns (proper nouns) and pronouns <i>Consider the following examples:</i> Vocabulary Development: <i>there, up, top, down, under, hidden turn, tree, Snake, Bee</i> Creating Context: <i>Character names. What game are they playing. Use of directional language</i> Language Structure / Skills: <i>Preposition: under, in, top, up, on, around, back, out</i> Comprehension Skills: <i>What game are Bee and Snake playing? Retell the story... sequence the places Bee looked for Snake. Why was Snake so still? Do you think it was a good hiding place? Why? Explain to your partner how Bee found Snake.</i>	Jolly Phonics Yellow Reader: Swimming Follow 4- day Shared Reading Process Genre: Fiction <u>Vocabulary building:</u> - Choose at least 5 words from the text to teach explicitly - Write on flashcards and use in sentences <u>Comprehension skills:</u> Day 1- Connecting, Predicting Day 2- Visualising and literal/ recall question-setting, characters, what happened first, etc. Day 3- Thinking Deeper Questions Change the ending? Why is it dark in the attic? Day 4- Retell the events of story in your own words. <u>Language and Grammar Skills:</u> - Use of punctuation in nonfiction texts <i>Consider the following examples:</i> Vocabulary Development: swimming pool, instructor, floats, splashed, lesson, shivers Creating Context: Discuss where we can swim. How do we learn to swim? Safety when swimming. Water safety can be discussed. Floating vs Sinking Language Structure / Skills: Verbs: swim; kick, shout, float, splash, clap etc. Comprehension Skills: Cause & effect Why is Seth hanging back? What can we do to change it? Will the instructor help or Miss Beech? Why is Seth trying not to get splashed? Why is everyone clapping?
	Week 6	Week 7	Week 8	Week 9	Week 10
	Water	Sky at night		Religious holidays	

	Jolly Phonics Yellow Reader: The Box Follow 4- day Shared Reading Process Genre: Fiction <u>Vocabulary building:</u> - Choose at least 5 words from the text to teach explicitly - Write on flashcards and use in sentences <u>Text Features:</u> Identifying the topic (What is this text about?) Recognising key facts and details Understanding new vocabulary (words linked to the topic) <i>Consider the following examples:</i> Vocabulary Development: sail, peeps, sinking, loops, sinks, float, stores, imagination, pretends, Creating Context: Punctuation and Capitalisation: Exclamation and question marks Capital letters- Proper nouns Comprehension Skills: What does Max imagine the box to be? How does Anna use the box? Why do you think each character sees the box as something different? Which idea about the box did you like best? Why? What would you imagine the box to be?	Jolly Phonics Yellow Reader: Butterflies and Moth Follow 4- day Shared Reading Process Genre: Nonfiction <u>Vocabulary building:</u> - Choose at least 5 words from the text to teach explicitly - Write on flashcards and use in sentences <u>Text Features:</u> Identifying the topic (What is this text about?) Recognising key facts and details Understanding new vocabulary (words linked to the topic) Using text features (like headings, labels, diagrams, photos, captions) <i>Consider the following examples:</i> Vocabulary Development: night, dark, moth, glow, wing, SILK, ATTACHES, CATERPILLAR, PROBOSCIS, NECTAR, COMET MOTH Creating Context: <i>Discuss</i> moths that fly at night . <i>Why do they fly at night?</i> Language Structure / Skills: adjectives, verbs of movement, “at night” phrases. Comprehension Skills: Compare day vs night insects. How is the comet moth different from other moths? How big can atlas moths be? How is butterflies' feelers different from moths' feelers?	Jolly Phonics Yellow Reader: Zack’s Present Follow 4- day Shared Reading Process Genre: Fiction <u>Vocabulary building:</u> - Choose at least 5 words from the text to teach explicitly - Write on flashcards and use in sentences <u>Comprehension skills:</u> Day 1- Connecting, Predicting Day 2- Visualising and literal/ recall question-setting, characters, what happened first, etc. Day 3- Thinking Deeper Questions Change the ending? Why is it dark in the attic? Day 4- Retell the events of story in your own words. <u>Language and Grammar Skills:</u> - Capital letters - names - Full stops and exclamation marks - Nouns (proper nouns) and pronouns <i>Consider the following examples:</i> Vocabulary Development: <i>lit, switched, cobwebs, scuttling, gloom, snorting, giggling, monster</i> Creating Context: <i>Types of lights at night, Zack’s present (flashlight) Animals/Insects at night vs during the day</i> Language Structure / Skills: <i>Compound words: cobweb, something(from text)</i> <i>Other word to use as examples: bedroom, sunlight, starlight, flashlight give words with code like bathroom, backyard etc.</i> Comprehension Skills: <i>Cause and effect ; Literal questions</i>	<u>OWN SELECTION</u> - Reads big books or other enlarged text as a whole class with the teacher - Uses clues and pictures in the book for understanding - Answers open- ended Identifies the sequence of events in what was read - Recognises cause and effect in a story. The girl got into trouble because she broke the window - Interprets information from posters - Answers open-ended questions based on the passage read <i>Yellow readers to consider for theme:</i> <i>Picnic, Cheese and Stars, Monster Party, The Box</i> <i>See Planning below for text used.</i> Vocabulary Development: Creating Context: Language Structure / Skills: Comprehension Skills:	<u>OWN SELECTION</u> - Reads big books or other enlarged text as a whole class with the teacher - Uses clues and pictures in the book for understanding - Answers open- ended Identifies the sequence of events in what was read - Recognises cause and effect in a story. The girl got into trouble because she broke the window - Interprets information from posters - Answers open-ended questions based on the passage read <i>Yellow readers to consider for theme:</i> <i>Picnic, Cheese and Stars, Monster Party, The Box</i> <i>See Planning below for text used.</i> Vocabulary Development: Creating Context: Language Structure / Skills: Comprehension Skills:
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GROUP GUIDED READING: 60 MIN PER DAY X 4 DAYS A WEEK, 30 MIN X 1 DAY					
During this time the focus is on Accuracy	Week 1	Week 2	Week 3	Week 4	Week 5

(Depending on the learners’ ability)

- learners practice letter sound identification
- successive blending strategies.
- learners read (blend) words and phrases which consist of sounds they have learned.

Develop basic concepts from the printed text:

- E.g. Punctuation: capital letters, full stops, commas, and question marks

During group guided reading:

- Build basic comprehension skills – place events in sequence.
- Learners monitor themselves in word recognition and comprehension skills.
- Reading fluency and punctuation.
- Use phonic knowledge and tricky words.
- Build tricky word vocabulary during all reading.
- Read aloud to a peer from prepared text for reading fluency.
- Reread known texts.

STEP 1:
Word work:
a) Letter sounds ID (revision)
b) Manipulation of focus sound
c) Map tricky words

STEP 2:
Creating a Context-Background knowledge and vocabulary

STEP 3:
Part / all reading of new text – Individual

Benchmarks for Term Four

Phonics & Word Recognition

- ✓ **EGRA- Recognises all 40 letter sounds within a minute**
- ✓ Identifies **all sounds in Groups 1 to 7 accurately.**
Blends and segments:
- ✓ CVC words (e.g., cat, rat).
- ✓ Words with *initial and final consonant blends* (e.g., trap, samp).
- ✓ Words with digraphs (e.g., ai, ee, sh, wh, ch, ie, or, oa).

Reading Development

- ✓ Accurately reads the first 36 tricky words (from Groups 1, 2 and 3).
- ✓ Reads sentences fluently.
- ✓ Answers literal and inferential comprehension questions on the text read.

Writing Skills

- ✓ Write letter sounds of Groups 1 to 7.
- ✓ Writes 3- and 4-letter words, including words with taught digraphs.
- ✓ Writes at least three meaningful sentences using their phonics knowledge on a topic.
- ✓ Uses basic punctuation correctly in writing.



BENCHMARK:

TOP GROUP - RED READERS

MIDDLE GROUP - ORANGE READER - A BOXFISH IN A RUSH - GROUP 6

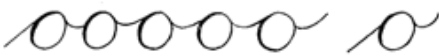
MIDDLE BOTTOM GROUP - ORANGE READER - A HOSPITAL VISIT - GROUP 5

BOTTOM GROUP - DAD’S TED TENT - GROUP 2

Phonics, Blending, Comprehension & Writing Benchmark				
Category	Top	Middle	Bottom	Bottom (Struggling)
Reader Level	Red Readers	Orange Reader – Group 6	Orange Reader – Group 5	Orange Reader – Group 1 or 2,
Phonics & Blending	Recognises all 42 sounds. Blends 2-, 3-, and 4-letter words accurately, including blends and most digraphs. Applies phonics to decode unknown words confidently.	Recognises Groups 1–6 sounds. Blends most 2–4 letter words. Applies phonics to decode some unfamiliar words.	Recognises Groups 1–4 sounds. Blends mostly 2–3 letter words. Struggles with digraphs. Needs guidance to decode new words.	Recognises Groups 1–3 sounds. Blends simple CVC and VC words. Struggles with digraphs. Needs support to apply phonics.
Tricky Words	Recognises all 4 groups of tricky words.	Recognises 3 groups of tricky words.	Recognises 2 groups of tricky words.	Recognises 1 group of tricky words.
Comprehension	Answers recall and out-of-text questions confidently.	Answers recall questions. Needs support with out-of-text questions.	Answers basic recall questions.	Answers simple recall questions from short sentences.
Writing	Forms all 42 letters correctly. Writes words accurately, including initial/final blends and digraphs. Spells most tricky words up to Group 4. Uses correct punctuation (capital letters and full stops). Write at least 3 simple, correct sentences on a topic, applying phonics to spell words.	Forms most letters correctly. Write CVC words using blends and some digraphs. Write at least 12 tricky words. Write 2 simple sentences with adjectives. Beginning to use punctuation correctly.	Forms most letters correctly. Writes CVC and some CCVC words. Write at least 6 tricky words from Groups 1–2. Can write one simple sentence independently.	Can form some letters. Attempts to write simple words (CVC/VC). Copies tricky words with support. Dictates or copies a sentence. Needs full support with writing.

INDEPENDENT WRITING: 20 MIN X 3 DAYS A WEEK					
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	Houses		Picture maps		Water
	REVISE: Nouns and pronouns (I, you, he, she, it)	- Spells common words correctly - Builds own word bank and personal dictionary using initial letter of word. TEACH: - Forms the plurals of familiar words by adding 's' or 'es'	- Spells common words correctly - Builds own word bank and personal dictionary using initial letter of word. REVISE: - Forms the plurals of familiar words by adding 's' or 'es'	- Spells common words correctly - Builds own word bank and personal dictionary using initial letter of word. TEACH: - Use past and present tense correctly in writing REVISE: - Forms the plurals of familiar words by adding 's' or 'es'	- Spells common words correctly - Builds own word bank and personal dictionary using initial letter of word. REVISE: - Forms the plurals of familiar words by adding 's' or 'es' - Use past and present tense correctly in writing
	Shared writing	Shared writing	Shared writing	Shared writing	Shared writing
	Contributes ideas for (news/different types of homes), and helps revise, a class/group story	- Contributes ideas about what material are used to build their dream house - Discusses with classmates' ideas of what materials to use when building dream house - Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters, and full stops	- Contributes ideas about a treasure hunt using a map. - Discusses with classmates' ideas of a treasure hunt using a map. - Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters, and full stops	- Contributes ideas about what they see on their journey to school. - Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters, and full stops	- Contributes ideas about how to save water - Writes and illustrates sentences on how to save water and contribute to a book for the reading corner
	Week 6	Week 7	Week 8	Week 9	Week 10
	Water	Sky at night		Religious holidays	
	- Spells common words correctly - Builds own word bank and personal dictionary using initial letter of word. TEACH: - Teach the use of prepositions REVISE: - Use past and present tense correctly in writing - Forms the plurals of familiar words by adding 's' or 'es'	- Spells common words correctly - Builds own word bank and personal dictionary using initial letter of word. REVISE: - Use past and present tense correctly in writing - Forms the plurals of familiar words by adding 's' or 'es' - Revise the use of prepositions	- Spells common words correctly - Builds own word bank and personal dictionary using initial letter of word. REVISE: - Use past and present tense correctly in writing - Forms the plurals of familiar words by adding 's' or 'es' - Revise the use of prepositions	- Spells common words correctly - Builds own word bank and personal dictionary using initial letter of word. REVISE: - Use past and present tense correctly in writing - Forms the plurals of familiar words by adding 's' or 'es' - Revise the use of prepositions	
	Shared writing	Shared writing	Shared writing	Shared writing	Shared writing
	- Contributes ideas about safe and unsafe water - Discusses with classmates' ideas of safe and unsafe water. - Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters, and full stops	- Contributes ideas about facts about each planet - Discusses with classmates' ideas of facts of each planet. - Organise planets and label plants and write a fact about the planet.	- Contributes ideas about an imaginary story in space - Discusses with classmates' ideas of their journey. - Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters, and full stops	- Contributes ideas about their trip to the north pole - Discusses with classmates' ideas of their trip to the north pole - Writes and illustrates sentences on a topic to contribute to a book for the reading corner	- Contributes ideas about a letter to Santa - Discusses with classmates' ideas of their letter to Santa.

HANDWRITING: 15 MIN X 4 DAYS A WEEK					
The emphasis should be on: • Holds pencil and crayon correctly • Copies and writes words with correct spacing • Forms lower- and upper-case letters correctly and fluently according to size and position, that is, starts and ends in the correct place • Copies and writes a sentence correctly HANDWRITING IS SEPARATE FROM PHONICS THEREFORE THE ORDER IS DIFFERENT.	Week 1	Week 2	Week 3	Week 4	Week 5
	Handwriting warm up	Handwriting warm up	Handwriting warm up	Handwriting warm up	Handwriting warm up
	Correct Posture Fine motor • Spider push-ups: Place hands against one another. Open and close fingers. Repeat. Hand-eye coordination/Dominance • Do a dot-to-dot activity. Laterality • Use arrow cards to indicate the direction in which the learner must move on a leg. Have the learners stand on right or left leg. <i>For example, point an arrow to the right. Learner hops 2 times to the right. Point the arrow forward. Learners hop forward 2 times. Point the arrow backwards. Learners hop backwards 2 times.</i> Eye movement • Magnified pattern of drawing on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. Crossing of the midline • Clapping game: Two partners play a clapping game. Use a poem or song and cross-clap the other partner's hands.	Correct Posture Fine motor  • Using your thumb, touch each finger as shown above. Hand-eye coordination/Dominance • Learners draw lines with their finger from top to bottom on the bench. With left and with right hand. Position in Space • Stand next to your chair. Stand behind/next to or in front of your chair. Eye movement • Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. Crossing of the midline • Cross picking apples. Pack the apples in the two baskets at your feet. (Left hand at right foot and right hand at left foot)	Correct Posture Fine motor • Use playdough and build a man with the playdough. • Use playdough and break pieces of the playdough and make round balls. Crossing the midline • Touch your toes. Touch your toes cross your hands (left hand on right foot) Position in Space • Point to an arrow map. The learner must point in that direction with his arms and say where he is pointing. (left or right) Crossing the midline • Play a nice up-and-awake song that you can dance to.	Correct Posture Fine motor • Use playdough and roll the playdough and form a long snake. Press patterns with your fingers on the little snake. • Use playdough and break off pieces of the playdough and form a little flower. Laterality • Let the learners do the following: Stand behind your chair. Stand in front of your chair, stand on your chair. Sit on your chair. Eye movement • Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes, following down and diagonal stripes. Crossing the midline • Play a nice up-and-awake song that you can dance to.	Correct Posture Fine motor • Use old paper or newspaper. Crumple and uncrumple using one hand. Hand-eye coordination/Dominance • Use a bean bag or other small object that you have in class. Throw and catch with one hand. Body image • Perform large movements on the writing board. Have the learner with laterality problems sweep the writing board with large strokes from left to right with his/her dominant hand. Keep the non-dominant hand at the side. Eye movement • Enlarge pattern or draw it on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes, following down and diagonal stripes Crossing the midline • Cross picking apples. Pack the apples in the two baskets at your feet. (Left hand at right foot and right hand at left foot).
	Patterns:	Patterns:	Patterns:	Patterns:	Patterns:
					
	Capital letters:	Capital letters:	Capital letters:	Capital letters:	Capital letters:
	T, U	Y, D	E, G	C, E	O, Q
	Revise letter	Revise letter	Revise letter	Revise letter	Revise letter
	t, u	y, d	e /g	c, e	o, q
	Number	Number	Number	Number	Number
	6	6	7	8	9

HANDWRITING: 15 MIN X 4 DAYS A WEEK					
	Week 6	Week 7	Week 8	Week 9	Week 10
	Handwriting warm up	Handwriting warm up	Handwriting warm up	Handwriting warm up	Handwriting warm up
	Correct Posture Fine motor • Use old paper. Tear it into long pieces. • Use old paper. Tear off pieces and form into balls. Laterality • Play an after-do games. Teacher demonstrates an action and learners repeat the action. Use opposite body parts, e.g. touch right ear with left hand. Touch left knee with right hand. Eye movement • Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. Down and diagonal stripes. Crossing of the midline • Chair march: Sit on a chair and rhythmically touch the left elbow to the right knee and then with right elbow to left knee. Lift knee when elbow touches.	Correct Posture Fine motor • Roll playdough into a thin worm and cut it according to the chipper method. Hand-eye coordination/Dominance • Use the unifix blocks or Lego in the class. Have learners build the stacks of plus or minus 5 blocks and untie them again. Laterality • Have learner stand on right leg. Clap 2 times with both hands above the head, behind the back, left of the body and right of the body. Repeat the above while learner stands on the left leg. Eye movement • Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. Crossing of the midline • Superman – Stands on all fours. Extend right arm and left leg simultaneously, lower and extend left arm and right leg simultaneously. Swap. Repeat 5 times.	Correct Posture Fine motor • Place palms together/against each other. Raise the thumbs of both fingers and tap it 3 times against each other. Repeat with the other fingers. Hand-eye coordination • Teacher draws 3 shapes next to each other and learner traces them in the air or on paper Laterality • Have the learner hop on the left leg 3 times. Have the learner hop on the right leg 3 times. Do 5-star jumps. Eye movement • Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. Crossing of the midline • Soldier Marching. March with straight arms and legs. Move in a circle in the class.	Correct Posture Fine motor • Spider push-ups: Place hands against each other. Open and close fingers. Repeat. Hand-eye coordination/Dominance • Do a dot-to-dot activity. Laterality • Use arrow cards to indicate the direction in which the learner must then move on one leg. Have learner stand on right or left leg. (one leg). <i>For example, point an arrow to the right. Learner hops 2 times to the right. Point the arrow forward. Learner hops forward 2 times. Point the arrow backwards. Learner hops backwards 2 times.</i> Eye movement • Enlarge pattern or draw on the board. Shine a light or draw on the pattern with a ruler. Learner must follow the movement. The head must not move, only the eyes. Crossing of the midline • Clapping game: Learners are placed in groups of two. Use a poem or song and cross-clap the other partner's hands.	Pick favourites and revise.
	Patterns:	Patterns:	Patterns:	Patterns:	Patterns:
				Revise all	Revise all
	Capital letters	Capital letters	Capital letters	Capital letters	Capital letters
	O, A, D	G, Q, K	K, X, Z	Revise all	Revise all
	Revise letter:	Revise letter:	Revise letters:	Revise letters:	Revise Letters
	o, a, d	g, q, k	k, x, z	Revise all	Revise all
	Number	Number	Number	Number	Number
	0 1 2 3 4 5	6 7 8 9	0 1 2 3 4 5 6 7 8 9	Revise all	Revise all