

SUGGESTED PLANNING of TEACHING and ASSESSMENT

Grade 1 **HL**

LISTENING AND SPEAKING: 15 MIN X 5 DAYS A WEEK					
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	My family		Safety at home		My body
Listening (listening and speaking weight: 25%) - Listens without interrupting, taking turns to speak in whole class and group sessions. Weeks 1 - 5 - Listens to instructions (group and daily routines) and responds appropriately. - Passes on messages - Appropriate listening behaviour- listen to peers that tells stories. - Listen to instructions – Teacher give more than one command to learners to act on.	Listens to their friends' news with interest. Displays appropriate listening behaviour when listening to a fiction text .	Listens to their friends' news with interest. Listen to a series of 3 instructions. Listen with comprehension - non-fiction text	Listens to their friends' news with interest. Displays appropriate listening behaviour when listening to a fiction text .	Listens to their friends' news with interest. Listen to a series of 4 instructions. Listen with comprehension - non-fiction text	Listens to their friends' news with interest. Displays appropriate listening behaviour when listening to a fiction text .
Speaking (listening and speaking weight: 25%) - Teacher recaps/reinforces school and classroom rules. Weather chart: - Discuss the weather chart, calendar chart, months of the year, birthdays of the week, etc. (today, tomorrow, yesterday). - Talks about personal experiences. For example, tells news [Monday's (focus on what happened (past tense)) and Fridays (focus on what will happen (future tense) using correct sequence, expressing feelings and opinions. - Recite and join in the choruses of songs, stories, and rhymes (focus on rhyming activities). Weeks 1 - 5 - Passes on messages - Answers closed and open-ended questions. - Have read-aloud three times a week. Read Aloud: The teacher chooses a book for the day.	News: Monday and Friday Talk about personal experiences – My family. Develop reading comprehension : - Identify main characters. - Describe the setting. - Recall major events. - Sequence of events. - What lesson does the story teach? - Explore characters' feelings and motivations. - Expand vocabulary.	News: Monday and Friday Talk about personal experiences- things they as a family like to do together. Use pictures to stimulate discussions. Encourage a lot of discussion by using the “Think, Pair, and Share’ strategy. Describe pictures by using correct vocabulary e.g. caring for my family.	News: Monday and Friday Convey messages – tell Mom and Dad how to ensure safety at home. Develop reading comprehension : - Identify main characters. - Describe the setting. - Recall major events. - What lesson does the story teach? - Explore characters' feelings and motivations. - Expand vocabulary.	News: Monday and Friday Describe objects/ pictures by using correct vocabulary e.g. safety when I am home alone, safety in the kitchen, etc. Encourage a lot of discussion by using the “Think, Pair, and Share’ strategy.	News: Monday and Friday Develop reading comprehension : - Identify main characters. - Describe the setting. - Recall major events. - Sequence of events. - What lesson does the story teach? - Explore characters' feelings and motivations. - Expand vocabulary.
	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	My body		Keeping my body safe		
Listening Weeks 6 - 10 - Listens to stories and identifies the main idea. - Teacher demonstrates appropriate language of different subjects. - Appropriate listening behaviour.	- Understand and use vocabulary of subjects (vocabulary on senses-Life Skills). - During Life Skills read a non-fiction text based on the theme- My Body. - Listens to their friends' news with interest.	- Listen to facts about “My body” (Bones in my body and parts of my body that helps me to breathe). - Displays appropriate listening behaviour when listening to a fiction text. - Listen to the story and sequence the events in the story- sequence pictures	- Listen to stories and identify main idea (listen to story on how to keep your body safe). - During Life Skills read a non-fiction text based on the theme- Keeping my Body Safe.	- Listen to stories and identify main idea (case studies of yes and no feelings). - Displays appropriate listening behaviour when listening to a fiction text. - Listen to the story and sequence the events in the story- sequence pictures. - Listens to their friends' news with interest.	- During Life Skills read a non-fiction text based on the theme- Keeping my Body Safe. - Listens to their friends' news with interest.

Speaking Weeks 6-10 - Sequences pictures of a story (concrete and allow learners to speak about the pictures). - Participates in classroom discussions. - Asks questions related to stories told and read - Understands and uses appropriate language of different subjects. - Recite and join in poems and rhymes. - Teacher recaps/reinforces school and classroom rules. Weather chart: - Discuss the weather chart, calendar chart, months of the year, birthdays of the week, etc. (today, tomorrow, yesterday). Read Aloud: The teacher chooses a book for the day.	- News: Monday and Friday - Describe pictures of the body by using correct vocabulary – my senses.(focus)	- News: Monday and Friday - Show flashcards/pictures of bones in the body and body parts and discuss using correct vocabulary. - Retell the events in the story- Use first, next, then, finally to sequence events. Encourage all learners to participate in small groups. Support with sentence starters (e.g., In the beginning..., The problem was...). - Use pictures, role-play, or gestures to aid recall.	- News: Monday and Friday - Describe objects by using correct vocabulary – keeping my body safe.	- News: Monday and Friday - Describe objects by using correct vocabulary – yes and no feelings. - Retell the events in the story- Use first, next, then, finally to sequence events. Encourage all learners to participate in small groups. Support with sentence starters (e.g., In the beginning..., The problem was...). - Use pictures, role-play, or gestures to aid recall.	- News: Monday and Friday - Sequence pictures (how can we purify water). - Discuss vocabulary regarding water purification. - Participate in class discussions on how to purify water. - Understand and use vocabulary of subjects. - Identify/recognise parts of a whole.
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PHONICS: 20 MIN X 5 DAYS A WEEK												
	Week 1		Week 2		Week 3		Week 4		Week 5			
Phonics W:20% Phonics REFER TO PHAST: FOR START OF THE LESSON 5 Steps to word building - Say it - Break it up - Build it - Sound it - Blend it New sound: Monday and Wednesday Revision: Tuesday and Thursday (sounds depend on the need of the class) Phrases and sentences for DAILY dictation. - Choose 1 or 2 per day. - This can also be used for reading during GGR. - Tricky Words: - Learners map the tricky parts with the heart.	Revision and consolidation – bridge the gap		New sound		New sound		New sound		New sound			
			- ai - j		- oa - ie		- ee - or		- z - w			
			Revision		Revision		Revision		Revision			
			- h - e - g	- u - f - b	- m - g - u - l	- f - j - ai - d	- g - u - f - o	- ai - ie - b - i	- ee - u - ai	- oa - or - d		
			Word building		Word building		Word building		Word building			
			<u>CVC</u> - jab - jet - jog - rain - nail - pain - tail - pail	<u>CCVC</u> - slain - snail - plain - brain	<u>VC</u> - oak - oat	<u>CVC</u> - boat - goat - lies - loaf - road	<u>VC</u> - eel - orb	<u>CVC</u> - keen - peep - fort - corn - born - horn - seem - seen - torn	<u>CVC</u> - web - win - zip - weed	<u>CVCC</u> - buzz - fizz - zest - went - wink		
									<u>CVCC</u> - just - rest - test	<u>CV</u> - pie - lie	<u>CCVC</u> - tries - flies - fries - groan	<u>CCVC</u> - twig - green
			Tricky words (whole class)		Tricky words (whole class)		Tricky words (whole class)		Tricky words (whole class)		Tricky words (whole class)	
			- he - she - me - we - be		- are - was - all		- you - your		- come - some - said			

Jolly Phonics 8- Steps:

New lesson	Revision Lesson	New lesson	Revision Lesson	Assessment for learning																														
The 8 Steps Revision 1. Story 2. Action 3. Show a flashcard 4. Formation 5. Blending 6. Sounding 7. Dictation 8. Jolly Song *Tricky Words	The 8 Steps Revision 1. Revision 2. Action 3. Show flashcards <u>Manipulation Focus:</u> 4. Formation 5. Blending * 6. Sounding * 7. Dictation * chat/ bat/bet Skills Checklist: <table><tr><td>letter sounds</td><td></td></tr><tr><td>Formation</td><td></td></tr><tr><td>Blending</td><td></td></tr><tr><td>Segmenting</td><td></td></tr><tr><td>Tricky Words</td><td></td></tr></table> *Complete work in the JP workbooks as a whole class or with struggling learners.	letter sounds		Formation		Blending		Segmenting		Tricky Words		The 8 Steps Revision 1. Story 2. Action 3. Show a flashcard 4. Formation 5. Blending 6. Sounding 7. Dictation 8. Jolly Song *Tricky Words	The 8 Steps Revision 1. Revision 2. Action 3. Show flashcards <u>Manipulation Focus:</u> 4. Formation 5. Blending * 6. Sounding * 7. Dictation * chat/ bat/bet Skills Checklist: <table><tr><td>letter sounds</td><td></td></tr><tr><td>Formation</td><td></td></tr><tr><td>Blending</td><td></td></tr><tr><td>Segmenting</td><td></td></tr><tr><td>Tricky Words</td><td></td></tr></table> *Complete work in the JP workbooks as a whole class or with struggling learners.	letter sounds		Formation		Blending		Segmenting		Tricky Words		*Phonics Test and Small group *Use results to inform the following week's teaching Skills Checklist: <table><tr><td>letter sounds</td><td></td></tr><tr><td>Formation</td><td></td></tr><tr><td>Blending</td><td></td></tr><tr><td>Segmenting</td><td></td></tr><tr><td>Tricky Words</td><td></td></tr></table>	letter sounds		Formation		Blending		Segmenting		Tricky Words	
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	Dictation	Dictation	Dictation	Dictation
	• a snail tail • ten black cats • a bad stain • a rag in a bag • rain in the pail	• a main road • flies are red • the cross goat • a hot pie • all the fries • she has ten black snails	• the flat heel • tall trees are green. • a sad red frog • peep at the boat • snail on a train	• some bees buzz • twist the twig • the green boat • flies went fizz • groan at you
Week 6	Week 7	Week 8	Week 9	Week 10
REVISION: PITSTOP	New sound	New sound	New sound	Revise the building, reading, and writing of words with the learnt sounds. Use these words along with tricky words to write and read phrases and simple sentences. Learners must read their writing: (words/phrases/ sentences)
	• ng • v	• oo • oo	• y • x	
Revision	Revision	Revision	Revision	
Revise the concept of diagraphs	• b • j • ie • z • or • ee • w	• ai • or • w • v • oa	• oo • oo • j • ng • oa • ee	
Word building	Word building	Word building	Word building	
<u>CVC</u> • corn • teen • tied <u>CVCC</u> • tent	<u>CV</u> • bee <u>CVC</u> • van • vet • vain	<u>VC</u> • moo • zoo <u>CVC</u> • loop • root • look • book • foot • good	<u>VC</u> • ox <u>CVCC</u> • next	
Tricky words	Tricky words	Tricky words	Tricky words	
• here • there • they	• no • go • so • my	• Revise group 1 tricky words	• Revise group 1 and 2 tricky words	
Dictation	Dictation	Dictation	Dictation	
• a bad trip • small bees in a tin • your bee on a twig • they stamp there • here she is	• some flies zing • my vet sleeping in a van • no buzzing in my van • a vivid sun set	• go to the zoo • a good book • some flies zing • my foot on a stool • there is a spoon	• a boxing saint • The rock juts from the hill. • The sun winks at the moon. • My dog sits in the rain. • Six snails sing.	

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.

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, setting, 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 or drawing activity related to the book.
- ☐ Use the story as a basis for a collaborative class discussion or role-play.

	Week 1	Week 2	Week 3	Week 4	Week 5
	My family		Safety at home		My body
	Jolly Phonics Reader: Just a Storm	Jolly Phonics Reader: Red Jack’s Fort	Jolly Phonics Reader: Jaiden’s Lies	Jolly Phonics Reader: A Hospital Visit	Jolly Phonics Reader: A Pong at Oakwood Zoo
	Follow 4- day Shared Reading Process	Follow 4- day Shared Reading Process	Follow 4- day Shared Reading Process	Follow 4- day Shared Reading Process	Follow 4- day Shared Reading Process
		Language skill • Discuss capital letters and full stops.	Language skill • Discuss capital letters and full stops.	Language skill • Discuss capital letters and full stops.	Language skill • Discuss capital letters and full stops.
	Week 6	Week 7	Week 8	Week 9	Week 10
	My body		Keeping my body safe		
	Jolly Phonics Reader: Seven Elves	Jolly Phonics Reader: An Omelette for lunch	Jolly Phonics Reader: Fox Cub Stops Yelling	Jolly Phonics Reader: A boxfish in a Rush	Jolly Phonics Reader: Mervin’s Garden
	Follow 4- day Shared Reading Process	Follow 4- day Shared Reading Process	Follow 4- day Shared Reading Process	Follow 4- day Shared Reading Process	Follow 4- day Shared Reading Process
	Language skill • Discuss capital letters and full stops.	Language skill • Discuss capital letters and full stops. • Synonyms and antonyms	Language skill • Discuss capital letters and full stops.	Language skill • Discuss capital letters and full stops.	Language skill • Discuss capital letters and full stops.

GROUP GUIDED READING: 60 MIN PER DAY X 5 DAYS A WEEK

During this time the focus is on Accuracy (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.

Group Guided Reading Mat work Lesson:

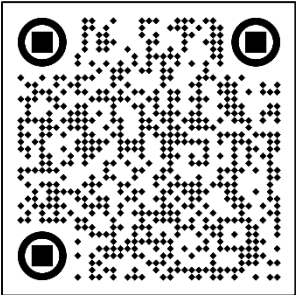
STEP 1:
Word work:
a) Letter sounds ID (revision)
b) Manipulation of focus sound
c) Map tricky words

STEP 2:
Creating a Context- Background knowledge and vocabulary

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

STEP 4:
Questions for comprehension (1-2)

Group Guided Reading Video Clips



Benchmarks for Term 1



- Phonics & Word Recognition
- ✓ Identifies all sounds in Groups 1 to 4 and some from Group 5 accurately.
 - ✓ Blends and segments:
 - ✓ CVC words (e.g., cat, rat).
 - ✓ Words with initial and final consonant blends (e.g., trap, samp).
 - ✓ Words with digraphs from Group 4 (e.g., ai, ee, ie, or, oa).
- Reading Development
- ✓ Read the first 12 tricky words (from Groups 1 and 2).
 - ✓ Reads phrases and simple sentences fluently.
 - ✓ Has transitioned to Orange Readers and Group 2 Reading Cards.
 - ✓ Answers literal comprehension questions on the text read.
- Writing Skills
- ✓ Write letter sounds of Groups 1 to 4.
 - ✓ Writes 3- and 4-letter words, including words with taught digraphs.
 - ✓ Writes phrases and simple, meaningful sentences using their phonics knowledge.

WRITING: 20 MIN X 3 DAYS A WEEK					
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	My family		Safety at home		My body
Writing: W:20%	- Draw pictures to convey a message with simple captions- my family. - Write own news sentence and draw. - Compile word lists according to instructions. - Write words with sounds taught and draw a picture next to the word. Group guided reading: - Do written activities.	- Draw pictures to convey a message with simple captions – caring about my family. - Write words with sounds taught and draw a picture next to the word. - Write own news sentence. - Compile word lists according to instructions. - Use phonic knowledge to write sentences. - Use learners' names or action words so that learners can write their own sentences and illustrate it. - Create own dictionary. Group guided reading: - Link Written activity to GGR story	- Draw pictures to convey a message with simple captions- safety at home. - Write words with learned sounds and draw a picture. - Write own news sentence and draw a picture. - Compile word lists according to instructions. - Create own dictionary. Group guided reading: - Link Written activity to GGR story	- Draw pictures to convey a message with simple captions- Create a security sign for your home and write under scripts. - Write words with sounds taught. - Write own news sentence and draw a picture. - Compile word lists according to instructions – write important emergency numbers e.g. police 10111. - Create own dictionary. Group guided reading: - Link Written activity to GGR story	- Draw pictures to convey a message with simple captions – my body parts. - Write words with sounds taught and draw pictures. - Write own news sentence and draw a picture. - Compile word lists according to instructions. - Use phonic knowledge to write sentences. - Use learners' names or action words so that learners can write their own sentences and illustrate it. - Create own dictionary. Group guided reading: - Link Written activity to GGR story
	Shared writing	Shared writing	Shared writing	Shared writing	Shared writing
	Contribute ideas to the writing of a class story. - The learners help the teacher to write a story on: "Who is in my family?" - Some learners can illustrate the story. - Put the story up in the class for learners to read. - Draw pictures to convey a message with simple captions- caring about my family. - Write words with sounds taught and draw a picture next to the word. - Write own news sentence. - Compile word lists according to instructions	Contribute ideas to the writing of a class story. - Write caption/ short sentence and illustrate for reading corner – Learners draw their family and write under scripts.	Contribute ideas to the writing of a class story. - The learners help the teacher to compile a list of safety rules. - Some learners can illustrate the story. - Put the story up in the class for learners to read. - Write caption/ short sentence and illustrate for reading corner. - The teacher model's phonic knowledge to write sentences.	Contribute ideas to the writing of a class story. - The learners help the teacher to compile a list of safety rules when home alone. - Some learners can illustrate the story. - Put the story up in the class for learners to read. - Write caption/ short sentence and illustrate for reading corner. - The teacher model's phonic knowledge to write sentences.	Contribute ideas to the writing of a class story. - The learners help the teacher to compile a list of what my body can do. - Some learners can illustrate the story. - Put the story up in the class for learners to read. - Write caption/ short sentence and illustrate for reading corner. - The teacher model's phonic knowledge to write sentences.

WRITING: 20 MIN X 3 DAYS A WEEK					
	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	My body		Keeping my body safe		
Writing: W:20%	• Draw pictures to convey a message with simple captions – senses. • Write words with sounds taught. • Write own news sentence and draw a picture. • Use phonic knowledge to write sentences. • Use learners' names or action words so that learners can write their own sentences and illustrate it. Group guided reading: • Link Written activity to GGR story	• Draw pictures to convey a message with simple captions - My body is special. • Write words with sounds taught. • Write own news sentence. • Compile word lists according to instructions. • Use phonic knowledge to write sentences. • Use learners' names or action words so that learners can write their own sentences and illustrate it. Group guided reading: • Link Written activity to GGR story	• Draw pictures to convey a message with simple captions- keeping my body healthy. • Write words with sounds taught. • Write own news sentence. • Compile word lists according to instructions. • Create own dictionary. Group guided reading: • Link Written activity to GGR story	• Draw pictures to convey a message with simple captions– yes/no feeling. • Write words with sounds taught. • Write own news sentence. • Compile word lists according to instructions. • Use phonic knowledge to write sentences. • Use phonic knowledge to write sentences. • Use learners' names or action words so that learners can write their own sentences and illustrate it. • Create own dictionary. Group guided reading: • Link Written activity to GGR story.	• Draw pictures to convey a message with simple captions- purify water. • Write words with learned sounds. • Write own news sentence. • Compile word lists according to instructions. • Write caption/ short sentence and illustrate for reading corner. • Use phonic knowledge to write sentences. • Create own dictionary. • Group guided reading: • Link Written activity to GGR story.
	Shared writing Contribute ideas to the writing of a class story. • Write caption/ short sentence and illustrate for reading corner. • Compile word lists according to instructions – what senses can do. • The teacher model's phonic knowledge to write sentences.	Shared writing Contribute ideas to the writing of a class story. • The learners help the teacher to compile a list of bones in the body. • Some learners can illustrate the story. • Put the story up in the class for learners to read. • The teacher model's phonic knowledge to write sentences.	Shared writing Contribute ideas to the writing of a class story. • The learners help the teacher to write a story on how to keep our bodies healthy. • Some learners can illustrate the story. • Put the story up in the class for learners to read. • Write caption/ short sentence and illustrate for reading corner. • The teacher model's phonic knowledge to write sentences.	Shared writing Contribute ideas to the writing of a class story. • Write caption/ short sentence and illustrate for reading corner – express feelings e.g. Mommy give me a hug; Teacher give me a high five for work well done. • The teacher model's phonic knowledge to write sentences.	Shared writing Contribute ideas to the writing of a class story. • Contribute ideas to the writing of a class story (We purify water). • The teacher model's phonic knowledge to write sentences.

HANDWRITING: 15 MIN X 4 DAYS A WEEK

W:10% Handwriting: Handwriting is separate from phonics thereof the order is different. The emphasis should be on: - The handling of material - Muscular development and co-ordination - Eye-hand co-ordination - Letter-formation - Patterns When making the wave pattern letters: start from 2 o'clock and move in an anti-clockwise direction.	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
	- Move fingers like a spider on the table. - Tight fist and release - Type on the table. - Tearing and pasting	- Play pretend piano with fingers. - Draw lines from top to bottom of table with finger. - Make a big circle with hands and swop, one hand is behind the back. - Picking apples focusing on midline crossing	- Palms and fingers together and bent and straighten fingers. - Draw lines from left to right on paper or with a finger. - Sit on the chair and cross midline with elbows on knees. - Crumple paper with one hand and rotate.	- Pull and crumble a single piece of paper with a flat hand and forearm on the table. - Catch crumbled paper with one hand and alternate. - Stand behind, next to, in front, etc on the chair. - Superman position on all fours.	- Pull and crumble a single piece of paper with a flat hand and forearm on the table. - Catch eraser with one hand and alternate. - Picking apples focusing on midline crossing.
	Patterns:	Patterns:	Patterns:	Patterns:	Patterns:
					
	Letter:	Letter:	Letter:	Letter:	Letter:
	j	i, l, t	Focus on pattern	c, o	a, d
	Numbers:	Numbers	Numbers	Numbers	Numbers
	1-6	7	8	9	1-9
	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
	- Make raindrops with fingers. - Climbing up with hands – open and close hands. - Learners follow the teacher-Simon says. - Sit on the chair and cross midline with elbows on knees.	- Play pretend piano with fingers. - Break up and put unifix/Lego together. - Superman position on all fours.	- Palms and fingers together and individually tap fingers against one-another three times and move on. - Make shapes with fingers. - Make a big circle motion with two fists together.	- Make fist and open and close. - Dot to dot activities. - Clapping games. - Jumping on one leg.	Pick favourites and revise.
	Patterns:	Patterns:	Patterns:	Patterns:	Patterns:
					Revise all
	Letter:	Letter:	Letter:	Letter:	Letter:
	g, q	s, e	f, k,	x, z	
	Capital letters	Capital letters	Capital letters	Capital letters	Numbers and capital letters:
	I	L	H	E	Revise all

Addendum: Group Guided Reading Pathway

Stage	Focus	Activities	Reading Tools	Homework
1. Group 1 Sounds (s, a, t, i, p, n)	✓ Identifying and building 2-letter and 3-letter words using letter sound cards .	✓ Manipulate words (e.g., <i>sip</i> → <i>tip</i> by changing the first letter). ✓ Learners point to each letter, sound it out, and blend. ✓ Learners write the words. ✓ Flash the word, then write the word. ✓ Orally use the word in a sentence to create meaning.	✓ Letter sound cards lots of blending and segmenting practice. s a t p i n ✓ Writing boards or mat books	✓ Individual letter sound cards (to flash at home and build words). ✓ Library book (for enjoyment and vocabulary building). Homework ideas: Word chains: Sample Word Chain: ✓ 2-Letter Words ✓ at → it → in → an → as ✓ is → it → in → id ✓ sat – /s/ /a/ /t/ ✓ sit – Change the a to i ✓ sip – Change the t to p ✓ tip – Change the s to t ✓ tap – Change the i to a ✓ pat – Rearrange letters ✓ pan – Change the t to n ✓ pin – Change the a to i
2. Read phrases with Group 1 & 2 words and tricky words (l, the, a)	✓ Reading simple decodable phrases with Groups 1 and 2 letter sounds and tricky words .	Word work: ✓ Flashing of letter sounds (revision) ✓ Building words- point, sound out and blend words ✓ Manipulation activities ✓ Step 2: Guided oral reading of (phrases) ✓ Step 3: Questions for comprehension (1-2) Comprehension-oral questions Who is in the story? (cat, hen then rat) What do cat and hen do together? (rest) What did cat do to hen? (hit hen) How did hen feel? (sad)	✓ Decodable phrases ✓ Flashcards letter sounds and tricky words Read phrases one by one Then read it as a whole story cat and hen rest cat hit hen hen is sad hen pecks cat hen hid in a nest a cat ran in a sack rat is in a sack cat and rat scrap	✓ Individual letter sound cards (revision). ✓ Individual flashcards of tricky words taught. ✓ Phrase cards (focused on for the week). Homework ideas: Sample Word Chain: Word Chains (Change One Sound at a Time) 3-Letter Words (CVC) ✓ sat → pat → pit → pin → pan → man → mat → cat → rat ✓ sip → tip → tap → tan → tin → kin → kit → hit ✓ cap → cat → rat → ram → ham → him → dim → dip ✓ sad → mad → mat → pat → pit → sit → sip 4-Letter Words (Blends & Digraphs Introduced Later) ✓ sand → hand → band → bend ✓ camp → ramp → damp → lamp ✓ pink → sink → kink → link
3. Group 1, 2 & 3 Sounds (+ g, o, u, l, f, b) + First set of tricky words	✓ Reading simple decodable sentences. ✓ Building fluency with reading cards.	✓ Introduce Jolly Phonics Reading Cards (Groups 1 and 2 Set 1-4). ✓ Alternate between Jolly Phonics Reading Cards (Group 2 letter sounds) with Orange Readers ✓ <i>Reading cards promote fluency if more reading practice is required</i>	Reading cards + Orange Readers of (Group 1 & 2 sounds). ✓ Letter sound cards with target sounds ✓ Flashcards with tricky words ✓ Flashcards with new words	✓ Letter sound flashcards (for practice). ✓ Tricky word flashcards (revision). ✓ Reading cards (decodable practice). ✓ Additional storybook (for enjoyment and additional reading practice). ✓ Additional storybook (for vocabulary building and comprehension).
4. Group 1, 2, 3 & 4 Sounds + First tricky words set	✓ Reading longer decodable texts with tricky words. ✓ Expanding accuracy and rate and expression fluency.	✓ Alternate between Jolly Phonics Reading Cards (Group 3 letter sounds) with Orange Readers (Group 3). ✓ Reading cards promote fluency if more reading practice is required.	✓ Reading cards + Orange of Readers (Group 3 sounds). ✓ Letter sound cards with target sounds ✓ Flashcards with tricky words ✓ Flashcards with new words	✓ Letter sound flashcards (revision). Tricky word flashcards (revision). ✓ Reading cards (decodable practice). Word Chains (Change One Sound at a Time): ✓ Words with Digraphs (Group 4 Introduced) ✓ rain → pain → main → gain → sail → mail → tail ✓ coat → boat → moat → float → bloat ✓ see → bee → tee → tree → free ✓ for → nor → sore → more → core ✓ pie → tie → lie → die

				✓ Additional storybook (for vocabulary building and comprehension).
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