

LISTENING AND SPEAKING: 15 MIN X 5 DAYS A WEEK & PHAST 5 MIN PER DAY					
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	Me			At school	
Listening: Appropriate listening behaviour: - Listen without interrupting - Makes eye contact with speaker - Sits still and faces the speaker - Keeps hands and feet still - Responds appropriate when spoken too - Asking questions if something is unclear - Nodding or smiling to show understanding	- Teach appropriate listening behaviour - Listen to instructions (classroom routine) and responds appropriately	- Teach appropriate listening behaviour - Listen for enjoyment - Listen to instructions (classroom routine) and responds appropriately - PHAST (15 minutes)	- Teach appropriate listening behaviour - Listen for enjoyment - PHAST (15 minutes)	- Teach appropriate listening behaviour - Listens to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme - Listen to instructions and stories and responds appropriately - PHAST (15 minutes)	- Teach appropriate listening behaviour - Listens to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme - Listen to instructions and stories and responds appropriately - PHAST (10 minutes)
Speaking The teacher teaches 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. - 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 joins in the choruses of songs, stories, rhymes (focus on rhyming activities).	- Talks about personal experiences: tells news, describes weather news, other topical events etc. - Answers questions such as questions related to personal details.	- Sing songs with movement - Talks about personal experiences and answers questions related to personal details. - PHAST(15 minutes)	- Sing songs with movements - Talks about personal experiences and answers questions related to personal details. - PHAST (15 minutes)	- Sing songs with movement - Talks about personal experiences and answers questions related to personal details. - PHAST (15 minutes)	- Talks about personal experiences and answers questions related to personal details. - PHAST (10 minutes)
	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Healthy habits		Weather		
Listening - Teachers should consistently remind the learners of appropriate listening behaviour - PHAST: START WITH 15 MINUTES AND DECREASE THE TIME AS LEARNERS BECOME FAMILIAR WITH PHAST.	- Learners demonstrate appropriate listening behaviour, show respect and take turns - PHAST	- Learners demonstrate appropriate listening behaviour, show respect and take turns - PHAST	- Learners demonstrate appropriate listening behaviour, show respect and take turns - PHAST	- Learners demonstrate appropriate listening behaviour, show respect and take turns - PHAST	- Learners demonstrate appropriate listening behaviour, show respect and take turns - PHAST
Speaking - 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.	- Sequences pictures of a story into its logical order and retell the story - Discuss pictures on posters, theme charts, books, etc - PHAST	- Arrange pictures in logical sequence and discuss - Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. - PHAST	- Sing songs with movements - Sequences pictures of a story into its logical order and retell the story - Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. - PHAST	- Sing songs with movements - Discuss how you feel on a hot summer's day - Arrange pictures in logical sequence and discuss - Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. - PHAST	- Talks about personal experiences tells news, describes weather news, other topical events etc. - Arrange pictures in logical sequence and discuss - Classify objects by using the correct vocabulary - PHAST

PHONICS: 20 MIN X 5 DAYS A WEEK										
	Week 1		Week 2		Week 3		Week 4		Week 5	
Phonics Week 1-5: Jolly phonics 8 step lesson is 30 minutes Week 6-10 Jolly phonics 8 step lesson is 20 minutes <u>8 STEPS FOR JOLLY PHONICS LESSON</u> 1. Story 2. Action 3. Flashcard 4. Formation 5. Blending 6. Sounding 7. Dictation 8. Jolly phonics song <u>REFER TO PHAST: FOR START OF THE LESSON</u> 5 Steps to word building 1. Say it 2. Break it up 3. Build it 4. Sound it 5. Blend it New sound: Monday, Tuesday and Wednesday Revision: Thursday and Friday <i>Remember to work on your classes pace and level.</i> Word building: These words are examples, there are words on the Jolly Phonics Word list. Tricky Words: Learners map the tricky parts with the heart. Daily dictation exercises [4 sounds, 2 words] inform your teaching. Are the children coping? What do I need to do more of and with which group of children? Do weekly phonic tests of the sounds, words, phrases, and sentences you taught during the week. Use your lapbook to keep track of learners’ progress.	Revision and consolidation – bridge the gap		New sound		New sound		New sound		New sound	
			• s • a • t		• i • p • n		• c • k • ck		• e • h • r	
			Revision		Revision		Revision		Revision	
			• s	• a	• s • a • t	• i • p	• s • a • t	• i • p • n	• a • t • i	• p • n • ck
			Word building		Word building		Word building		Word building	
	<u>VC</u> • as • at		<u>CVC</u> • sat	<u>VC</u> • it • is • in	<u>CVC</u> • pip • pat • tan • nap • pan • tap • sip • tin • tip • sit • nip	<u>VC</u> • in	<u>CVC</u> • cat • can • cap • pick • pack • sick • neck	<u>CVC</u> • pet • set • net • hen • rig	<u>CVCC</u> • sent • rent • hint • rant • pant • honk • caps • cats • necks • hens • pens • pets	
				<u>VCC</u> • its		<u>VCC</u> • ant • apt • its	<u>CVCC</u> • cats • cans • packs • picks • pans			
	Week 6		Week 7		Week 8		Week 9		Week 10	
	New sound		New sound		New sound		New sound		Revise building, reading, and writing of words with the sounds above. Use these words along with tricky words to write and read phrases. Children must read their writing: (words and phrases) <u>End of term</u> • Phonemic awareness: can hear beginning, middle, and end sounds fluently • Identify all sounds of groups 1 and 2 and a few of group 3 sounds accurately • Blending and segmenting CVC (pot) words • Can read the first 5 tricky words • Able to read simple phrases • Write groups 1 and 2 letter sounds accurately • Write 2-letter and 3-letter words accurately • Able to write and read the first 3 tricky words	
	REVISION: PITSTOP		• m • d • g		• o • u • l		• f • b			
Revision		Revision		Revision		Revision				
Blends: ccvc introduction and revision		• t • i • p	• ck • e • r	• m • d • ck	• e • h • g • i	• o • l • p	• h • i • d			
Word building		Word building: ccvcc		Word building		Word building				
<u>CCVC</u> • spit • spat • span • snap • snip • snack • stack • stick • track • prick • crack • trip • trap		<u>CVCC</u> • pant • junk • tank • sank • pats • cats • taps • pips • hips	<u>CVC</u> • mad • sad • gas • rag • man • dip • ham	<u>CCVC</u> • grin • drip • brag	<u>CVC</u> • pot • cot • log • hop • lad • nut • hum • lip • sum • sun	<u>CVCC</u> • mend • ducks • hugs • pink	<u>CCVC</u> • sniff • cliff • black • plum • spin • spun • stop • crab • drop	<u>CVCC</u> • bump • hump • lump • jump • pump • damp • dump		
			<u>CCCVC</u> • stamp • tracks • cramp • tricks • tracks • spans • spank		<u>CVCC</u> • damp • ramp • hemp • samp • pens		<u>CCVC</u> • clip • clap • trod • trot • drum • drip		<u>CCVCC</u> • stand • claps • clucks • clocks • flips • flaps • slump	<u>CVC</u> • fun • bug • log • jog • bad • tag • fig • hiss
Tricky words		Tricky words		Tricky words		Tricky words				
• l • the • a		• to • do		• he • she • be		• we • me		• was • to • do		

SHARED READING: 15 MIN X 5 DAYS A WEEK					
Reading Introduction of book: - Book care and correct handling of a book - Discuss concept of book - cover, front, back, title - The concept of text- word, letter, names of letters - Draw attention to the different sizes of letters (capital letters) and full stops - Teaching with Shared Reading of a Big Book and enlarged text as a whole class with teacher <u>During picture walk:</u> - Learners make use of their imagination and use cues from pictures to make up their own stories - Use pictures to predict what story is about - Use pictures to create own story - Use clues and pictures for understanding <u>Comprehension strategies:</u> - Ask questions about story These would be your steps: <u>First Read:</u> Prediction skills Discuss features of text Introduce new vocabulary Comprehension questions Model fluency <u>Second Read:</u> Re-read text, learners join Model fluency Revise vocabulary Model target strategy <u>Third Read:</u> Re-read text with learners Model fluency Revise vocabulary Language focus Model target strategy	Week 1	Week 2	Week 3	Week 4	Week 5
	Me			At school	
	Emergent reading skills: • Recognise own name and that of at least 10 other classmates • Hold the book the right way and turn the pages correctly • Predict the story by making use of the pictures and then read the story to learners	Emergent reading skills: • Recognise own name and that of at least 10 other classmates • Hold the book the right way and turn the pages correctly • Discuss how to handle a book and the care of a book • Predict the story by making use of the pictures and then read the story to learners • Interpret pictures to create own story: “read” the pictures	Emergent reading skills: • Recognise own name and that of at least 10 other classmates • Hold the book the right way and turn the pages correctly • Discuss how to handle a book and the care of a book • Discuss concept of book - cover, front, back, title • Predict the story by making use of the pictures and then read the story to learners • Interpret pictures to create own story: “read” the pictures	Emergent reading skills: • Recognise own name and that of at least 10 other classmates • Hold the book the right way and turn the pages correctly • Discuss how to handle a book and the care of a book • Discuss concept of book - cover, front, back, title • Predict the story by making use of the pictures and then read the story to learners • Interpret pictures to create own story: “read” the pictures.	Emergent reading skills: Vocabulary building: • Repeat the story several times so that the learner is acquainted with the vocabulary in the story • Label objects in class and read it for example door, window, board, etc. Make use of visual cues: • Reflect on the end of the story and discuss what could have happened or an alternative ending. • Make use of pictures to sequence the story and discuss how each picture influences the next picture
	Week 6	Week 7	Week 8	Week 9	Week 10
	Healthy habits		Weather		
	Emergent reading skills: Vocabulary building: • Repeat the story several times so that the learner is acquainted with the vocabulary in the story • Label objects in class and read it for example door, window, board, etc. Make use of visual cues: • Reflect on the end of the story and discuss what could have happened or an alternative ending. • Make use of pictures to sequence the story and discuss how each picture influences the next picture	Emergent reading skills: Vocabulary building: • Collect and read brands of products and other prints or texts in their known environment • Recognise all learners’ names in the classroom Make use of visual cues: • Reflect on the end of the story and discuss what could have happened or an alternative ending. Build basic understanding: • Build understanding by asking questions on the story and learners must answer back in full sentences.	Emergent reading skills: Vocabulary building: • Collect and read brands of products and other prints or texts in their known environment • Recognise all learners’ names in the classroom Make use of visual cues: • Reflect on the end of the story and discuss what could have happened or an alternative ending. Build basic understanding: • Build understanding by asking questions on the story and learners must answer back in full sentences.	Emergent reading skills: Vocabulary building: • Collect and read brands of products and other prints or texts in their known environment • Recognise all learners’ names in the classroom • Interpret pictures to create own story and “read” the pictures.	Emergent reading skills: Vocabulary building: • Collect and read brands of products and other prints or texts in their known environment • Recognise all learners’ names in the classroom • Interpret pictures to create own story and “read” the pictures.

GROUP GUIDED READING					
	Week 1	Week 2	Week 3	Week 4	Week 5
For term 1 Group Guided Reading is only focused on Word Work. 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 learnt. Word work: • Letter sounds ID • Count the sounds in a word? • Can the hear the middle/end/ beginning sound? • Manipulation of focus sound to form new word • Segmenting • Blending Advance to the next blending formation (vc, cvc, vcc, ccvc, cvcc, ccvcc)as learner masters the previous. • Map tricky words	Establish routine, structure and complete practical perceptual skills for 20 minutes	Establish routine, structure and complete practical perceptual skills for 20 minutes	Establish routine, structure and complete practical perceptual skills for 20 minutes	1x group PER day for 20 minutes: focus on word work only	2x group PER day for 30 minutes: focus on word work only
	Week 6	Week 7	Week 8	Week 9	Week 10
	2x group PER day for 30 minutes: focus on word work only	2x group PER day for 30 minutes: focus on word work only	2x group PER day for 30 minutes: focus on word work only	2x group PER day for 30 minutes: focus on word work only	2x group PER day for 30 minutes: focus on word work only
	Dictation and phrases	Dictation and phrases	Dictation, phrases and sentences	Dictation and sentence	Dictation and sentence
	• hen in a can • pat the pip • the cat and a hen • a big sick red pet	• a sick cat • a pet grins • the bent tin in a tank • mad at a hen • pens in a cap	• ten red bags • sit on the pip • stamp on a pot • a sad damp rag	• cat in a net • ten black ants • fun in the sun • a set of drums on a log • a bug with a hump	• a hen on a drum • a rag in a pan • stamp in a camp • run to the bin

WRITING: 20 MIN X 3 DAYS A WEEK						
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	
THEME	Me			At school		
Writing:		• Draw pictures to convey a message.	• Draw pictures to convey a message. • Copy captions and sentence	• Draw pictures to convey a message. • Copy captions and sentence	• Draw pictures to convey a message and with the teachers help copies a simple captions • Adds copied caption to pictures and sentence • Write words with sounds taught	
	Shared writing	Shared writing	Shared writing	Shared writing	Shared writing	
			Contribute ideas to the writing of a class story. • Class newsletter that the teacher writes- learners can contribute ideas to the write a class story.	Contribute ideas to the writing of a class story. • Class newsletter that the teacher writes- learners can contribute ideas to the write a class story.	Contribute ideas to the writing of a class story. • Class newsletter that the teacher writes- learners can contribute ideas to the write a class story.	Contribute ideas to the writing of a class story. • Class newsletter that the teacher writes- learners can contribute ideas to the write a class story.
	Week 6	Week 7	Week 8	Week 9	Week 10	
THEME	Healthy habits			Weather		
Writing:	• Draw pictures to convey a message and with the teachers help copies a simple caption • Write words with sounds taught • Copy sentences and captions from the orange readers	• Draw pictures to convey a message and with the teachers help copies a simple caption • Write words with sounds taught • Copy sentences and captions from the orange readers	• Draw pictures to convey a message and with the teachers help copies a simple caption • Write words with sounds taught • Copy sentences and captions from the orange readers	• Draw pictures to convey a message and writes a simple caption using sounds taught. • Write words with sounds taught • Copy sentences and captions from the orange readers	• Draw pictures to convey a message and writes a simple caption using sounds taught. • Write words with sounds taught • Copy sentences and captions from the orange readers	
	Shared writing	Shared writing	Shared writing	Shared writing	Shared writing	
		The learners help the teacher to write a class story for the reading corner.	• The learners help the teacher to write a class story for the reading corner.	• The learners help the teacher to write a class story for the reading corner.	The learners help the teacher to write a class story for the reading corner.	The learners help the teacher to write a class story for the reading corner.

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: correct pencil grip - 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
	• Focus on discovering left and right-handed learners • Discovering automatics pencil grips • Allow learners to play with playdough	• With playdough make a snake or small balls • Correct handling of scissor- cut straight lines and zigzag lines • Tearing of paper • Teacher gives instruction and learners follow: put left/right hand up or foot • Throw bean bag and catch • Pick apples crossing the midline	• With playdough make a snake or small balls • Correct handling of scissor- cut straight lines and zigzag lines • Pretend hands are an insect and crawl up and down arm • Stretch fingers with an elastic • Tearing of paper • Teacher draws an eight and learners follow with their eyes • Kill mosquitos crossing the midline	• Type with fingers on the table • Teacher draws a line from left to right and learners follow the line with their eyes • Teacher puts up left or right hand/ foot and learners follow • Pretend to be a monkey climbing up the vines • Follow teacher with eyes and not moving head • Stretch fingers with an elastics • Stand on one leg and tough the opposite leg	• Pick leaves with fingers • Teacher draws a line from left to right and learners follow the line with their eyes • Learners spread their fingers and crunch their fingers up • Teacher puts up left or right hand/ foot and learners follow • Learners make a tight fist and relax • Follow teacher with eyes and not moving head
	Patterns:	Patterns:	Patterns:	Patterns:	Patterns:
					
	Letter:	Letter:	Letter:	Letter:	Letter:
		Focus on pattern	w, v	Focus on pattern	m, n
	Numbers:	Numbers	Numbers	Numbers	Numbers
		1	2	3	4
	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
	• Pretend to be a monkey climbing up the vines • Teacher draws two shapes next to one another and learner's copy • Pretend to be raining with fingers • Strech the fingers • Teacher draws an eight and learners follow with their eyes- head must not move • Pretend hands are an insect and crawl up and down arm • Cross the midline by massaging opposite knee with opposite elbow	• Spider push ups with fingers • Teacher draws circle (anticlockwise starting a position of c) and learners copy in the air • Stretch fingers with an elastic • Follow teacher with eyes and not moving head • Type with fingers on the table • Pick up items crossing the midline • Learners make a tight fist and relax	• Pretend hands are an insect and crawl up and down arm • Correct handling of scissor- cut from top to bottom and bottom to top • Pick leaves with fingers • Cross midline by touching the opposite foot • Teacher moves hand and learners follow with their eyes • Type with fingers on the table • Teacher draws an eight and learners follow with their eyes- head must not move	• Correct handling of scissor- cut circles • Spider push ups with fingers • Teacher puts up left or right hand/ foot and learners follow • Type with fingers on the table • Clockwise and anticlockwise: follow with their eyes • Learners make a tight fist and relax • Teacher draws an eight and learners follow with their eyes- head must not move	Pick favourites and revise.
	Patterns:	Patterns:	Patterns:	Patterns:	Patterns:
					Revise all
	Letter:	Letter:	Letter:	Letter:	Letter:
	r, h	b, p	Focus on pattern	u, y	Revise all
	Numbers:	Numbers:	Numbers:	Numbers:	Numbers:
	Revise all	8	9	1, 2, 3, 4, 5, 6, 7, 8, 9	Revise all