SUGGESTED PLANNING of TEACHING and ASSESSMENT

Grade 2 HL

LISTENING AND SPEAKING: 15 MIN X 5 DAYS A WEEK					
Term 1	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**
THEME	**Revision**	**Myself and others**		**Everyone is special**	
Listening	• Listens without interrupting showing respect for the speaker • Listens for the details in stories and answers open-ended questions	• Listens without interrupting showing respect for the speaker • Listens for the details in stories and answers open-ended questions	• Listens without interrupting showing respect for the speaker • Listens for the details in stories and answers open-ended questions	• Listens without interrupting taking turns to speak and asking questions for clarification • Listens to stories and expresses feelings about the story	• Listens without interrupting taking turns to speak and asking questions for clarification • Listens to stories and expresses feelings about the story
Speaking	• Talks about personal experiences such as tells news using the correct sequence • Talk about holiday: What did you enjoy? Where di you go? What did you do? • Talk about expectations for the year ahead: classroom rules, what they look forward to learning, etc. • Says poems and rhymes and does the actions	• Talks about personal experiences such as tells news using the correct sequence • Talk about myself: What makes me special? What do I like or dislike? What am I good at or not so good at? • Learners discuss their friends: how many friends do I have? How do I know they are a good friend? • Suggest solutions to problems: How must I act on bullying?	• Talks about personal experiences such as tells news using the correct sequence • Role play: Plan a role play with a friend on a child being bullied, demonstrating a solution to prevent bullying. • Suggest solutions to problems: What do good friends do? How can you help someone to be a good friend?	• Talks about personal experiences and feelings such as tells news • Talk about differences: Do you see that everyone is different? Do you see that we all are also same in certain areas? Discuss how are we the same? • Use words in context e.g. emotion words: Look at the pictures and discuss how the children are the same/ different	• Talks about personal experiences and feelings such as tells news • Talk about feelings: How do you feel when something good happens to you? How do you feel when something bad happens to you? • Suggest solutions to problems: How must I act when I am sad? How must I act when I am happy?
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**
THEME	**Everyone is special**	**What do we need to live?**		**Healthy living**	
Listening	• 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 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 without interrupting taking turns to speak and asking questions for clarification • Listens to stories and expresses feelings about the story	• 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	• Talks about personal experiences and feelings such as tells news • Tell a story with a beginning, middle and end: My special friend- learners with barriers • Take part in discussions, answers questions and suggest ideas.	• Talks about personal experiences and feelings such as tells news • Talk about what we need to live: Fresh air, water, healthy food, exercise, sleep, sunlight. • Participate in a discussion, ask and answer questions and suggest ideas: Where do we get water from? What do we use water for?	• Talks about personal experiences and feelings such as tells news • Participate in a discussion, ask and answer questions and suggest ideas: Water is a precious resource, how can we save water?	• Talks about personal experiences and feelings such as tells news • Talk about healthy living: What does it mean to live a healthy life? What can I do to live a healthy life?	• Talks about personal experiences and feelings such as tells news • Tell a story with a beginning, middle and end: Unhealthy living – Ben stays ill • Take part in discussions, ask and answer questions and suggest ideas: Practical ideas to live a healthy life

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? **Language Thursday** Teach and practice new language concept on a Thursday each week during the Phonics period.	Revision and consolidation – bridge the gap BASELINE: Jolly Phonics Workbook page 1 to 2	**Focus revision sound**	**Focus revision sound**	**Focus revision sound**	**Focus revision sound**
		Single sounds: • s • a • t • p • i • n • d • c/k/ck • e • h • r • m • d • g • o • u • l • f • b • z • w • v • j • y • x	**Vowel digraphs, Long and short vowels:** • a • e • i • o • u • ai • oa • ie • ee • or • ou • oi • ue • er • ar	**Consonant digraphs Blends** • ch • sh • th • *th* • ng • qu • oo • *oo*	**<y> as /ee/** Letter Y makes an ee sound at the end of a 2/more syllable word. https://youtu.be/Crc8zR3xiU8?si=agzS_RZbvgVedqMG **Alternative(ck) /k/c/** Many words spell /k/ using k before e, i, or y and /c/ before an a, o, u, or before a consonant. https://bit.ly/ckspellingrule <ck> is used only after a short vowel.
		Word building • pants • span • spot • snips • spins • spans • insist • assist • insists • duck • tent • tank • mend • left • dust • glob • blot • plod • black • clock	**Word building** • napkin • remain • obtain • object • raincoats • magpie • disagree • canteen • popcorn • sportsman • pigtail • asleep • quicksand • shouting • aloud • couch • amount • topsoil • toilet • cruel • untrue • blister • shudder	**Word building** • gran • chipmunk • mushroom • within • pathetic • shopping • eggshell • toothbrush • stinking • feeling • toadstool • scrapbook • cloakroom • footsteps	**Word building** • mummy • funny • silly • granny • unhappy • stuffy • grumpy • grubby • very • family • body • happy • sunny • furry • crunchy • kick • jacket • bricks • stock • socks • lock • ducks • pocket
		Tricky words **Group 1:** • was • all • I • to • do • are • he • me • be • we • she • the	**Tricky words** **Group 2:** • there • they • here • said • some • come • you • your • my • go • no • so • could	**Tricky words** **Group 3:** • one • only • by • old • like • have • live • give • little • down • what • when	**Tricky words** **Group 4:** • why • where • who • which • any • many • more • before • other • were • because • want
		Jolly Phonics Workbook 2 Activities Pages 3 to 5	**Jolly Phonics Workbook 2 Activities** Pages 6 to 7 and 11	**Jolly Phonics Workbook 2 Activities** Pages 8 to 10	**Jolly Phonics Workbook 2 Activities** Pages 13 to 14
	Revise and consolidate	**Capital Letters** S, A, T, P	**Capital Letters** I, N, C, K	**Capital Letters** E, H, R, M	**Capital Letters** W, D, G, O
		Dictation of Sentences • We spin the top. • I snip the pants. • She assists Pat. • The red spots are in the pan. • She tricks him. • The tent has some spots. • The insect said no. • Your snacks are in here. • Give Ken a hug. • The dustbin has crisps.	**Dictation of Phrases and Sentences** • a little popcorn • magpies on the tree • many raincoats • Why are the pigs asleep? • Which objects remain? • cobwebs in the rain • footsteps on the train • sleep on a bed • Do sportsmen feel sad? • Plan your week well. • We feel cross when we disagree.	**Dictation of Phrases and Sentences** • chips for lunch • shopping for sweets • two pigtails • eggshells in a pan • an umbrella in the storm • The insect went into the paint. • That is their cloakroom. • Father slept on the couch.	**Dictation of Sentences** • The grumpy granny swims before the weekend. • She had a black brick in her jacket. • Six ducks swim in the pond. • A blond duck runs in the sand. • Where can I find quicksand?
		Language Thursday	**Language Thursday**	**Language Thursday**	**Language Thursday**

	Capital letters and full stops Develop children's understanding of sentences. Adding capital letters and full stops.	**Common nouns** Develop children's understanding of common nouns: Naming words for things or objects that are more than one.	**Proper nouns** Develop children's understanding of Proper nouns: which are the names given to particular people and places.	**Adjectives** Develop children's understanding of Adjectives: Words that describe a noun.
Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Focus revision sound	**Focus revision sound**	**Focus revision sound**	**Focus revision sound**	**Focus revision sound**
Hop over-(e) a-e, o-e, e-e, u-e, i-e http://bit.ly/401EIUZ "Magic e" changes the previous vowel sound from its short form to its long form- at to ate. tap to tape. The 'magic' can only hop back over one consonant. Build vowel hand. 	**Double consonant letters** /ll/ss/ff/zz When two consonants are making the same sound and next to each other, you only say the sound once.	**<ay> as /ai/, <a-e>** Toughie /y/ and Shy /i/ http://bit.ly/3C1MEH /ai/ is usually found in the middle of a word whereas <ay> is often found at the end. /i/ is shy so that is why you will not find /ai/ at the end of a word.	**Consolidate long and short vowels** Build the vowel hand: Show the link between short and long vowels. 	**Word building: initial and final blends** initial blends R blends L blends S blends final blends
Word building • ate • ride • blade • ripe • game • hide • made • dive • hate • slime • mane • Eve • hope • theme • note • bedtime • poke • tube • globe • cute • sole • mute • amaze • rule	**Word building** • doll • egg • huff • toffee • bell • rabbit • dill • mitten • bless • bunny • dress • happy • mull • buzzing • gull • button • summer • jazz • parrot • bill • kitten	**Word building** • day • grain • hay • sprain • way • paintbrush • sway • playdate • spray • Kate • tray • cake • subway • bake • paint • flake • snail • Jake • obtain • place • contain • cave	**Word building** • cot- coat • sun- blue • rod- road • bed- seed • tap- train • fed- feed • bat- bait • pin- pie • cub- cue • win- tie	**Word building** • tree • storm • free • stop • frog • smart • drip • snail • drop • sweet • grab • milk • green • silk • broom • tent • crab • went • blue • tank • clock • wink • flap • hand • glad • sand
Tricky words Revise group 1 to 4	**Tricky words** **Group 5:** • was • two • put • four • their • should • saw • would • right • could • made • goes • does	**Tricky words** **Group 6:** • once • cover • upon • after • also • every • of • father • eight • always • love • mother	**Tricky words** Revise group 4 to 6	**Tricky words** Revise Tricky Words taught during the term
Jolly Phonics Workbook 2 Activities Pages 15 to 16	**Jolly Phonics Workbook 2 Activities** Page 17	**Jolly Phonics Workbook 2 Activities** Page 18	**Jolly Phonics Workbook 2 Activities**	**Jolly Phonics Workbook 2 Activities** Page 12
Capital Letters L, F, B, J	**Capital Letters** Z, V, Y, X	**Capital Letters** Revise capital letters taught this term	**Capital Letters** Revise capital letters taught this term	**Capital Letters** Revise capital letters taught this term
Dictation of Sentences • He found a spooky note in the maze. • Where did he find the note? • They had a potluck dinner. • They licked the dishes. • When will we go home? • I like to dive under my pillows at night. • Cute Eve took a ride with a tube of slime in her pocket. • Where did the mule get slime?	**Dictation of Sentences** • Four toads float in a little boat. • There are many gulls in summer. • Which dolls have blue legs? • Once I saw eight yellow parrots.	**Dictation of Sentences** • I painted the subway during the day. • I used the paint Eve gave me. • The little snail glides in the hay and left a slimy trail. • Once upon a time she got a pail of clay. • Jake and Kate were at the lake till late. • There was a flake in the big cake.	**Dictation of Sentences** • Revision	**Dictation of Sentences** • Revision
Language Thursday	**Language Thursday**	**Language Thursday**	**Language Thursday**	**Language Thursday**
Alphabetical order/ Dictionary work The children need to be familiar with each letter position in the alphabet and dictionary.	**Alphabetical order/ Dictionary work** Develop children's knowledge of the alphabet and how to use a dictionary.	**Initial blends (Phonics)** Develop children's awareness of initial consonant blends. Read and write words more easily by blending it together.	**Final blends (Phonics)** Consonant blends are two or more consonants that are snapped together to read quickly.	**Initial and final blends revision.**

SHARED READING: 15 MIN X 5 DAYS A WEEK

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	**Revision**	**Myself and others**		**Everyone is special**	
Suggestions of books: Storybooks and readers for Foundation Phase • It's a dog's life • How Zebra got its stripes • Sisi makes new friends • Bubu gets lost • That's what friends are for • Fun in the kitchen Feel free to use your own stories. Ensure that books are rich in vocabulary and above the level of the learners. Try to match them to the theme of the week.	• Reads big books or other enlarged text as a whole class with the teacher • Make use of visual cues to predict the story: cover, illustrations • Answers open-ended questions based on the passage read • Read simple instructions in the classroom: classroom rules, names of classmates.	• Reads big books or other enlarged text as a whole class with the teacher • Make use of visual cues to predict the story: cover, illustrations • Answers open-ended questions based on the passage read: What will happen if… • Identify core detail and the sequence of events in the text. • Teacher reads a story on bullying **Vocabulary development:** • build on vocabulary from text as well as theme. (actions of a bully) **Language Skill:** • discuss punctuation used in text.	• Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, "read the photo or advertisement": Pictures of good and bad friend-ships • Answers open-ended questions based on the passage read: What will happen if… • Case studies of good and bad friendships **Vocabulary development:** • build on vocabulary from text as well as theme. (traits of a good friend) **Language Skill:** • discuss nouns used in text.	• Reads big books or other enlarged text as a whole class with the teacher • Make use of visual cues to predict the story: cover, illustrations • Answers open-ended questions based on the passage read: What will happen if… How would you feel if… • Identify core detail and the sequence of events in the text. • Teacher reads a story on emotions **Vocabulary development:** • build on vocabulary from text as well as theme. (emotions) **Language Skill:** • discuss nouns used in text.	• Reads big books or other enlarged text as a whole class with the teacher • Make use of visual cues to predict the story: cover, illustrations • Answers open-ended questions based on the passage read: What will happen if… • Identify core detail and the sequence of events in the text. • Teacher reads a story on people with barriers • Give a personal opinion on a story read: How must I act towards people with barriers? **Vocabulary development:** • build on vocabulary from text as well as theme. (types of barriers) **Language Skill:** • discuss adjectives used in text.
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**
	Everyone is special	**What do we need to live?**		**Healthy living**	
	• Reads big books or other enlarged text as a whole class with the teacher • Uses clues and pictures in the book for understanding • Identifies the initial problem in a story that sets the story in motion. • Interprets information from posters • Answers open-ended questions based on the passage read **Vocabulary development:** • build on vocabulary from text as well as theme. (Tools used for overcoming barriers) **Language Skill:** • discuss adjectives used in text.	• Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, "read the photo or advertisement": Ways to save water • Answers open-ended questions based on the passage read: What will happen if… • Newspaper article on water **Vocabulary development:** • build on vocabulary from text as well as theme. (what we need to live) **Language Skill:** • discuss punctuation used in text.	• Reads simple instructions: tips on how to save water in our homes • Identifies the sequence of events in what was read • Recognises cause and effect in a story. There was a drought, so the dams dried up. • Answers open-ended questions based on the passage read **Vocabulary development:** • build on vocabulary from text as well as theme. (sources and uses of water) **Language Skill:** • discuss punctuation used in text.	• Interprets pictures or other visual media, e.g. photo or advertisement to make up own stories, "read the photo or advertisement": Pictures of a healthy and unhealthy lifestyle • Answers open-ended questions based on the passage read: What will happen if… • Give a personal opinion on a passage read: How can I live a healthier lifestyle? **Vocabulary development:** • build on vocabulary from text as well as theme. (healthy and unhealthy habits) **Language Skill:** • discuss nouns used in text.	• Reads big books or other enlarged text as a whole class with the teacher • Make use of visual cues to predict the story: cover, illustrations • Answers open-ended questions based on the passage read: What will happen if… • Identify core detail and the sequence of events in the text. • Teacher reads a recipe for a healthy meal. **Vocabulary development:** • build on vocabulary from text as well as theme. (healthy foods) **Language Skill:** • discuss adjectives used in text.

GROUP GUIDED READING: 60 MIN PER DAY X 4 DAYS A WEEK, 30 MIN X 1 DAY					
• **Weaker learners:** sentences can be used for reading and dictation. • **Pitching** of reading cards and books are only a guide. • **Use your lapbook to track learners' progress.** **•Group learners according to their reading ability after baseline assessment (can be found in the Jolly Phonics workbook) and Grade 1 handover.** **•Consider: Do they know their sounds? Can they only blend/read words? Can they read sentences/paragraphs?** **•GGR is taught daily! EVERY child needs to be on the mat EVERY day.** **•Text should be decodable and aligned to letter sounds and words learners have learnt.** **•Phonemic Awareness (PhAST) activities can take place in this time for weak learners who struggle to blend.** **During group guided reading:** • Develop basic concepts from printed text e.g. Punctuation: capital letters, full stops, commas and question marks • During this time the focus is on ACCURACY and FLUENCY (Depending on the learners' ability) • Build reading confidence • Build comprehension skills – answer lower and higher order comprehension • 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. **See Scope & Sequence for more information and Daily Planner**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**
	STEP 1 (Revision): • Revision of sounds STEP 2 (Word work): • Letter sounds ID (revision) • Manipulation of focus sound • Map tricky words STEP 3 (Guided reading): • Guided oral reading of (new text) STEP 4 (Individual Reading): • Part / all reading of new text STEP 5 (Comprehension): • Questions for comprehension (1-2)	STEP 1 (Revision): • Revision of sounds STEP 2 (Word work): • Letter sounds ID (revision) • Manipulation of focus sound • Map tricky words STEP 3 (Guided reading): • Guided oral reading of (new text) STEP 4 (Individual Reading): • Part / all reading of new text STEP 5 (Comprehension): Questions for comprehension (1-2)	STEP 1 (Revision): • Revision of sounds STEP 2 (Word work): • Letter sounds ID (revision) • Manipulation of focus sound • Map tricky words STEP 3 (Guided reading): • Guided oral reading of (new text) STEP 4 (Individual Reading): • Part / all reading of new text STEP 5 (Comprehension): Questions for comprehension (1-2)	STEP 1 (Revision): • Revision of sounds STEP 2 (Word work): • Letter sounds ID (revision) • Manipulation of focus sound • Map tricky words STEP 3 (Guided reading): • Guided oral reading of (new text) STEP 4 (Individual Reading): • Part / all reading of new text STEP 5 (Comprehension): Questions for comprehension (1-2)	STEP 1 (Revision): • Revision of sounds STEP 2 (Word work): • Letter sounds ID (revision) • Manipulation of focus sound • Map tricky words STEP 3 (Guided reading): • Guided oral reading of (new text) STEP 4 (Individual Reading): • Part / all reading of new text STEP 5 (Comprehension): Questions for comprehension (1-2)
Tricky words	**Tricky words (2-3 a day)**	**Tricky words (2-3 a day)**	**Tricky words (2-3 a day)**	**Tricky words (2-3 a day)**	**Tricky words (2-3 a day)**
		Group 1: • was • all • I • to • do • are • he • me • be • we • she • the	**Group 2:** • there • they • here • said • some • come • you • your • my • go • no • so • could	**Group 3:** • one • only • by • old • like • have • live • give • little • down • what • when	**Group 4:** • why • where • who • which • any • many • more • before • other • were • because • want
Readers or reading cards	**Readers or reading cards**	**Readers or reading cards**	**Readers or reading cards**	**Readers or reading cards**	**Readers or reading cards**
	<u>Group 7 Sounds</u> (Benchmark) Orange Reader (Mud and Inky) OR **Group 7** Card (set 1)	**<u>Group 7 Sounds</u>** (Benchmark) Orange Reader (Zack and snake) OR **Group 7** Card (set 1)	**<u>Group 7 Sounds</u>** (Benchmark) Orange Reader (Monster footsteps and Moat farm) OR **Group 7** Card (set 2)	**<u>Group 7 Sounds</u>** (Benchmark) Orange Reader (the rocket and monsters) OR **Group 7** Card (set 2)	**<u><y> as /ee/ Alternative (ck) and /k/ c/</u>** (Benchmark) Yellow Reader (Phonic and Monster Party) OR **Group 7** Card (set 3)
Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	
STEP 1 (Revision): • Revision of sounds STEP 2 (Word work): • Letter sounds ID (revision) • Manipulation of focus sound • Map tricky words STEP 3 (Guided reading): • Guided oral reading of (new text) STEP 4 (Individual Reading): • Part / all reading of new text STEP 5 (Comprehension): Questions for comprehension (1-2)	STEP 1 (Revision): • Revision of sounds STEP 2 (Word work): • Letter sounds ID (revision) • Manipulation of focus sound • Map tricky words STEP 3 (Guided reading): • Guided oral reading of (new text) STEP 4 (Individual Reading): • Part / all reading of new text STEP 5 (Comprehension): Questions for comprehension (1-2)	STEP 1 (Revision): • Revision of sounds STEP 2 (Word work): • Letter sounds ID (revision) • Manipulation of focus sound • Map tricky words STEP 3 (Guided reading): • Guided oral reading of (new text) STEP 4 (Individual Reading): • Part / all reading of new text STEP 5 (Comprehension): Questions for comprehension (1-2)	STEP 1 (Revision): • Revision of sounds STEP 2 (Word work): • Letter sounds ID (revision) • Manipulation of focus sound • Map tricky words STEP 3 (Guided reading): • Guided oral reading of (new text) STEP 4 (Individual Reading): • Part / all reading of new text STEP 5 (Comprehension): Questions for comprehension (1-2)	STEP 1 (Revision): • Revision of sounds STEP 2 (Word work): • Letter sounds ID (revision) • Manipulation of focus sound • Map tricky words STEP 3 (Guided reading): • Guided oral reading of (new text) STEP 4 (Individual Reading): • Part / all reading of new text STEP 5 (Comprehension): Questions for comprehension (1-2)	
Tricky words (2-3 a day)	**Tricky words (2-3 a day)**	**Tricky words (2-3 a day)**	**Tricky words (2-3 a day)**	**Tricky words (2-3 a day)**	
Revise group 1 to 4	**Group 5:** • was • put • their • saw • right • made • two • four • should • would • could • goes • does	**Group 6:** • once • upon • also • of • eight • love • cover • after • every • father • always • mother	Revise group 4 to 6	Revise group 4 to 6	
Readers or reading cards	**Readers or reading cards**	**Readers or reading cards**	**Readers or reading cards**	Revision	
<u>Magic e</u> (Benchmark) Yellow Reader (Rainforests and Hetty) OR **Group 7** Card (set 3)	**<u>Magic e</u>** (Benchmark) Yellow Reader (Crabs and Cheese Stars) OR **Group 7** Card (set 4)	**<u><ay> as /ai/</u>** (Benchmark) Yellow Reader (Zack's Present and Red Hen) OR **Group 7** Card (set 4)	**<u><ay> as /ai/</u>** (Benchmark) Yellow Reader (Oil and Picnic) OR **Group 7** Card (set 4)		

INDEPENDENT WRITING: 20 MIN X 3 DAYS A WEEK

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	**Revision**	**Myself and others**		**Everyone is special**	
Tips: Use Shared Writing to model good writing. Use the learner's ideas to draft the writing piece. Have good discussions to bring out vocabulary. Make use of the writing process, allowing learners to plan their writing, write a first draft, edit and write a final draft. Day 1: Shared writing to model. Day 2: plan and draft own writing. Day 3: edit and write a final draft.	• Spells common words correctly • Builds own word bank and personal dictionary using initial letter of word. **TEACH:** • Teach the use of punctuation	• Spells common words correctly • Builds own word bank and personal dictionary using initial letter of word. **TEACH:** • Teach the use of common nouns **REVISE:** • Revise the use of punctuation	• Spells common words correctly • Builds own word bank and personal dictionary using initial letter of word. **TEACH:** • Teach the use of proper nouns **REVISE:** • Revise the use of common nouns	• Spells common words correctly • Builds own word bank and personal dictionary using initial letter of word. **TEACH:** • Teach the use of adjectives **REVISE:** • Revise the use of nouns	• Spells common words correctly • Builds own word bank and personal dictionary using initial letter of word. **TEACH:** • Teach the use of alphabetical order **REVISE:** • Revise the use of nouns and adjectives
	Shared writing	**Shared writing**	**Shared writing**	**Shared writing**	**Shared writing**
	• Contributes ideas about holiday news • 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 a good friend looks like • Discusses with classmates- ideas of what a good friend does for you • 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 we can do if we are being bullied • Discusses with classmates- ideas of what we can do if we are being bullied • 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 makes us special and different • Discusses with classmates- ideas of what makes us special and different • 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 types of barriers and how we can help • Discusses with classmates- ideas of types of barriers and how we can help • Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters, and full stops
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**
	Everyone is special	**What do we need to live?**		**Healthy living**	
	• Spells common words correctly • Builds own word bank and personal dictionary using initial letter of word. **REVISE:** • Revise the use of alphabetical order	• Spells common words correctly • Builds own word bank and personal dictionary using initial letter of word. **REVISE:** • Revise the use of punctuation	• Spells common words correctly • Builds own word bank and personal dictionary using initial letter of word. **REVISE:** • Revise the use of nouns	• Spells common words correctly • Builds own word bank and personal dictionary using initial letter of word. **REVISE:** • Revise the use of adjectives	• Spells common words correctly • Builds own word bank and personal dictionary using initial letter of word. **REVISION**
	Shared writing	**Shared writing**	**Shared writing**	**Shared writing**	**Shared writing**
	• Contributes ideas about a super power you wish you had • Discusses with classmates- ideas of a super power you wish you had • 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 we need to live-list • Discusses with classmates- ideas of what we need to live-list • 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 tips on how to save water-poster • Discusses with classmates- ideas of tips on how to save water-poster • 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 list of healthy food which you can pack in for school. • Discusses with classmates- ideas of a list of healthy food which you can pack in for school. • Write a list and use a comma to divide words • 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 I will adjust my lifestyle to live healthier • Discusses with classmates- ideas of how I will adjust my lifestyle to live healthier • Writes at least three sentences of a creative story using sounds learnt and common sight words, capital letters, and full stops: story with a beginning, middle and end: Unhealthy living – Ben stays ill

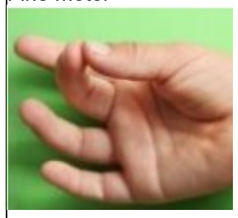
HANDWRITING: 15 MIN X 4 DAYS A WEEK

The emphasis should be on:

- Holds pencil and crayon correctly
- Copies and writes words with correct spacing
- Forms lowercase and capital 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.

1. Pattern
2. Lowercase letter
3. Capital letter
4. Lowercase and capital letter
5. 3 words
6. A number
7. Pattern

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. *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.* 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:**
				
Lowercase, capital, number:	**Lowercase, capital, number:**	**Lowercase, capital, number:**	**Lowercase, capital, number:**	**Lowercase, capital, number:**
vV, wW, l, 2	iI, lL, 3, 4	nN, mM, 5, 6	cC, oO, 7, 8	aA, eE, 9, 0
Words	**Words**	**Words**	**Words**	**Words**
van, vet, vest wet, wip, web	ink, in, it log, lid, leg	nun, not, nap mop, mom, mud	cat, cup, cot odd, old, otter	ant, and, art egg, end, ever

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). *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.* 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:**
				
Lowercase, capital, number:	**Lowercase, capital, number:**	**Lowercase, capital, number:**	**Lowercase, capital, number:**	**Lowercase, capital, number:**
dD, gG, l, 2	qQ, sS, 3, 4	bB, hH, 5, 6	pP, rR, 7, 8	kK, jJ, 9, 0
Words	**Words**	**Words**	**Words**	**Words**
dog, doll, dip go, got, get	queen, quit, quack sun, sip, see	but, big, bat hen, hat, hand	pot, put, pill red, run, rock	king, kid, kick jump, jet, job