

TERM 1 & 2	ENTRY 2: MY BIG DAY Listen to Stories and Read for Pleasure				
Unit Aims	Unit Resources	Key Functions	Key Grammar	Reading Strategies	Spelling Strategies
<p>1. To understand how text is structured and to use a writing frame to write a short piece of text which uses linking words and adjectives.</p>	<p>1. A stereo system and headphones 2. Access to computers for word processing</p>	<p>1. Following and understanding oral and written narratives 2. Producing own oral and written narratives</p>	<p>1. Using adjectives to describe feelings 2. Punctuation to aid understanding</p>	<p>Strategies to decode and decipher unfamiliar words and their meanings.</p>	<p>Focus on familiar words, words beginning with one consonant and double vowel phonemes ('oo' and 'ea')</p>
	<p><b>Materials Preparation</b></p>	<p><b>Teaching Assistant Role</b></p>	<p><b>Practise Listening and Speaking</b></p>	<p><b>Practise Reading and Writing</b></p>	<p><b>Practise Reading and Writing</b></p>
<p>2. Talk about what is meant by 'My big day'. Give an example of something that happened to you or make something up a. A wedding, b. Passing an exam, c. Winning a lottery, d. Birth of a baby.</p> <p>3. Encourage learners to offer suggestions about their own 'big day'.</p>	<p>1. Audio Clips 1 and 2 2. Words on laminated cards 3. Extension play scripts for punctuation practice 4. Help and extension exercises - jumbled word sentences 5. Extension exercises - adjectives 6. Gap fill exercise for sentence writing</p>	<p>1. General Support 2. One to one support with specified learners 3. Small group support 4. Filing completed work in Evidence Folders 5. Entering data on Literacy Individual Tracking Sheets 6. Hand out paper and equipment.</p>	<p><b>SLlr/E2.1</b> -Listening for and following the gist of explanations, instructions and narratives <b>SLlr/E2.2</b>- Listening for detail in short explanations, instructions and narratives <b>SLlr/E2.5</b>_ Listening to and identifying simply expressed feelings and opinions <b>SLc/E2.3</b>-Expressing clearly statements of fact, and short accounts and descriptions</p>	<p><b>Rt/E2.1</b>-Tracing and understanding the main events of chronological and instructional texts <b>Rt/E2.4</b>- Using illustrations to locate information Applying own life experience and knowledge to check meanings of a sentence as a whole when decoding unfamiliar words <b>RsE2.4</b>- Using punctuation and capitalisation to aid understanding <b>Rw/E2.2</b>-Recognising high frequency words and words with common spelling patterns <b>Rw/E2.3</b>- Using phonic and graphic knowledge to decode words</p>	<p><b>Wt/E2.1</b>-Using written words or phrases to record or present information <b>Ws/E2.2</b>- Using adjectives <b>Ws/E2.3</b>-Using punctuation correctly <b>Ws/E2.4</b>- Using a capital letter for proper nouns <b>Ww/E2.2</b>- Using the knowledge of sound-symbol relationships and phonological patterns to work out correct spellings <b>Ww/E2.3</b>- Producing legible text</p>

ENTRY 2 : MY BIG DAY							
Listen to Stories and Read for Pleasure							
TERM 1	Topic Learner Activity	Resources	Teaching Methods	Core Curriculum Ref		Learner Outcomes	Evidence v Core Curriculum
WEEK 1 MEHMET'S BIG DAY Listening and Reading for the Gist of the Story	<b>Activity A: Listening: Part 1</b> 1. Discuss the story and 'key words' - give information & clues. 2. Identify and underline key words 3. Predict what happens in 2 <sup>nd</sup> half. <b>Activity B: Listening: Part 2</b> 1. Draw out the main events: 2. Complete boxes	Audio Clip 1  Words on laminated cards	Class  Class Class Class Individual	SLlr/E2.1  SLlr/E2.2	Listening for and following the gist Listening for detail in short explanations, instructions and narratives	The learner will be able to listen for the gist and detail of a story.	Identified Key words
WEEK 2 MEHMET'S BIG DAY Listening and Reading for the Gist of the Story	<b>Activity C : Reading</b> 1. Words in context & highlight <b>Activity D: Reading &amp; Writing</b> 1. Read the story :fill in key words <b>Activity E: Reading</b> 1. Building sentences with key 2. Add conjunctives <b>Activity F: Writing</b> 1. Write 6 personal driving test or friends	Audio Clip 1  Words on laminated cards	Class  Class Class Individual Individual	Rw/E2.2  Rw/E2.3  Ws/E2.2	Recognising high frequency words and words with common spelling patterns Using phonic and graphic knowledge to decode words Using adjectives	The learner will be able to read and use new vocabulary	Highlighted Key words    Written Sentences
WEEK 3 BIG DAY FOR ANGELA Event Order	<b>Activity A: Reading</b> 1. Read captions, bank of sentences and use visual clues. 2, Complete pictures five and six with own sentences.		Class  Individual	Rt/E2.1  Rt/E2.4	Tracing the chronological events of text Using images to locate information	The learner will be able to read and gather information from illustrations.	Sentences with pictures
WEEK 4 BIG DAY FOR ANGELA Event Order	<b>Activity B: Writing</b> 1. Complete own cartoon and add text. 2. Add images (computer)	Cartoons with blank text boxes and speech bubbles	Individual  Individual	Wt/E2.1	Using written words or phrases to record or present information	The learner will be able to read follow main points of text predict events in a story	Cartoon

<p><b>WEEK 5</b></p> <p><b>WORDS OF SEQUENCE AND ADJECTIVES</b></p> <p><b>Order of a Story and Adjectives</b></p>	<p><b>Activity A: Reading &amp; Speaking</b>                      1. Decide on story sequence                      2. Discuss what each person was feeling and record                      i.e. 'excited', 'happy', 'over the moon'.  <b>Activity B: Reading</b>                      1. Read Edith's story and order                      2. Discuss 'after a while / by / suddenly / after that / after',  <b>Activity C: Reading &amp; Writing</b>                      1. Lay out the sentences in order, add linking words and record</p>	<p>Audio Clip 2</p> <p>Resource 1, 2 and 3</p>	<p>Class Individual</p> <p>Class Class</p> <p>Individual</p>	<p>SLlr/E2.1</p> <p>SLlr/E2.5</p> <p>Rs/E2.3</p>	<p>Listening for and following the gist of explanations, instructions and narratives                      Listening to and identifying simply expressed feelings and opinions                      Read and understand story</p>	<p>The learner will be able to listen for the gist of a story, the feelings expressed and read for information</p>	<p>Written story sentences</p>
<p><b>WEEK 6</b></p> <p><b>WORDS OF SEQUENCE AND ADJECTIVES</b></p> <p><b>Order of a Story and Adjectives</b></p>	<p><b>Activity D: Writing</b>                      1. Introduce the writing frame                      2. Choose key words                      3. Add sequence words                      4. Add adjectives                      5. Write sentences  <b>Activity E: Reading</b>                      1. Discuss meanings in box                      2. Describe faces and fill in                      3. Read story. Who is it about?  <b>Activity F: Reading</b>                      1. Highlight words of feeling in Edith's story.                      2. Discuss what words of feeling have been chosen  <b>Activity G: Writing</b>                      1. Complete the sentences about                      2. Check writing for mistakes</p>	<p>Resource 1, 2 and 3</p>	<p>Class Individual Individual Individual</p> <p>Class Class Class</p> <p>Individual</p> <p>Class</p> <p>Individual Individual</p>	<p>Ws/E2.2</p> <p>Rs/E2.3</p>	<p>Using adjectives</p> <p>Read and understand story</p>	<p>The learner will be able to write sentences in continuous text using adjectives of feeling and give a short narrative account</p>	<p>Completed writing frame</p> <p>Highlighted adjectives</p> <p>Sentences</p>
<p><b>WEEK 7</b></p> <p><b>COMPLETION OF WORK</b></p> <p><b>Evidence Filed</b></p>	<p>1. Complete Unit 2 to date                      2. Mark learner's tasks                      3. Discuss feedback with learner                      4. File work in Evidence Folders</p>	<p>Learner File</p>	<p>Individual</p>			<p>Learner will be able to identify work for completion and mistakes</p>	<p>Complete Unit 2 Tasks</p>

ENTRY 2 MY BIG DAY							
Listen to Stories and Read for Pleasure							
TERM 2	Topic Learner Activity	Resources	Teaching Methods	Core Curriculum Ref		Learner Outcomes	Evidence v Core Curriculum
<b>WEEK 1</b>  <b>SPELLING</b>  <b>Spelling Words with Same Pattern</b>	<b>Activity A</b> 1. Check correct first letter <b>Activity B</b> 1. Read words with 'oo' sound 2. Mark and spell <b>Activity C</b> 1. Find 'oo' words in own writing 2. Write four 'oo' words	Highlighter pens Flashcards	Individual  Individual Individual Individual	<b>Rw/E2.2</b>  <b>Ww/E2.2-</b>  <b>Ww/E2.3</b>	Recognising high frequency words and words with common spelling patterns Using sound-symbol relationships and phonological patterns Producing legible text	The learner will be able to recognise sound / symbol relationship in double-vowel phonemes	Recorded 'oo' and 'ea' words
<b>WEEK 2</b>  <b>SPELLING</b>  <b>Spelling Words Same Pattern</b>	<b>Activity D</b> 1. Find 'ea' words in own writing 2. Write four 'ea' words 3. Exercise with double-vowel phonemes and long vowel sounds, such as ai, ie, ee and oa.		Individual  Individual  Class	<b>Rw/E2.2</b>  <b>Ww/E2.2</b>  <b>Ww/E2.3</b>	Recognising high frequency words and common spelling patterns Using sound-symbol relationships and phonological patterns Producing legible text		
<b>WEEK 3</b>  <b>INTEGRATED SKILLS</b>	<b>Activity A: Reading</b> 1. Read short story, discuss adjectives that explore feelings. <b>Activity B: Speaking &amp; Listening</b> 1. Discuss story and its features <b>Activity C: Writing</b> 1. Review key words. <b>Activity D: Writing</b> Complete key words in table, <b>Activity E: Writing</b> 1. Use six key words to write six sentences using adjectives.	Handwriting practice sheet.	Class  Class Class  Individual  Individual	<b>SLc/E2.3</b> <b>Rt/E2.</b>  <b>Wt/E2.1</b>   <b>Ws/E2.3</b>  <b>Ww/E2.2</b>  <b>Ww/E2.3</b>	Retell own story Tracing main events of chronological texts Using written words or phrases to record or present information Using punctuation correctly Using sound-symbol relationships and phonological patterns Producing legible text	To provide an opportunity to practise the skills in new and different contexts	

<p><b>WEEK 4</b></p> <p><b>INTEGRATED SKILLS</b></p>	<p><b>Activity F: Speaking &amp; Reading</b></p> <p>1. Plan and write a short script, review, edit, neat presentation</p> <p>2. Use PowerPoint to record bullet point /heading / images simple quotes</p>		<p>Class</p> <p>Individual</p>	<p>Wt/E2.1</p> <p>Ws/E2.3</p> <p>Ww/E2.2</p> <p>Ww/E2.3</p>	<p>Using written words or phrases to record or present information</p> <p>Using punctuation correctly</p> <p>Using sound-symbol relationships and phonological patterns</p> <p>Producing legible text</p>	<p>The learner will be able to plan and write a short script</p>	<p>Written short script</p>
<p><b>WEEK 5</b></p> <p><b>CHECK IT-REVIEW</b></p>	<p><b>Activity A: Reading</b></p> <p><b>Activity B: Writing</b></p> <p><b>Activity C: Using Punctuation</b></p> <p>How am I doing</p>			<p>Rt2</p> <p>Rs3</p> <p>Rw3</p> <p>SLd2</p> <p>SLc1</p> <p>SLc3</p>	<p>Read stories and understand them</p> <p>Discuss and tell stories to others</p>	<p>The learner will be able to check and consolidate key learning</p>	<p>Completed check review</p>
<p><b>WEEK 6</b></p> <p><b>OCR ASSIGNMENT TASKS</b></p> <p>Assess Progress</p>	<p><b>Unit 4 Task 1</b></p> <p>Listening Skills</p> <p><b>Unit 4 Task 2</b></p> <p>Following Instructions</p> <p><b>Unit 6 Task 1</b></p> <p>Spell correctly key words</p> <p><b>Unit 6 Task 2</b></p> <p>Upper&amp; Lower case letters</p>	<p>OCR Assignment Tasks</p>	<p>Individual</p>			<p>The learner will be able to complete assignment and assess progress</p>	<p>OCR Assignment Tasks, assess progress and achievements for future planning</p>
<p><b>WEEK 7</b></p> <p><b>WORK COMPLETION</b></p> <p>Evidence Filed</p>	<p>1. Complete all Unit 1 Tasks</p> <p>2. Mark learner's tasks</p> <p>3. Discuss feedback with learner</p> <p>4. File in Evidence Folders</p>	<p>Learners file</p>	<p>Individual</p>			<p>The learner will be able to complete units and assess progress</p>	<p>Complete Unit 1 Tasks</p>