



REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

CURRICULUM DEVELOPMENT DIVISION

Secondary School Curriculum

Reading Literacy Support Guide

English Language Arts

What will I find here?



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Section 1

Introduction



Introductory Statement

This Reading Support Guide is intended for use at the Form One secondary school level. Its primary purpose is to provide support for reading instruction. The objectives are:

- To provide explicit instruction for those students who are reading below their class level.
- To assist the struggling reader to improve his/her reading skills.
- To eliminate the types of barriers that hinder student progress in reading.
- To motivate the student to improve his/her reading to support learning in other subject areas.
- To help the student to gain confidence and fluency in reading.
- To develop students' decoding, vocabulary and comprehension skills.
- To foster enjoyment of reading of texts across genres.

Oracy is encouraged as a starting point from which to engage students in the process of reading. Teachers are encouraged to demonstrate explicitly the various reading strategies using a process approach: *before*, *during* and *after* reading. It is equally important to note that the skills of *listening*, *speaking*, *writing* and *representing* should be integrated to enhance the development of reading skills.

Moreover, students' strengths should be emphasised and cooperative learning--including peer evaluation and support--should be encouraged on a regular basis. Points of grammar relevant to the reading material being used should be taught in context and reinforced within a print-rich environment. This also applies to the development of students' reading and content vocabulary.

The main focus of the Reading Literacy Support Guide is to provide opportunities for students to acquire skills to 'learn to read'. Once these skills have been developed, students will progress to 'read to learn'. Teachers, therefore, must use a variety of techniques to ensure that students acquire the necessary skills. These include the following best practices:

1. A comprehensive and coordinated literacy programme
2. Direct, explicit instruction with modelling of strategies by the teacher

3. Explicit scaffolding of students' knowledge to ensure connections to new content material
4. Thorough explanation of concepts and activities to enhance students' understanding
5. Purposeful questioning to extend students' thinking
6. Different teaching methodologies with the use of technology to encourage exploration and investigation to build critical thinking skills and inquiry
7. Motivation and self-directed learning
8. Text-based collaborative learning
9. On-going formative assessment
10. Extended time for literacy development

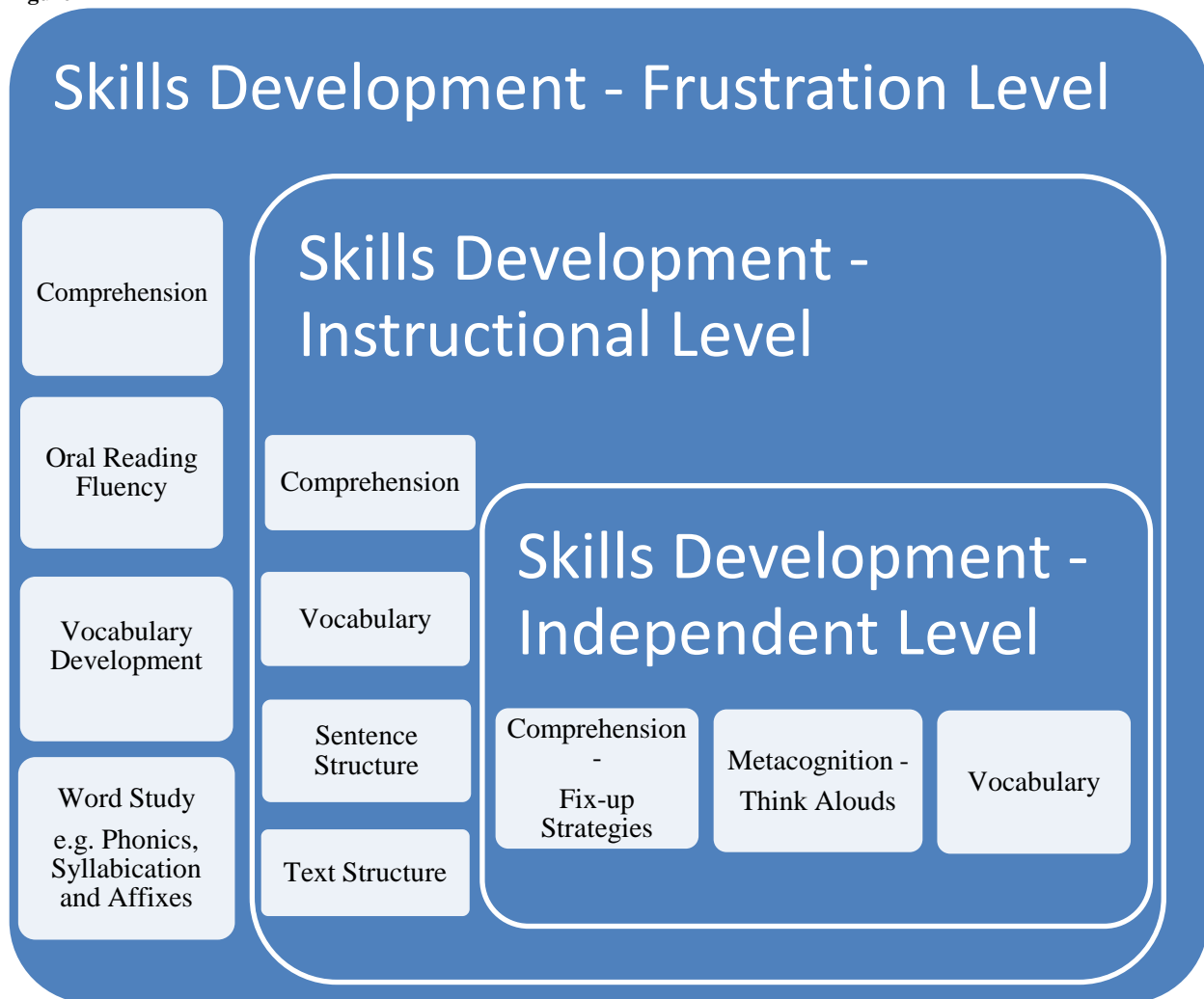
This document also emphasises the use of differentiated instruction. Differentiated Instruction is a process through which teachers can enhance learning by matching student needs to instruction and assessment. The use of technology assists with differentiation and also allows for knowledge construction. The use of a variety of ICTs within well-designed reading lessons will provide the opportunities for students to interpret, analyse, synthesize, evaluate information and develop critical thinking.

It is anticipated that this guide will motivate teachers to plan meaningful and engaging learning activities for their students to develop and enhance students' reading skills.

Use of the Reading Literacy Support Guide

The use of the document provides the opportunity for teachers to engage students at the Frustration Level to purposefully participate in the reading process. The teacher, through instruction and scaffolded support, can assist the student to gradually progress through the reading developmental continuum from the Frustration to the Instructional Level and then to becoming Independent readers (See Figure 1).

Figure 1



Reading Levels according to Edward Fry

Many teachers are familiar with the Edward Fry Oral Reading Test and the Fry High Frequency Word List. These determine whether the student is reading at the ***Independent***, ***Instructional*** or ***Frustration*** Levels.

Independent Reading Level:

The **Independent Reading Level** refers to that difficulty level whereby the student can read with relative ease and independence, with little or no help from the instructor. The student should be

able to pronounce nearly all the words in this level, recognizing 95% or more of the words. Teachers can give students reading material at this level for pleasure, practice or sustained silent reading.

Instructional Reading Level:

The **Instructional Reading Level** refers to that difficulty level whereby the student knows most of the words, but not all. Here the student should be able to recognize between 90-94% of the words. This reading level is the difficulty level where reading instruction is most effective. Teachers can use this level for oral reading or for silent reading when they are around to help students with the difficult words.

Frustration Reading Level:

The **Frustration Reading Level** refers to when many of the words are unknown, so that the reading material is too difficult for the student. When the student is unable to recognise less than 90% of the words, he/she is at the **Frustration Reading Level**. Here the student's progress may not be rapid and he/she may start to dislike reading. Teachers must avoid giving a student reading material at his/her frustration level.

Fry's Readability Graph: To estimate the grade level of reading material:

1. The teacher randomly selects three 100 word passages from any one piece of reading material that they are using with their students e.g. a content area textbook, a literature text or an article.

For each of the three random passages selected, the following must be considered:

2. Proper nouns, numerals and initials e.g. John, MOE, 2014 are counted as words when using the Fry's Readability Formula.
3. Count each symbol, letter or number as a syllable e.g. the symbol &¹ is one syllable, the letter I¹ is one syllable and the number 1945 has four numbers but three syllables

19¹ 4¹ 5¹.

4. For each 100 word passage, count the number of syllables and the number of sentences, and determine the average number of syllables and average number of sentences.

Make a table:

	Syllables	Sentences
First 100 word passage	124	6.6
Second 100 word passage	141	5.5
Third 100 word passage	158	6.8
Average	141	6.3

5. If a wide variability is observed, the book has uneven readability.
6. The Fry's Readability Graph illustrates the following features:

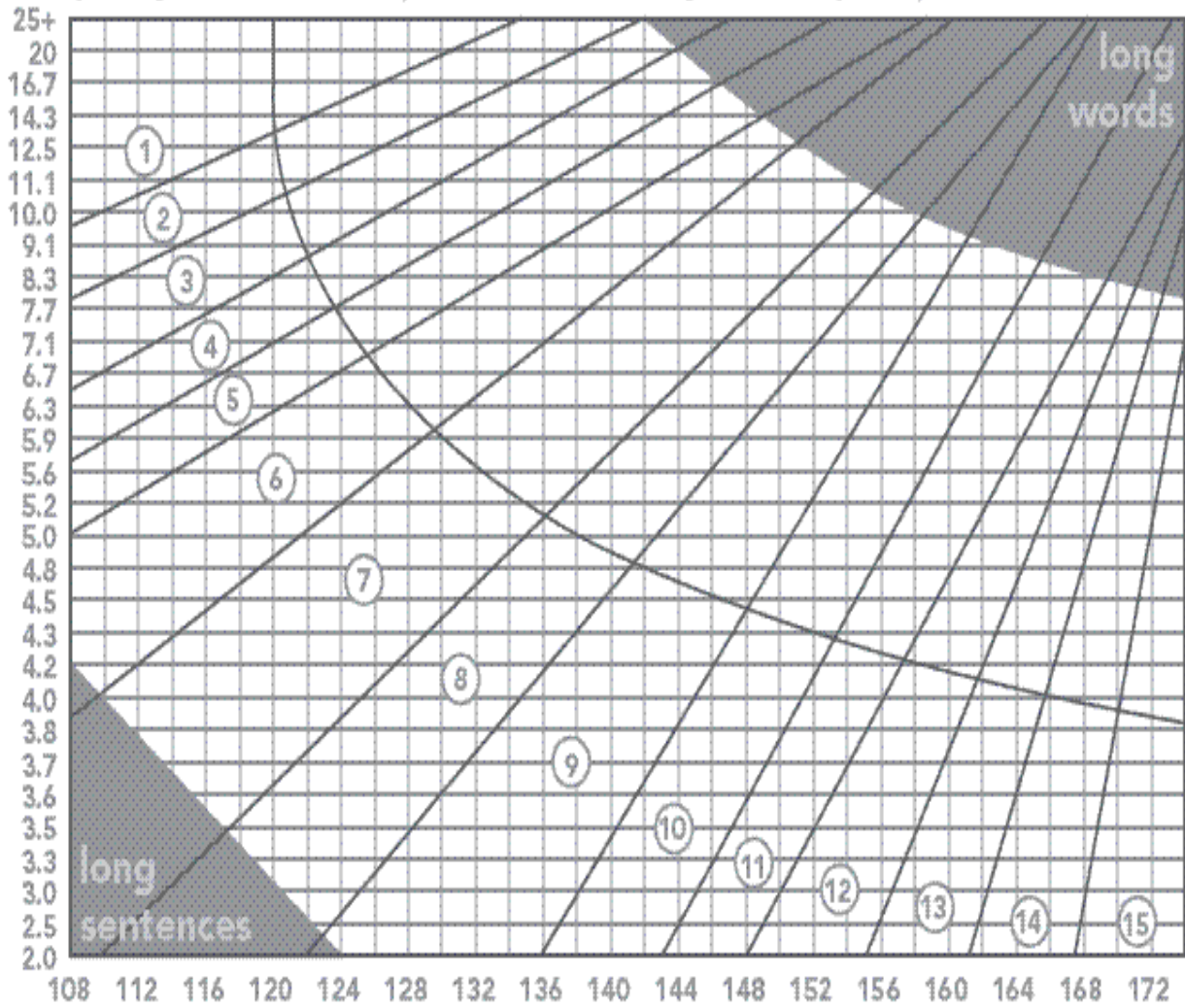
The numbers between each set of boldface parallel lines indicate the approximate grade level of the reading material. The curved darker line shows the norm. If the average scores for syllables and sentences fall outside the lines, the grade level scores are considered invalid. Other reading material should be selected.

7. Using the Fry's Readability Graph

Plot the score for the average syllables e.g. 141 and the score for the average sentences e.g. 6.3 Determine if the reading material is appropriate for the grade level that you are teaching.

FRYGRAPH

Fry graph for readability; grade levels
y: average number of sentences per hundred words; x: average number of syllables per hundred words



Source: <http://www.csudh.edu/fisher/FryGraph.html>

Struggling Reading Behaviours

<p style="text-align: center;">Struggling Readers: Before Reading</p>	<ul style="list-style-type: none"> • Seldom set a purpose when they begin to read • May not activate prior knowledge and use text features • Have difficulty organising their thoughts • Lack motivation
<p style="text-align: center;">Struggling Readers: During Reading</p>	<ul style="list-style-type: none"> • Have trouble decoding words quickly and accurately • Make reading errors such as: mispronunciations, omissions, substitutions, limited meaning-making • Have difficulty constructing meaning from text • Read in a slow and halting manner • Focus on words rather than on meaningful chunks • Have limited comprehension of what is being read • Have limited vocabulary knowledge • Have difficulty decoding polysyllabic words • Use comprehension fix up strategies infrequently: visualising, making connections, questioning, inferring, making predictions, self-monitoring for meaning, re-reading
<p style="text-align: center;">Struggling Readers: After Reading</p>	<ul style="list-style-type: none"> • Have difficulty in recalling the main idea • Have difficulty writing about what was read • Have difficulty making personal connections • Need help to ‘see’ the natural connection between ‘reading’ and ‘writing’

Section 2: Reading Content



CONTENT FRAMEWORK BY TERMS AND WEEKS

TERM 1

WEEK	COMPREHENSION	VOCABULARY SKILLS	PHONICS	WORD STUDY SKILLS
1	Reading Orientation (motivation to read)	Sight words	Phonics - Alphabet	Syllabication Identifying syllables
2	Reading Orientation - Main Idea (Picture and Listening Comprehension)	Sight words	Phonics - Short vowels - Phonograms	Syllabication Identifying syllables
3	Main Idea - Activating Prior Knowledge - Making connections	Synonyms	Phonics - Short vowels - Phonograms	Syllabication VCCV rule
4	Main Idea - Activating Prior Knowledge - Making connections	Synonyms	Phonics - Consonants - Phonograms	Syllabication VCCV rule
5	Supporting details - Scanning	Content Area Vocabulary	Phonics - Consonants - Phonograms	Syllabication VCV rule (short vowels)
6	Supporting details - Scanning	Content Area Vocabulary	Phonics - Long vowels 'a' - (ai, ay) - Final 'e' rule - Phonograms	Syllabication VCV rule (short vowels)
7	External Text Features	Multiple-meaning words	Phonics	

CONTENT FRAMEWORK BY TERMS AND WEEKS

TERM 1

WEEK	COMPREHENSION	VOCABULARY SKILLS	PHONICS	WORD STUDY SKILLS
	- Skimming		- Long vowels 'e' (ee, ea, y) - Final 'e' rule - Phonograms	Root Words Compound Words
8	External Text Features - Skimming	Multiple-meaning words	Phonics - Long vowels 'i' (igh, ie, y) - Final 'e' rule - Phonograms	Root Words Compound Words
9	Predicting & confirming outcomes Predicting meanings	Context clues	Phonics - Long vowels 'o' (oa, ow) - Final 'e' rule - Phonograms	PREFIXES un, under, dis, re, im, in, semi
10	Predicting & confirming outcomes Predicting meanings	Context clues	Phonics - Long vowels 'u' (ue, ew) - Final 'e' rule - Phonograms	Prefixes un, under, dis, re, im, in, semi
11	Barriers to Comprehension	Synonyms Use of the thesaurus	Phonograms	Prefixes un, under, dis, re, im, in, semi
12	Barriers to Comprehension Fix-up strategies Metacognition	Antonyms	- Phonograms	Suffixes ly, er ful, ness
13	Barriers to Comprehension Fix-up strategies	Antonyms	- Phonograms	Suffixes

CONTENT FRAMEWORK BY TERMS AND WEEKS TERM 1				
WEEK	COMPREHENSION	VOCABULARY SKILLS	PHONICS	WORD STUDY SKILLS
	Metacognition			ly, er ful, ness
14 & 15	Revision & Assessment			

CONTENT FRAMEWORK BY TERMS AND WEEKS

TERM 2

WEEK	COMPREHENSION	VOCABULARY SKILLS	PHONICS	WORD STUDY SKILLS
1	Implied Main Idea - Making inferences	Sight Words Review and extension	- Review of long and short vowels	Syllabication - VCV rule (long vowels)
2	Implied Main Idea - Making inferences	Sight Words	- Initial consonant digraphs (ch, sh, th, ph, wh) - Phonograms	Syllabication - VCV rule (long vowels)
3	Determining author's purpose	Content Area /Technical Vocabulary	- Initial consonant digraphs (ch, sh, th, ph, wh) - Phonograms	Syllabication - Consonant blends and digraphs
4	Determining author's purpose	Content Area /Technical Vocabulary	Phonics - Initial consonant blends - Phonograms	Syllabication - Consonant blends and digraphs
5	Explicit details	Homographs	Phonics - Initial consonant blends - Phonograms	Root Words Compound Words
6	Explicit details	Homographs	Phonics - Final consonant blends - Phonograms	Root Words Compound Words

CONTENT FRAMEWORK BY TERMS AND WEEKS TERM 2				
WEEK	COMPREHENSION	VOCABULARY SKILLS	PHONICS	WORD STUDY SKILLS
7	Sequencing - Text Structure	Context Clues	Phonics - Final consonant blends - Phonograms	Prefixes pre, sub, ex, inter, mis
8	Sequencing - Text Structure	Context Clues	Phonics - 'r' controlled vowels - Phonograms	Prefixes pre, sub, ex, inter, mis
9	Barriers to Comprehension Fix-up strategies Metacognition	Context Clues	Phonics - 'r' controlled vowels - Phonograms	Suffixes y, or, sion, less
10	Barriers to Comprehension Fix-up strategies Metacognition	Context Clues	- Phonograms	Suffixes y, or, sion, less
11 & 12	Revision & Assessment			

CONTENT FRAMEWORK BY TERMS AND WEEKS

TERM 3

WEEK	COMPREHENSION	VOCABULARY SKILLS	PHONICS	WORD STUDY SKILLS
1	Implied Main Idea - Making Inferences	Sight Words Review and Extension	Review of sounds done previously	Syllabication - Vowel clusters
2	Implied Main Idea Making Inferences	Content Area Vocabulary - Technical vocabulary	Phonics - 'l' controlled vowels - Phonograms	Syllabication - Vowel clusters
3	Fact & Opinion - Questioning - Making connections	Content Area Vocabulary - Technical vocabulary	Phonics - 'l' controlled vowels - Phonograms	Syllabication - Two vowels together with separate sounds
4	Fact & Opinion - Questioning - Making connections	Context Clues	Phonics - Diphthongs (oi, oy, ou, ow) - Phonograms	Syllabication - Two vowels together with separate sounds
5	Compare & Contrast - Literary device - simile	Context Clues	Phonics - Diphthongs (oi, oy, ou, ow) - Phonograms	Syllabication - Combination of syllabication rules
6	Compare & Contrast - Text structure - Literary device - simile	Content Area Vocabulary - Multiple-meaning words	Phonics - Broad 'o' vowels (aw, au) - Phonograms	Syllabication - Combination of syllabication rules

CONTENT FRAMEWORK BY TERMS AND WEEKS TERM 3				
WEEK	COMPREHENSION	VOCABULARY SKILLS	PHONICS	WORD STUDY SKILLS
7	Summarising - Retelling	Content Area Vocabulary - Multiple-meaning words	Phonics - Broad 'o' vowels (aw, au) - Phonograms	Prefixes - en, ir, trans, anti, pro, super
8	Summarising - Retelling	Homographs	Phonics - Silent letters (gn, kn, wr) - Phonograms	Prefixes - en, ir, trans, anti, pro, super
9	Cause and effect - Text structure	Synonyms Use of thesaurus	Phonics - Silent letters (gn, kn, wr) - Phonograms	Suffixes - able, ible, en, tion, ment, ish
10	Cause and effect - Text structure	Synonyms Use of thesaurus	- Phonograms	Suffixes - able, ible, en, tion, ment, ish
11 & 12	Revision and Assessment			

<p style="text-align: center;">COMPREHENSION SCHEME OF WORK</p> <p style="text-align: center;">TERM 1</p>					
Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1	Reading Orientation (Motivation to Read)	Appreciate the value of reading	Interest Inventory Discussion Interactive Read Alouds Pair & Share/ Whole group activities	Interest Inventory Reading Checklists Response to literal questions Observation Checklist Anecdotal records	Print/electronic materials and passages (informational and literary) of interest to students e.g. E-books Graphic novels Comic books Digital stories Material from text books Newspapers/ Magazine Articles
2	Reading Orientation Main idea (picture and listening)	Appreciate the value of reading Identify the main idea in visual and oral texts	Students ‘picture walk’ through a variety of visually-appealing print and non-print texts Students listen to read alouds of high	Oral summaries Sketch to Stretch	Print/electronic materials and passages e.g. E-books Short films Graphic novels Comic books Digital stories

COMPREHENSION SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
	comprehension)		interest/culturally appealing passages Students view cartoons/films of related text		Material from text books Newspapers/ Magazine Articles
3 & 4	Main Idea	Summarise content of reading material e.g. a story or sequence Identify main idea for each paragraph in a variety of genres	Students list explicit details in given texts after teacher modelling Students distinguish between main idea and supporting details using graphic organisers	Responses to literal or simple inference questions about the main idea of a passage making reference to evidence in the text Oral and written summaries of short passages Completion of graphic organiser – Venn diagram	Stories Advertisements Websites Discovery logs Digitexts
	Activating prior knowledge	Activate prior knowledge and experiences related to a particular topic	Teacher models quick write or quick draw to develop ideas about a text and to reflect on what the already know about a topic. Teacher encourages the use of KWL to activate students' prior knowledge		
	Making	To help students	Teacher models using the	Oral Presentations	

COMPREHENSION SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
	connections	make connections between their real life experiences, opinions and knowledge and the texts that they read	Think Aloud strategy demonstrating how to make text to self, text to text and text to world connections. Students will be guided to make and share any connections between the text and their experiences	Class blog	
5 & 6	Supporting details Scanning	Identify explicit details in given texts Distinguish between main idea and supporting details Scan for main idea, simple details and key words in a text	Teacher models comprehension strategies and integration of all language skills-oracy is emphasised Use of graphic organisers Students Think-Pair-Share then make entries in learning logs Students return to text to gather more details Students practice using the	Completion of graphic organisers to show main ideas and supporting details Quick Writes Use of Reading Checklist Response to literal questions Observation Checklist	Print and electronic materials/passages (informational and literary) of interest to students E-books Comic books Digital story Digital treasure hunt Stationery-highlighter

COMPREHENSION SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
5 & 6	Supporting details Scanning	Identify explicit details in given texts Distinguish between main idea and supporting details Scan for main idea, simple details and key words in a text	Think Aloud strategy that the teacher first models as they use picture clues to skim and predict outcomes. They use pictures, textual clues, and text format to support their use of the Think Aloud strategy Students read and use captions, chapter headings, boldface headings, words, charts and graphs, sidebars and pictures to become acquainted with reading material Students use pictures, textual clues, and text format to support their use of the Think Aloud strategy	Oral responses Completion of graphic organisers to show main ideas and supporting details Quick Writes Use of Reading Checklist Response to literal questions Observation Checklist Oral responses	Print and electronic materials/passages (informational and literary) of interest to students E-books Comic books Digital story Digital treasure hunt Stationery-highlighter
7 & 8	External Text Features	Use text features to establish a purpose for reading	Teacher models comprehension strategies and integration of all language skills—especially	Journal entries Quick Writes Reading Checklists Response to literal	Print and electronic materials/passages (informational and literary) of interest to

COMPREHENSION SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
	Skimming	Preview texts	<p>oracy is emphasised</p> <p>Teacher guides discussion to establish a purpose for reading (e.g. for enjoyment, for information) and models the previewing of text, then guides student practice</p> <p>Teacher first models using Think Aloud, then guides students to use picture clues to skim and predict outcomes</p>	<p>questions</p> <p>Observation Checklist</p> <p>Anecdotal records</p> <p>Journal entries</p> <p>Quick Writes</p> <p>Reading Checklists</p> <p>Response to literal questions</p>	<p>students</p> <p>E-books</p> <p>Comic books</p> <p>Digital story</p> <p>Digital treasure hunt</p> <p>Stationery-highlighter</p>
	External Text Features	Use text features to establish a purpose for reading	Students read and use captions, chapter headings, boldface headings, words, charts and graphs and pictures to become acquainted with reading material	Observation Checklist	
	Skimming	Preview texts			

COMPREHENSION SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
9 & 10	Predicting & confirming outcomes Predicting meanings	Make predictions about content and meanings in reading passages Confirm and revise predictions about content in reading passages	Students participate in whole group discussion (the teacher establishes a supportive environment and emphasises the goal of the class generating a quantity of ideas, encouraging all students' participation and active listening, and discouraging evaluative or critical comments from peers) All ideas may be recorded using a graphic organiser (e.g. cluster, web) Use KWL and Anticipation Guide Uses pictures, the title and some text to support predictions made	Quick Writes Use of Reading Checklist Response to literal questions Observation Checklist Anecdotal records Journal entries Oral responses Treasure hunt	A variety of texts including digital prints Internet Graphic organisers Cartoons Graphic novels Sentence strips

COMPREHENSION SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
11	Barriers to comprehension	Identify barriers to comprehension	<p>Teacher elicits students' thoughts on why they do not understand when reading. Teacher distributes copies of an unfamiliar text e.g. newspaper or magazine clipping</p> <p>Students examine the text to determine what makes comprehension difficult. Students present reasons, e.g. failure to understand words, sentences, how information fits together (organisation) Teacher distributes level appropriate reading material that has some degree of difficulty</p> <p>In groups, students read the material and generate a list of reading difficulties</p>	<p>Oral retelling of information</p> <p>Creation of poster illustrating "barriers to comprehension"</p> <p>Comprehension exercise</p>	<p>Copies of unfamiliar texts – menu, graphic novel, cartoon, recipe, brochure</p> <p>Computer</p> <p>Internet</p>

COMPREHENSION SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
12 & 13	Barriers to comprehension Fix-up strategies Metacognition	Identify barriers to comprehension Use “fix-up strategies” to remedy problems	Teacher distributes level appropriate reading material that has some degree of difficulty In groups, students read the material and generate a list of reading difficulties Students create a list of fix-up strategies used to cope with the difficulties. Groups share their strategies and teacher records them on the board Teacher uses a ‘Think Aloud’ to model the use of additional fix-up strategies to aid comprehension e.g. skip section of text and read on, break text into “chunks”, re-read current sentence, re-read previous	Oral retelling of information Creation of poster illustrating “fix-up strategies” Oral retelling of information Creation of poster illustrating “fix-up strategies” Comprehension exercise	Copies of unfamiliar texts – menu, graphic novel, cartoon, recipe, brochure Computer Copies of unfamiliar texts – menu, graphic novel, cartoon, recipe, brochure Computer Internet

COMPREHENSION SCHEME OF WORK					
TERM 1					
Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			information, use context clues, consult a dictionary/thesaurus Paired Practice		
14 & 15	Revision and Assessment				

<p style="text-align: center;">COMPREHENSION SCHEME OF WORK</p> <p style="text-align: center;">TERM 2</p>					
Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1 & 2	Implied Main Idea Making inferences	Detect connections among details in a text Infer the main idea Explain the relationship between main ideas and supporting details	Students read a paragraph or a fable Using the herringbone pattern graphic organiser, students fill in important details from the story Using the details in groups, students draw conclusions about the main idea. They compose a sentence that states the main idea Students are divided into groups Each group is given an excerpt from a text, and a pattern of the herringbone graphic organiser Members of each group fill in the pattern and infer the main idea	Written exercise to infer the main idea Completion of graphic organisers Written exercise to infer the main idea Completion of graphic organisers	Text Herringbone pattern graphic organiser Text Herringbone pattern graphic organiser

COMPREHENSION SCHEME OF WORK

TERM 2

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			Oral class presentation of inferred main ideas and discussion follows		
3 & 4	Determining author's purpose (e.g. to inform, persuade)	Determine author's purpose Examine language to determine a writer's purpose	Students work in pairs and practice using the following questions to determine an author's purpose: - What is the author trying to say to me? - Is the author a reliable source of information? - Is the author trying to persuade me to think a certain way or to do something? - What kind of information is the author providing? - Might the author have a hidden agenda? Think-Pair-Share Completion of checklists Author's chair	Completion of graphic organisers Oral and written responses to literal and inferential questions Completion of student checklists Journal entries Panel discussion Author's chair Completion of concept maps	Reading on Author's purpose e.g. https://suite.io/thadrapetkus/2ef12r6 (Author's purpose) Teacher checklists Student checklists Video Clips Inspiration Webspiration

COMPREHENSION SCHEME OF WORK

TERM 2

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
5 & 6	Explicit Details	<p>List explicit details in given texts</p> <p>Answer literal questions based on given texts</p> <p>Create literal questions</p> <p>Explain the importance of identifying key information in texts</p>	<p>Students list explicit details in given texts after observing teacher modelling this activity</p> <p>Students read selected descriptive texts</p> <p>Students recreate what is described in the text in graphic form</p> <p>Students present creations to the class</p> <p>Small-Group Work Students: -read a short story -retell the story orally -use a checklist to ensure that essential details are included</p> <p>In groups, students create questions based on the story using the</p>	<p>Literal comprehension exercises</p> <p>Creation of questions based on a given text using the 5Ws and an H</p> <p>Oral responses to written questions created by peers</p>	<p>Copies of short descriptive texts</p> <p>Graphic organiser</p> <p>Chart paper</p> <p>Markers</p>

COMPREHENSION SCHEME OF WORK

TERM 2

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			strategy 5Ws and an H Questions are circulated for peers to answer		
7 & 8	Sequencing - Text Structure	Identify the sequence in written text Follow a sequence of events in a written text Detect words that indicate sequence	Students locate transitional or signal words that indicate sequence (e.g. first, second, last) in a passage Students, in small groups, sequence the events of a story using story board software or bristol board and markers. They present the completed storyboard to the class and justify the sequence created Students read a short story and identify signal words that suggest sequence Students sequence events in stories according to time and present the sequence on an organisational map or chart/story chain	Arrange jumbled sentences into a paragraph Creation of timeline of school activities and school vacations Students present their findings to the class	Envelopes with comic frames Jumbled sentences Copies of short story Newspapers Internet

COMPREHENSION SCHEME OF WORK

TERM 2

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
7 & 8	Sequencing -Text Structure	<p>Identify the sequence in written text</p> <p>Follow a sequence of events in a written text</p> <p>Detect words that indicate sequence</p>	<p>Students use the Internet and newspapers to research and create timelines of current world events</p> <p>Creation of a schema story:</p> <ul style="list-style-type: none"> • Select story • Cut into sections • Distribute sections to small groups • One group member reads section to his/her group • Teacher invites the group that thinks it has the story's beginning/middle/end to share <p>Group justifies its selection</p>	<p>Arrange jumbled sentences into a paragraph</p> <p>Creation of timeline of school activities and school vacations</p> <p>Students present their findings to the class</p>	<p>Envelopes with comic frames</p> <p>Jumbled sentences</p> <p>Copies of short story</p> <p>Newspapers</p> <p>Internet</p>
9 & 10	<p>Barriers to comprehension</p> <p>Fix-up strategies</p>	<p>Identify barriers to comprehension</p> <p>Use 'fix-up strategies' to remedy problems</p>	<p>Teacher distributes level appropriate reading material that has some degree of difficulty</p> <p>In groups, students examine the</p>	<p>Oral retelling of information</p> <p>Creation of poster illustrating "fix-up strategies"</p> <p>Comprehension exercise</p>	<p>Copies of unfamiliar texts – menu, graphic novel, cartoon, recipe, brochure</p> <p>Computer</p>

COMPREHENSION SCHEME OF WORK					
TERM 2					
Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
	Metacognition		<p>text to determine what makes comprehension difficult. Students present reasons, e.g. failure to understand words, sentences, how information fits together (organisation)</p> <p>Students generate a list of reading difficulties</p> <p>Students create a list of fix-up strategies used to cope with the difficulties. Groups share their strategies and teacher records them on board</p> <p>Teacher uses a ‘think aloud’ to model the use of additional fix-up strategies to aid comprehension:</p> <ul style="list-style-type: none"> - skip section of text and read on - break text into “chunks” - re-read current sentence - re-read previous 	<p>Oral retelling of information</p> <p>Creation of poster illustrating “fix-up strategies”</p> <p>Comprehension exercise</p>	<p>Internet</p> <p>Copies of unfamiliar texts – menu, graphic novel, cartoon, recipe, brochure</p> <p>Computer</p> <p>Internet</p>
	Barriers to comprehension				
	Fix-up strategies Metacognition				

COMPREHENSION SCHEME OF WORK					
TERM 2					
Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
	Metacognition		<p>text to determine what makes comprehension difficult. Students present reasons, e.g. failure to understand words, sentences, how information fits together (organisation)</p> <p>Students generate a list of reading difficulties</p> <p>Students create a list of fix-up strategies used to cope with the difficulties. Groups share their strategies and teacher records them on board</p> <p>Teacher uses a ‘think aloud’ to model the use of additional fix-up strategies to aid comprehension:</p> <ul style="list-style-type: none"> - skip section of text and read on - break text into “chunks” - re-read current sentence - re-read previous 	<p>Oral retelling of information</p> <p>Creation of poster illustrating “fix-up strategies”</p> <p>Comprehension exercise</p>	<p>Internet</p> <p>Copies of unfamiliar texts – menu, graphic novel, cartoon, recipe, brochure</p> <p>Computer</p> <p>Internet</p>
	Barriers to comprehension				
	Fix-up strategies Metacognition				

COMPREHENSION SCHEME OF WORK					
TERM 2					
Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
	Metacognition		<p>text to determine what makes comprehension difficult. Students present reasons, e.g. failure to understand words, sentences, how information fits together (organisation)</p> <p>Students generate a list of reading difficulties</p> <p>Students create a list of fix-up strategies used to cope with the difficulties. Groups share their strategies and teacher records them on board</p> <p>Teacher uses a ‘think aloud’ to model the use of additional fix-up strategies to aid comprehension:</p> <ul style="list-style-type: none"> - skip section of text and read on - break text into “chunks” - re-read current sentence - re-read previous 	<p>Oral retelling of information</p> <p>Creation of poster illustrating “fix-up strategies”</p> <p>Comprehension exercise</p>	<p>Internet</p> <p>Copies of unfamiliar texts – menu, graphic novel, cartoon, recipe, brochure</p> <p>Computer</p> <p>Internet</p>
	Barriers to comprehension				
	Fix-up strategies Metacognition				

COMPREHENSION SCHEME OF WORK					
TERM 2					
Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			information - use context clues - consult a dictionary/thesaurus		
11 & 12	Revision and Assessment				

COMPREHENSION SCHEME OF WORK

TERM 3

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1 & 2	Implied Main Idea - Making Inferences	<p>Detect connections among details in a text</p> <p>Infer the main idea</p> <p>Explain the relationship between main ideas and supporting details</p>	<p>Students read a paragraph or a fable</p> <p>Using the herringbone pattern graphic organiser, students fill in important details from the story</p> <p>Using the details in groups students draw conclusions about the main idea. They compose a sentence that states the main idea</p> <p>Students are divided into groups. Each group is given an excerpt from a text, and a pattern of the herringbone graphic organiser. Members of each group fill in the pattern and infer the main idea</p> <p>Oral class presentation of inferred main ideas and discussion follows</p>	Students are given short extract from which they infer the main idea	<p>Text</p> <p>Herringbone pattern graphic organiser</p>

COMPREHENSION SCHEME OF WORK

TERM 3

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
3 & 4	Fact & Opinion - Questioning - Making connections	<p>Identify facts and opinions</p> <p>Differentiate between fact and opinion in a given piece of writing</p> <p>Generate questions about the purpose of the writing and their purpose for reading</p> <p>Make connections between:</p> <ul style="list-style-type: none"> • text and self • text and text • text and world 	<p>Whole-Group Work</p> <p>Students read two accounts of the same incident, one factual and another from someone's point of view. They:</p> <ul style="list-style-type: none"> • make relevant connections • compare and contrast the two accounts • identify differences • define what is factual and what is opinion <p>Students are given samples of factual and opinion statements. Using a T-chart, they place each statement in one of the two columns</p> <p>Students investigate a real or imaginary incident at school. They use the 5Ws and an H strategy and ascertain facts and opinions</p>	<p>Written exercises to differentiate between fact and opinion in given passages</p> <p>Research project: Investigate an incident reported in the media involving a popular celebrity. Report the facts versus the opinions via social media to their peers</p>	<p>Texts</p> <p>T-charts</p> <p>Pictures</p> <p>Computers</p> <p>Cell phones</p> <p>Video clips</p> <p>News papers</p> <p>Podcasts</p>

COMPREHENSION SCHEME OF WORK

TERM 3

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
5 & 6	Compare & Contrast - Literary device (simile)	Identify the language of comparison and contrast Identify similarities and differences in texts Use similes to make comparisons	Students solve “Spot the Difference” puzzles Using a Venn diagram, students record features identified in photographs that are similar and different Teacher introduces the terms comparison and contrast and elicits definitions of both from groups Teacher does a Read Aloud using a passage containing key words and phrases that indicate comparison and contrast. Focuses attention on key words and phrases e.g. like/unlike; same as/in contrast to/likewise; however /whereas Students read a passage and identify words that indicate comparison and contrast. These are recorded on a T-chart	Creation of Venn diagrams and T-charts to show comparison and contrast Online assessment of games played	Passages or excerpts from different texts: Newspaper articles Magazines Texts (fiction and non-fiction) Multimedia Projector Charts Venn diagrams Post It Notes

COMPREHENSION SCHEME OF WORK

TERM 3

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			Students read texts containing similes and discuss comparisons made. They create and visually represent similes. They play online matching simile games as well as simile Jeopardy game		
7 & 8	Summarising - Retelling	<p>Locate the main ideas in content area texts</p> <p>Differentiate between relevant and irrelevant details</p> <p>Detect words that categorise a group of items</p> <p>Detect words that summarises phrases or ideas</p> <p>Appreciate the value of concise language</p>	<p>Students categorise lists of items e.g. video games, cell phones</p> <p>Students list main ideas in given paragraphs after observing teacher modelling this activity</p> <p>Students read paragraphs, identify the main ideas and highlight the relevant details. They represent this using graphic organisers and then write the summary</p> <p>Class discussion on the importance of precision in language use e.g. All of a sudden—Suddenly; In the end -- Finally</p>	<p>Select a category name for a list of items</p> <p>Substitute synonyms for specified phrases</p> <p>Oral and written summaries of short passages</p>	<p>Journals</p> <p>Passages</p> <p>Graphic organisers</p> <p>Relevant texts</p> <p>Multimedia projector</p>

COMPREHENSION SCHEME OF WORK

TERM 3

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			Students are grouped and each group is given cue cards with phrases written on them. Students write a word for those phrases on the reverse side of the card		
9 & 10	Cause and effect -Text structure	Use text features to establish a purpose for reading Preview texts	<p>Teacher models comprehension strategies and integration of all language skills—especially oracy is emphasised</p> <p>Teacher guides discussion to establish a purpose for reading (e.g. for enjoyment, for information) and models the previewing of text, then guides student practice</p> <p>Teacher first models using Think Aloud, then guides students to use picture clues to skim and predict outcomes</p> <p>Students read and use captions, chapter headings, boldface headings, words, charts and graphs and</p>	<p>Treasure hunt</p> <p>Word Bingo</p> <p>Journal entries</p> <p>Quick Writes</p> <p>Reading Checklists</p> <p>Response to literal questions</p> <p>Observation Checklist</p> <p>Anecdotal records</p>	<p>Print and electronic materials/passages (informational and literary) of interest to students</p> <p>E-books</p> <p>Comic books</p> <p>Digital story</p> <p>Digital treasure hunt</p> <p>Stationery-highlighter</p>

COMPREHENSION SCHEME OF WORK					
TERM 3					
Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			pictures to become acquainted with reading material		
11 & 12	Revision and Assessment				

VOCABULARY SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1 & 2	Sight words	Identify and pronounce words from various Sight Words List	<p>Explicit teaching of sight words:</p> <p>Students are taught five new sight words each day using PowerPoint slides or flash cards with the target words</p> <p>Students use sentences with the sight words to associate meaning with the words</p> <p>Students sing sight words songs (rap)</p> <p>Key search words: Sight words, songs</p> <p>Playing of sight word games e.g. http://www.starfall.com/n/matching/sight-words/play.htm?f</p> <p>Key search words: starfall, sight word games</p>	<p>Read a passage containing sight words without errors</p> <p>Use a checklist to record students' sight words progress</p>	<p>Flash Cards, Power Point Slides, Sentence strips</p> <p>Links for sight word games and strategies: Key search words: sight words, high frequency words e.g. http://pinterest.com/learningahoy/sight-words/ http://moffattgirls.blogspot.com/ http://www.mrsperkins.com/dolch.htm http://www.signingtime.com/ http://www.sightwordsgame.com/</p>

VOCABULARY SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
3 & 4	Synonyms	<p>Define the term synonym</p> <p>Identify and use synonyms appropriately in sentences</p> <p>Distinguish words from other words similar in meaning</p>	<p>Students listen to Read Aloud of a popular fairy tale</p> <p>The fairy tale is written on a chart with several words highlighted</p> <p>Students participate in discussion on suitable words to replace the highlighted words</p> <p>Students identify what are synonyms and give their own definition through guided questioning</p> <p>Students use graphic organisers to group words that are similar to a given word</p> <p>Students read passages with highlighted words and use a thesaurus to find suitable synonyms</p>	<p>Rewrite a given fairy tale:</p> <ul style="list-style-type: none"> Highlight words that can be replaced with synonyms Replace the words Share the rewritten story with the class <p>Complete cloze exercises</p> <p>Replace the underlined with a word nearest in meaning</p> <p>Matching exercises involving synonyms</p>	<p>Key search words: Thesaurus: E.g. http://www.teachingideas.co.uk/english/worksheets/thesaurusws.htm</p> <p>How to use a Thesaurus lesson plan e.g. http://www.localschooldirectory.com/lesson-plans/id/271</p> <p>Synonym list</p> <p>Words from reading passages, stories, newspapers, magazines</p> <p>Games to reinforce synonyms</p> <p>Key Search Words: Concept Maps</p>

VOCABULARY SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
					Graphic Organisers e.g. http://www.readwritethink.org/files/resources/printouts/30699_concept_map.pdf
5 & 6	Content Area Vocabulary	<p>Determine the different meanings of words as used in different content areas</p> <p>Classify words and their meanings according to their content area</p>	<p>Use Frayer model graphic organiser to provide a detailed understanding of new words</p> <p>Use the Vocabulary Self-Collection strategy (VSS):</p> <p>Students when reading are encouraged to choose words from their readings that are new and interesting. They must use the context and other resources to determine the meaning of the words. Teachers using the VSS must</p> <ul style="list-style-type: none"> • Model the process of collecting words • Provide guided 	<p>Construct sentences to illustrate the meaning of words used in a particular context</p> <p>Completion of cloze passages</p> <p>Correctly sort words and place in relevant categories</p>	<p>Word Wall: Large manila folders, rulers and markers</p> <p>Graphic Organiser-Frayer Model</p>

VOCABULARY SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			<p>practice within reading groups and other instructional contexts</p> <ul style="list-style-type: none"> • Offer constant encouragement to students to use VSS during independent reading <p>Construct a word wall that classifies words and their meanings according to the different content areas</p>		
7 & 8	Multiple-meaning words	<p>Use words in context to show the different meanings</p> <p>Determine the meaning of words by analysing the context</p> <p>State the literal and figurative meanings</p>	<p>Provide examples of words used in different context</p> <p>Students are guided to identify specific multiple meaning words. They then participate in a discussion on how the words are used in various contexts</p> <ul style="list-style-type: none"> • students use the dictionary to demonstrate the 	<p>Write sentences to illustrate the different meanings of words e.g. cast, back, bolt show</p> <p>Orally construct sentences to illustrate the multiple meanings of words. Use a checklist to record information</p>	<p>Stories</p> <p>Expository passages</p> <p>Passages from the newspapers, magazines</p> <p>Using the internet Key words: context clues games</p>

VOCABULARY SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
7 & 8	Multiple-meaning words	<p>of words</p> <p>Use words in context to show the different meanings</p> <p>Determine the meaning of words by analysing the context</p> <p>State the literal and figurative meanings of words</p>	<p>meaning of multi-meaning words</p> <ul style="list-style-type: none"> Teacher draws reference from content area words e.g. The <u>product</u> of 2 and 2 equals The main <u>product</u> of petroleum is gasoline <p>Play with parts of speech Let students create sentences using the word two times, once as a noun and once as a verb e.g. Kate was cleaning her diamond <u>ring</u> when she heard the phone <u>ring</u></p> <p>Listen to sentences containing words with multiple meanings and explain the meaning of the word and how it applies to the related context</p>	<p>Create riddles e.g. I am a flying mammal and something you use in a game of cricket. What word am I?</p> <p>Creation of metaphors to illustrate the figurative meaning of words</p>	Dictionary

VOCABULARY SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
9- 11	Context clues Synonyms Use of Thesaurus	Use context clues to complete cloze passages Use context to determine the meaning of words	Teacher constructs cloze passage omitting selected words. In place of each target word, insert a letter and then x's for the rest of the letters in the words E.g. We had ice cream and cxxx at Janelle's birthday party. Teacher informs students that each x stands for a different letter and asks students to guess what is the word and state why they chose the particular word. Teacher explains that we can get the correct word due to the context in which it is used, that is, the words that come before and after <ul style="list-style-type: none"> Using only x's for the target word Using a blank for the target word. 	Completion of cloze passages Worksheets Online assessments of context clues games	Stories Expository passages Passages from the newspapers, magazines Using the internet Key words: context clues games Dictionary

VOCABULARY SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
9-11	Context clues Synonyms Use of Thesaurus	Use context to determine the meaning of words	<p>Create passages with blanks representing specific words e.g. adjectives, nouns etc. Illustrate to students that there are different kinds of context clues e.g. antonym and synonym</p> <p>Pictionary Variation: students draw graphic representations of words</p> <p>Students play a game of Charades using vocabulary words from the text that is being studied. Play word BINGO games and word sorts. Use dictionary and thesaurus to find meanings of words</p>	<p>Completion of cloze passages</p> <p>Worksheets</p> <p>Online assessments of context clues games</p>	<p>Stories</p> <p>Expository passages</p> <p>Passages from the newspapers, magazines</p> <p>Using the internet</p> <p>Key words: context clues games</p> <p>Dictionary</p>

VOCABULARY SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
12 & 13	Antonyms	<p>Define the term antonym</p> <p>Identify and use antonyms in sentences</p> <p>Distinguish words from other words opposite in meaning</p>	<p>Students listen to a read aloud of a story or passage and have role play it in two ways:</p> <ul style="list-style-type: none"> - as read - the opposite <p>Discussion on antonyms</p> <p>Practice replacing words with antonyms</p> <p>Students use graphic organisers</p> <p>Game of trees- placing synonyms and antonyms of a given word on word trees.</p> <p>Antonym Bingo</p> <p>Memory- Matching antonym cards</p>	<p>Before reading activity: Guide students to highlight words that may form opposites in the passage</p> <p>During the reading activity: Discussion of words and their opposite meaning</p> <p>Post reading activity: Construct sentences using the highlighted words and their opposite in meaning</p>	<p>Key search words: Antonyms, antonym games E.g. http://busyteacher.org/8044-opposites-attract-having-fun-with-antonyms.html</p> <p>Flash Cards</p> <p>Blank Bingo cards</p> <p>Antonym list</p> <p>Words found in reading passages, stories, newspapers, magazines</p> <p>Word games such as bingo, word sleuth</p> <p>Concept Maps: Key search words: graphic organisers,</p>

VOCABULARY SCHEME OF WORK

TERM 1

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
12 & 13	Antonyms	<p>Identify and use antonyms in sentences</p> <p>Distinguish words from other words opposite in meaning</p>	<p>Students listen to a read aloud of a story or passage and have role play it in two ways:</p> <ul style="list-style-type: none"> - as read - the opposite <p>Discussion on antonyms</p> <p>Practice replacing words with antonyms</p> <p>Students use graphic organisers</p> <ul style="list-style-type: none"> -Game of trees- placing synonyms and antonyms of a given word on word trees. -Antonym Bingo -Memory- Matching antonym cards 	<p>Before reading activity: Guide students to highlight words that may form opposites in the passage</p> <p>During the reading activity: Discussion of words and their opposite meaning</p> <p>Post reading activity: Construct sentences using the highlighted words and their opposite in meaning</p>	concept maps for reading. E.g. http://www.readwritethink.org/files/resources/printouts/30699_concept_map.pdf
14 & 15	Revision and Assessment				

VOCABULARY SCHEME OF WORK

TERM 2

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1	Sight Words: Review and Extension	Identify and pronounce words from various Sight Words List	<p>Explicit teaching of sight words: Teach five new sight words to students each day using PowerPoint slides or flash cards with the target words</p> <p>Students use sentences with the sight words to create a context for associating meaning with the words</p> <p>Singing of sight words songs (rap) Key search words: Sight words, songs</p> <p>Playing of sight word games e.g. http://www.starfall.com/n/matching/sight-words/play.htm?f</p> <p>Key search words: starfall, sight word games</p>	<p>Read a passage containing sight words, without making errors</p> <p>Use a checklist to record students' sight words progress</p>	<p>Flash Cards, Power Point Slides, sentence strips</p> <p>Links for sight word games and strategies: Key search words: sight words, high frequency words e.g. http://pinterest.com/learnin-gahoy/sight-words/ http://www.mrsperkins.com/dolch.htm http://www.signingtime.com/ http://www.sightwordsgame.com/</p>

VOCABULARY SCHEME OF WORK

TERM 2

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
2	Sight Words	Identify and pronounce words from various Sight Words List	<p>Explicit teaching of sight words:</p> <p>Students are taught five new sight words each day using PowerPoint slides or flash cards with the target words</p> <p>Students use sentences with the sight words to create a context for associating meaning with the words</p> <p>.</p> <p>Singing of sight word songs (rap)</p> <p>Key search words: Sight words, songs</p> <p>Playing of sight word games e.g. http://www.starfall.com/n/matching/sight-words/play.htm?f </p>	<p>Read a passage containing sight words without errors</p> <p>Use a checklist to record students' sight words progress</p>	<p>Flash Cards, Power Point Slides, sentence strips</p> <p>Links for sight word games and strategies: Key search words: sight words, high frequency words. E.g. http://pinterest.com/learnin_gahoy/sight-words/ http://www.mrsperkins.com/dolch.htm http://www.signingtime.com/ http://www.sightwordsgame.com/ </p>

	Sight Words	Identify and pronounce words from various Sight Words List	Key search words: starfall, sight word games	Read a passage containing sight words without errors Use a checklist to record students' sight words progress	
3 & 4	Content Area /Technical Vocabulary	Identify and pronounce words from various subject word lists Determine the different meanings of words as used in different content areas Classify words and their meanings according to their content area	Use Frayer model graphic organiser to provide a detailed understanding of new words Use the Vocabulary Self-Collection strategy (VSS): Students when reading are encouraged to choose words from their readings that are new and interesting. They must use the context and other resources to determine the meaning of the words. Teachers using the VSS must <ul style="list-style-type: none"> • Model the process of collecting words • Provide guided practice within reading groups and other instructional contexts 	Read a passage containing technical vocabulary without errors Completion of a cloze passage Use a checklist to record students' technical words progress	Flash Cards Power Point Slides Sentence strips

			<ul style="list-style-type: none"> Offer constant encouragement to students to use VSS during independent reading <p>Construct a word wall that classifies words and their meanings according to the different content areas</p>		
5 & 6	Homographs (Words with same spelling different origin, pronunciation and meaning)	<p>Distinguish the differences in the pronunciation of homographs</p> <p>Distinguish the differences in the meaning of homographs.</p> <p>Construct sentences using homographs</p>	<p>Students view sentences and passages with homographs</p> <p>e.g. I was <u>present</u> when he received the <u>present</u>. Will you <u>permit</u> me to use your <u>permit</u>?</p> <p>Students echo teacher's demonstration of the different pronunciations of the words and how they convey different meanings in the sentences</p> <p>Students read additional homographs and engage in discussion about their use e.g. minute, product bow, produce, lead, read</p> <p>Musical chair homographs (game)</p>	<p>Students create two sentences showing the meaning of a pair of homographs.</p> <p>Oral Evaluation using a checklist:</p> <p>-pronunciation of homographs -use in sentences</p> <p>Reading of sentences and passages containing homographs with proper pronunciation</p> <p>Creation of sentences showing the</p>	<p>Homograph list</p> <p>Words found in passages, stories, newspapers, magazines</p> <p>Words found in content area</p> <p>Using activities to reinforce homographs e.g. dictation</p>

			<p>Key words: homographs, games for homographs e.g. https://www.teachervision.com/tv/printables/Strouf_087628635x_178-179.pdf</p> <p>Game: In teams, students present flashcards for opponents to give both pronunciations of words and dramatise their meanings</p>	differences in the meanings of the respective homographs	
7 & 8	Context Clues	<p>Use context clues to complete cloze passages.</p> <p>Use content to determine meaning of words</p>	<p>Teacher constructs cloze passage omitting selected words. In place of each target word, insert a letter and then x's for the rest of the letters in the words</p> <p>e.g. We had ice cream and c_ _ _ Janelle's birthday party</p> <p>Teacher informs students that each x stands for a different letter and asks students to guess what is the word and state why they chose the particular word</p> <p>Teacher explains that the correct meaning of the word</p>	<p>Completion of cloze passages</p> <p>Worksheets</p> <p>Completion of cloze passages</p> <p>Worksheets</p>	<p>Stories</p> <p>Expository passages</p> <p>Passages from the newspapers, magazines</p> <p>Using the internet Key words: context clues games</p> <p>Dictionary</p>

			<p>can be arrived at due to the context in which it is used, that is, the words that come before and after</p> <ul style="list-style-type: none"> • Using only x's for the target word • Using a blank for the target word 		
9 & 10	Context Clues	<p>Students will be able to:</p> <p>Use context clues to complete cloze passages</p> <p>Use content to determine meaning of words</p>	<p>Create passages with blanks representing specific words e.g. adjectives, nouns etc.</p> <p>Illustrate to students that there are different kinds of context clues e.g. Antonym and synonym; Pictionary</p> <p>Variation: students draw graphic representations of words</p> <p>-Students play a game of Charades using vocabulary words from the text that is being studied</p> <p>-Play word BINGO games and word sorts.</p> <p>Use dictionary and thesaurus to find meanings of words</p>	<p>Completion of cloze passages</p> <p>Worksheets</p> <p>Online assessments of context clues games</p>	<p>Stories</p> <p>Expository passages</p> <p>Passages from the newspapers, magazines</p> <p>Using the internet</p> <p>Key words: context clues games</p> <p>Dictionary</p>
11 & 12	Revision and Assessment				

VOCABULARY SCHEME OF WORK

TERM 3

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1	Sight Words: Review and Extension	Identify and pronounce words from various Sight Words List	<p>Explicit teaching of sight words: Teach five new sight words to students each day using PowerPoint slides or flash cards with the target words</p> <p>Students use sentences with the sight words to create a context for associating meaning with the words</p> <p>Singing of sight words songs (rap) Key search words: Sight words, songs</p> <p>Playing of sight word games e.g. http://www.starfall.com/n/matching/sight-words/play.htm?f</p> <p>Key search words: starfall, sight word games</p>	<p>Read a passage containing sight words, without making errors</p> <p>Use a checklist to record students' sight words progress</p>	<p>Flash Cards, Power Point Slides, sentence strips</p> <p>Links for sight word games and strategies: Key search words: sight words, high frequency words e.g. http://pinterest.com/learnin_gahoy/sight-words/ http://www.mrsperkins.com/dolch.htm http://www.signingtime.com/ http://www.sightwordsgame.com/</p>

VOCABULARY SCHEME OF WORK

TERM 3

Week	Skill/topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
2 & 3	Content Area Vocabulary <ul style="list-style-type: none"> Technical vocabulary 	<p>Determine the different meanings of words as used in different content areas</p> <p>Classify words and their meanings according to their content area</p>	<p>Use Frayer model graphic organiser to provide a detailed understanding of new words</p> <p>Use the Vocabulary Self-Collection strategy (VSS):</p> <p>Students when reading are encouraged to choose words from their readings that are new and interesting. They must use the context and other resources to determine the meaning of the words</p> <p>Teachers using the VSS must</p> <ul style="list-style-type: none"> Model the process of collecting words Provide guided practice within reading groups and other instructional contexts Offer constant encouragement to 	<p>Construct sentences to illustrate the meaning of words used in a particular context</p> <p>Completion of cloze passages</p> <p>Correctly sort words and place in relevant categories</p>	<p>Word Wall: Large manila folders, rulers and markers</p> <p>Graphic Organiser- Frayer Model</p>

			<p>students to use VSS during independent reading</p> <p>Construct a word wall that classifies words and their meanings according to the different content areas</p>		
4 & 5	Context Clues	<p>Use context clues to complete cloze passages</p> <p>Use context to determine meaning of words</p>	<p>Students read teacher created passages with blanks representing specific words e.g. adjectives, verbs, nouns</p> <p>Teacher models how synonyms, antonyms, use of signal words, punctuation cues and details can be used to deduce meanings of words</p> <p>Students practice reading passages with about four unfamiliar words and discuss plausible meaning based on context clues</p> <p>They use a dictionary to verify meanings. Students create a dictionary/ thesaurus of new words and phrases, their definitions and synonyms</p>	<p>Completion of cloze passages</p> <p>Worksheets</p> <p>Online assessments of context clues games</p>	<p>Stories</p> <p>Expository passages</p> <p>Passages from the newspapers, magazines</p> <p>Using the internet</p> <p>Key words: context clues games</p> <p>Dictionary</p>

			<p>Pictionary Variation: students draw graphic representations of words</p> <p>-Students play a game of Charades using vocabulary words from the text that is being studied</p> <p>-Playing of word BINGO games and word sorts</p>		
6 & 7	Multiple-meaning words	<p>Use words in context to show the different meanings</p> <p>Determine the meaning of words by analysing the context</p> <p>State the literal and figurative meanings of words</p>	<p>Provide examples of words used in different context</p> <p>Students are guided to identify specific multiple meaning words. They then participate in a discussion on how the words are used in various contexts</p> <ul style="list-style-type: none"> • students use the dictionary to demonstrate the meaning of multi-meaning words • Teacher draws reference from content area words • e.g. The <u>product</u> of 2 and 2 equals • The main <u>product</u> of petroleum is gasoline 	<p>Write sentences to illustrate the different meanings of words e.g. cast, back, bolt show</p> <p>Orally construct sentences to illustrate the multiple meanings of words. Use a checklist to record information</p> <p>Creation of riddles e.g. I am a flying mammal and something you use in a game of cricket. What word am I?</p>	<p>Stories</p> <p>Expository passages</p> <p>Passages from the newspapers, magazines</p> <p>Using the internet Key words: context clues games</p> <p>Dictionary</p>

			<p>Play with parts of speech Let students create sentences using the word two times, once as a noun and once as a verb e.g. Kate was cleaning her diamond <u>ring</u> when she heard the phone <u>ring</u></p> <p>Listen to sentences containing words with multiple meanings and explain the meaning of the word and how it applies to the related context</p>	Creation of metaphors to illustrate the figurative meaning of words	
8	Homographs (Words with same spelling different origin, pronunciation and meaning)	<p>Distinguish the differences in the pronunciation of homographs</p> <p>Distinguish the differences in the meaning of homographs</p> <p>Construct sentences using homographs</p>	<p>Students view sentences and passages with homographs e.g. I was <u>present</u> when he received the <u>present</u>. Will you <u>permit</u> me to use your <u>permit</u>?</p> <p>Students echo teacher's demonstration of the different pronunciations of the words and how they convey different meanings in the sentences</p> <p>Students read additional</p>	<p>Creation of sentences showing the differences in the meanings of homographs</p> <p>Oral Evaluation using a checklist:</p> <ul style="list-style-type: none"> -pronunciation of homographs -use in sentences <p>Reading of sentences</p>	<p>Homograph list</p> <p>Words found in passages, stories, newspapers, magazines</p> <p>Words found in content area</p> <p>Key words: homographs, games for homographs e.g. https://www.teachervision.com/tv/printables/Strouf_087628635x_178-179.pdf</p>

			<p>homographs and engage in discussion about their use e.g. minute, product bow, produce, lead, read</p> <p>Musical chair homographs Game: In teams, students present flashcards for opponents to give both pronunciations of words and dramatise their meanings</p>	and passages containing homographs with proper pronunciation	
9 & 10	<p>Synonyms</p> <p>Use of a thesaurus</p>	<p>Identify and use synonyms appropriately in sentences</p> <p>Distinguish words from other words similar in meaning</p>	<p>Students read teacher created passage or content area material with words highlighted</p> <p>Students participate in discussion on suitable words to replace the highlighted words</p> <p>Students use graphic organisers to group words that are similar to a given word</p> <p>Students read passages with highlighted words and use a thesaurus to find suitable synonyms</p>	<p>Rewrite a given passage/story/poem</p> <ul style="list-style-type: none"> Highlight words that can be replaced with synonyms Replace the words Share the rewritten passage/story/poem with the class <p>Complete cloze exercises</p> <p>Replace the underlined with a word nearest in meaning</p>	<p>Key search words: Thesaurus: E.g. http://www.teachingideas.co.uk/english/worksheets/thesaurusws.htm</p> <p>How to use a Thesaurus lesson plan e.g. http://www.localschooldirectory.com/lesson-plans/id/271</p> <p>Synonym list</p> <p>Words from reading passages, stories, newspapers, magazines</p> <p>Games to reinforce synonyms</p>

11 & 12	Revision and Assessment				

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1	Phonics Alphabet	Apply knowledge of letter sound correspondence	<p>Integrate phonics instruction into content and classroom lessons using high interest-low (hi-lo) readability books, food labels, recipes, cartoons</p> <p>Review of alphabet, vowel and consonant letters and sounds. Work with individuals or small groups lacking these skills</p>	<p>Exercises to identify letters and their sounds</p> <p>Completion of online exercises on letter identification and sound</p> <p>Independently read simple texts</p>	<p>A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics</p> <p>Teacher composed passages</p> <p>Magnetic letters Letter tiles Word walls,</p> <p>Computers with internet access, CD players</p>
2 & 3	Phonics -Short vowels - Phonograms	<p>Apply knowledge of letter sound correspondence</p> <p>Make and read words using short vowel</p>	<p>Review of short vowel sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the short</p>	<p>Create illustrated stories based on short vowel phonograms e.g. an, et, ig, op, ub</p> <p>Stories could be created on</p>	<p>A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems</p>

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
	Phonics -Short vowels - Phonograms	<p>sounds</p> <p>Utilise word families to create and use words</p> <p>Apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading</p> <p>Read independently</p>	<p>vowel sounds using word cards, multi-media projector (MMP) or presentation software e.g. Power Point</p> <p>Work with individuals or small groups lacking these phonic sounds</p> <p>Oral practice e.g. rapping, in pronouncing short vowel sounds and words containing them</p> <p>Students investigate words with short vowel phonogram patterns e.g. an, et, ig, op, ub found in texts. They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic</p>	<p>computer</p> <p>Create phonic books</p> <p>Write and present rhymes or limericks using rhyming words</p> <p>Create games such as search-a-word puzzles</p> <p>Completion of online phonic games</p> <p>Completion of worksheets</p>	<p>newspapers, song lyrics</p> <p>Teacher composed passages</p> <p>Magnetic letters</p> <p>Letter tiles</p> <p>Word walls</p> <p>Computers with internet access, CD players</p> <p>Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games</p>

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
	Phonics -Short vowels - Phonograms	Utilise word families to create and use words Apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Read independently	tiles Students read word families and create sentences or stories both orally and written using them Echo, choral, paired reading can all be done. Reinforce sounds using games Create classroom word walls with phonic lists		
4 & 5	Phonics -Consonants - Phonograms	Apply knowledge of letter sound correspondence Discriminate between words which differ in their initial and final sounds.	Review of consonant sounds using appropriate pictures and texts e.g. poem or short passage Work with individuals or small groups lacking these phonic sounds	Create illustrated stories based on consonants in initial and final positions Stories could be created on computer Create phonic books	A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics Teacher composed passages

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
4 & 5	Phonics -Consonants - Phonograms	Utilise word families to create and use words Apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Read independently	Oral practice e.g. rapping, in differentiating between consonants in initial and final positions in words e.g. back , hack , Jack , pack grim , grit , grin , grip Students investigate words with consonants in initial and final positions found in texts. They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles Students read word families and create sentences or stories both orally and written using them	Write and present rhymes or limericks using rhyming words. Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets	Magnetic letters Letter tiles Word walls Computers with internet access, CD players Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
4 & 5	Phonics -Consonants - Phonograms		Echo, choral, paired reading can all be done. Reinforce sounds using games Create classroom word walls with phonic lists		
6	Phonics -Long vowels 'a' (ai, ay) -Final 'e' rule - Phonograms	Apply knowledge of long 'a' letter sound. Make and read words using long vowel sounds Utilise word families to create and use words Apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading	Review of long vowel sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the long vowel sounds including final 'e' rule using word cards, MMP or presentation software Work with individuals or small groups to reinforce these phonic sounds Oral practice e.g.	Create illustrated stories based on long vowel phonograms. Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words Create games such as search-a-word puzzles Completion of online phonic games	A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics Teacher composed passages Magnetic letters Letter tiles Word walls

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
	Phonics -Long vowels 'a' (ai, ay) -Final 'e' rule - Phonograms	Apply knowledge of long 'a' letter sound. Make and read words using long vowel sounds. Utilise word families to create and use words Apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Read independently	rapping, in pronouncing long vowel sounds and words containing them Students investigate words with long vowel phonogram patterns found in texts e.g. date, fate, plate/ rail, mail, sail/ day, play They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles Students read word families and create sentences or stories both orally and written using them Echo, choral, paired reading can all be done.	Completion of worksheets Create illustrated stories based on long vowel phonograms. Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets	Computers with internet access, CD players Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			Reinforce sounds using games Create classroom word walls with phonic lists		
7	Phonics -Long vowels 'e' (ee, ea, y) -Final 'e' rule - Phonograms	Apply knowledge of long 'e' letter sound. Make and read words using long vowel sounds Utilise word families to create and use words Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Be able to read independently	Review of long vowel sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the long vowel sounds including final 'e' rule using word cards, MMP or presentation software Work with individuals or small groups to reinforce these phonic sounds Oral practice e.g. rapping, in pronouncing long vowel sounds and words containing them	Create illustrated stories based on long vowel phonograms. Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets	A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics Teacher composed passages Magnetic letters Letter tiles Word walls

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
7	Phonics -Long vowels 'e' (ee, ea, y) -Final 'e' rule - Phonograms	Apply knowledge of long 'e' letter sound. Make and read words using long vowel sounds. Utilise word families to create and use words Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Be able to read independently	Students investigate words with long vowel phonogram patterns found in texts e.g. need, reed, feed/ seat, cheat, treat / cherry, berry They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles Students read word families and create sentences or stories both orally and written using them Echo, choral, paired reading can all be done. Reinforce sounds using games	Create illustrated stories based on long vowel phonograms. Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets	Computers with internet access, CD players Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			Create classroom word walls with phonic lists		
8	Phonics -Long vowels 'i' (igh, ie, y) -Final 'e' rule - Phonograms	Apply knowledge of long 'i' letter sound. Make and read words using long vowel sounds Utilise word families to create and use words Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Be able to read independently Apply knowledge of	Review of long vowel sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the long vowel sounds including final 'e' rule using word cards, MMP or presentation software Work with individuals or small groups to reinforce these phonic sounds Oral practice e.g. rapping, in pronouncing long vowel sounds and words containing them Students investigate	Create illustrated stories based on long vowel phonograms. Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets Create phonic books	A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics Teacher composed passages Magnetic letters Letter tiles Word walls Computers with internet

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
8	-Final 'e' rule Phonograms	<p>long 'i' letter sound. Make and read words using long vowel sounds</p> <p>Utilise word families to create and use words</p> <p>Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading</p> <p>Be able to read independently.</p>	<p>words with long vowel phonogram patterns found in texts e.g. bike, like, hike/ high, thigh/ pie, tie</p> <p>They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles</p> <p>Students read word families and create sentences or stories both orally and written using them</p> <p>Echo, choral, paired reading can all be done. Reinforce sounds using games</p> <p>Create classroom word walls with phonic lists</p>	<p>Write and present rhymes or limericks using rhyming words.</p> <p>Create games such as search-a-word puzzles</p> <p>Completion of online phonic games</p> <p>Completion of worksheets</p>	<p>access, CD players</p> <p>Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games</p>

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
9	Phonics -Long vowels 'o' (oa, ow) -Final 'e' rule - Phonograms	Apply knowledge of long 'o' letter sound. Make and read words using long vowel sounds Utilise word families to create and use words Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Be able to read independently Apply knowledge of long 'o' letter sound. Make and read words	Review of long vowel sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the long vowel sounds including final 'e' rule using word cards, MMP or presentation software Work with individuals or small groups to reinforce these phonic sounds Oral practice e.g. rapping, in pronouncing long vowel sounds and words containing them Students investigate words with long vowel phonogram patterns found in texts e.g. bone, tone, phone/ goat,	Create illustrated stories based on long vowel phonograms. Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words. Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets Create illustrated stories based on long vowel	A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics Teacher composed passages Magnetic letters Letter tiles Word walls, Computers with internet access, CD players Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
9	-Long vowels 'o' (oa, ow) -Final 'e' rule - Phonograms	using long vowel sounds Utilise word families to create and use words Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Be able to read independently	float/ glow, snow They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles Students read word families and create sentences or stories both orally and written using them Echo, choral, paired reading can all be done Reinforce sounds using games Create classroom word walls with phonic lists	phonograms. Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words. Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets	A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics Teacher composed passages Magnetic letters Letter tiles Word walls Computers with internet access CD players Games e.g. Bingo, Concentration, Scrabble,

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
					Hangman, Search-a-Word puzzles, scrambled words and online games
10	Phonics -Long vowels 'u' (ue, ew) -Final 'e' rule - Phonograms Phonics -Long	Apply knowledge of long 'u' letter sound. Make and read words using long vowel sounds Apply knowledge of long 'u' letter sound. Make and read words using long vowel sounds Utilise word families to create and use words Apply appropriate phonic and word attack skills (chunking,	Review of long vowel sounds using appropriate text e.g. poem or short passage Conduct mini lesson on the long vowel sounds including final 'e' rule using word cards, MMP or presentation software Work with individuals or small groups to reinforce these phonic sounds Oral practice e.g. rapping, in pronouncing long vowel sounds and words containing them	Create illustrated stories based on long vowel phonograms. Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words. Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets Create illustrated stories based on long vowel phonograms. Stories could be	A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics Teacher composed passages Magnetic letters Letter tiles Word walls Computers with internet access, CD players

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
10	vowels 'u' (ue, ew) -Final 'e' rule - Phonograms	<p>syllabication) and strategies when reading</p> <p>Read independently.</p> <p>Apply knowledge of long 'u' letter sound. Make and read words using long vowel sounds. Utilise word families to create and use words</p> <p>Apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading</p> <p>Read independently</p>	<p>Students investigate words with long vowel phonogram patterns found in texts e.g. cube, tube/ glue, blue/ stew, brew</p> <p>They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles</p> <p>Students read word families and create sentences or stories both orally and written using them</p> <p>Echo, choral, paired reading can all be done. Reinforce sounds using games</p> <p>Create classroom word</p>	<p>created on computer</p> <p>Create phonic books</p> <p>Write and present rhymes or limericks using rhyming words</p> <p>Create games such as search-a-word puzzles</p> <p>Completion of online phonic games</p> <p>Completion of worksheets</p>	<p>Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games</p>

WORD STUDY/PHONICS' SCHEME OF WORK

TERM 1

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			walls with phonic lists		
11 & 13	Phonograms	Utilise word families to create and use words	Use strategies outlined above	Use assessment strategies outlined above	Use resources identified above
14 & 15	Revision and Assessment				

WORD STUDY/PHONICS SCHEME OF WORK

TERM 2

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1	Phonics -Review of long and short vowels	<p>Apply knowledge of letter sound correspondence</p> <p>Make and read words with long and short vowel sounds</p> <p>Utilise word families to create and use words</p> <p>Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when</p>	<p>Review of long and short vowels sounds using appropriate text e.g. poem or short passage</p> <p>Work with individuals or small groups to reinforce these phonic sounds</p> <p>Oral practice e.g. rapping, in pronouncing long and short vowels sounds and words containing them</p> <p>Students read word families with long and short vowels and create</p>	<p>Create illustrated stories based on long and short vowels</p> <p>Stories could be created on computer</p> <p>Create phonic books</p> <p>Write and present rhymes or limericks using rhyming words</p> <p>Create games such as search-a-word puzzles</p> <p>Completion of online phonic games</p>	<p>A variety of reading materials e.g. 'hi-lo' reading books</p> <p>Teacher composed passages</p> <p>Magnetic letters Letter tiles Word walls</p> <p>Computers with internet access, CD players</p> <p>Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words</p>

WORD STUDY/PHONICS SCHEME OF WORK

TERM 2

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
		reading Be able to read independently	sentences or stories both orally and written using them Echo, choral, paired reading can all be done Reinforce sounds using games Create classroom word walls with phonic lists	Completion of worksheets	and online games
2 & 3	Phonics -Initial consonant digraphs (ch, sh, th, ph, wh) -Phonograms	Apply knowledge of letter sound correspondence Make and read words using consonant digraphs Utilise word families to create and use words	Review of consonant digraphs sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the consonant digraphs sounds using word cards, MMP or presentation software Work with individuals or	Create illustrated stories based on consonant digraphs Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words.	A variety of reading materials eg. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics Teacher composed passages Magnetic letters

WORD STUDY/PHONICS SCHEME OF WORK

TERM 2

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
2 & 3	Phonics -Initial consonant digraphs (ch, sh, th, ph, wh) -Phonograms	<p>Apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading</p> <p>Read independently</p> <p>Apply knowledge of letter sound correspondence</p> <p>Make and read words using consonant digraphs Utilise word families to create and use words</p> <p>Apply appropriate phonic and word</p>	<p>small groups to reinforce these phonic sounds</p> <p>Oral practice e.g. rapping, in pronouncing consonant digraphs sounds and words containing them</p> <p>Students investigate words with consonant digraphs patterns found in texts e.g. chain, pain/ dish, fish/ what, when, why They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles</p> <p>Students read word families and create sentences or stories both</p>	<p>Create games such as search-a-word puzzles</p> <p>Completion of online phonic games</p> <p>Completion of worksheets</p> <p>Create illustrated stories based on consonant digraphs</p> <p>Stories could be created on computer</p> <p>Create phonic books</p> <p>Write and present rhymes or limericks using rhyming words.</p> <p>Create games such as search-a-word puzzles</p>	<p>Letter tiles Word walls</p> <p>Computers with internet access, CD players</p> <p>Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games</p>

WORD STUDY/PHONICS SCHEME OF WORK

TERM 2

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
		attack skills (chunking, syllabication) and strategies when reading	orally and written using them Echo, choral, paired reading can all be done Reinforce sounds using games Create classroom word walls with phonic lists	Completion of online phonic games Completion of worksheets	
4 & 5	Phonics -Initial consonant blends (with 'r' e.g. br, cr, dr, fr, gr, pr, tr,) (with 'l' e.g. bl, cl, fl, gl, pl, sl)	Apply knowledge of letter sound correspondence Make and read words using consonant blends Utilise word families to create and use words Apply appropriate phonic and word	Review of consonant blend sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the consonant blends sounds using word cards, MMP or presentation software Work with individuals or small groups to reinforce these phonic sounds	Create illustrated stories based on consonant blends Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words Create games such as search-a-word puzzles	A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics Teacher composed passages Magnetic letters Letter tiles Word walls

WORD STUDY/PHONICS SCHEME OF WORK

TERM 2

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
4 & 5	Phonics -Initial consonant blends (with 'r' e.g. br, cr, dr, fr, gr, pr, tr,) (with 'l' e.g. bl, cl, fl, gl, pl, sl) -Phonograms	attack skills (chunking, syllabication) and strategies when reading Be able to read independently Apply knowledge of letter sound correspondence. Make and read words using consonant blends Utilise word families to create and use words Apply appropriate phonic and word attack skills (chunking, syllabication) and	Oral practice e.g. rapping, in pronouncing consonant blends sounds and words containing them Students investigate words with consonant blends patterns found in texts e.g. bright, fright, plight/ glare, blare, flare They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles Students read word families and create sentences or stories both orally and written using them	Completion of online phonic games Completion of worksheets	Computers with internet access, CD players Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games

WORD STUDY/PHONICS SCHEME OF WORK

TERM 2

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
		strategies when reading Read independently	Echo, choral, paired reading can all be done Reinforce sounds using games Create classroom word walls with phonic lists		
6 & 7	Phonics -Final consonant blends (-st, -sk, -sp, -nd, -nt, -nk, -mp, -rd, -ld, -lp, -rk, -lt, -lf, -pt, -ft, -ct) -Phonograms	Apply knowledge of letter sound correspondence. Make and read words using final consonant blends Utilise word families to create and use words Apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading	Review of final consonant blend sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the final consonant blends sounds using word cards, MMP or presentation software Work with individuals or small groups to reinforce these phonic sounds Oral practice e.g. rapping, in pronouncing final consonant blends sounds and words	Create illustrated stories based on final consonant blends Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words. Create games such as search-a-word puzzles Completion of online phonic games	A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics Teacher composed passages Magnetic letters Letter tiles Word walls Computers with internet access CD players

WORD STUDY/PHONICS SCHEME OF WORK

TERM 2

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
6 & 7	Phonics -Final consonant blends (-st, -sk, -sp, -nd, -nt, -nk, -mp, -rd, -ld, -lp, -rk, -lt, -lf, -pt, -ft, -ct) -Phonograms	Read independently Apply knowledge of letter sound correspondence. Make and read words using final consonant blends Utilise word families to create and use words Apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading	containing them Students investigate words with final consonant blends patterns found in texts e.g. tank, plank, blank/ list, mist They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles Students read word families and create sentences or stories both orally and written using them Echo, choral, paired reading can all be done Reinforce sounds using games	Completion of worksheets Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets	Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games Word walls Computers with internet access CD players Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games

WORD STUDY/PHONICS SCHEME OF WORK

TERM 2

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
		Read independently	Create classroom word walls with phonic lists		
8 & 9	Phonics - 'r' controlled vowels (ar, er, ir, or, ur) -Phonograms	Apply knowledge of letter sound correspondence Make and read words using 'r' controlled vowels Utilise word families to create and use words Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Be able to read	Review of 'r' controlled vowels sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the 'r' controlled vowels sounds using word cards, MMP or presentation software Work with individuals or small groups to reinforce these phonic sounds Oral practice e.g. rapping, in pronouncing 'r' controlled vowels sounds and words containing them Students investigate	Create illustrated stories based on 'r' controlled vowels (ar, er, ir, or, ur) Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words. Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets	A variety of reading materials eg. 'hi-lo' reading books http://www.ling.upenn.edu/pri/pdfs/RR10.pdf (search words: 'r' controlled vowels) Teacher composed passages Magnetic letters Letter tiles Word walls Computers with internet access CD players Games e.g. Bingo,

WORD STUDY/PHONICS SCHEME OF WORK

TERM 2

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
8-9	Phonics - 'r' controlled vowels (ar, er, ir, or, ur)	independently	words with 'r' controlled vowels patterns found in texts e.g. large, charge/ burn, turn, churn They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles		Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games
10	-Phonograms	Utilise word families to create and use words Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading	Students read word families and create sentences or stories both orally and written using them Echo, choral, paired reading can all be done Reinforce sounds using games		

WORD STUDY/PHONICS SCHEME OF WORK					
TERM 2					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
		Be able to read independently	Create classroom word walls with phonic lists		
11 & 12	Revision and Assessment				

WORD STUDY/PHONICS SCHEME OF WORK

TERM 3

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1	Phonics -Review of sounds done previously	<p>Apply knowledge of letter sound correspondence</p> <p>Make and read words with sounds done previously</p> <p>Utilise word families to create and use words</p> <p>Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading</p> <p>Be able to read independently</p>	<p>Review of sounds done previously using appropriate text e.g. poem or short passage</p> <p>Work with individuals or small groups to reinforce these phonic sounds</p> <p>Oral practice e.g. rapping, in pronouncing sounds done previously and words containing them</p> <p>Students read word families with sounds done previously and create sentences or stories both orally and written using them</p> <p>Echo, choral, paired reading can all be done</p>	<p>Create illustrated stories based on sounds done previously</p> <p>Stories could be created on computer</p> <p>Create phonic books</p> <p>Write and present rhymes or limericks using rhyming words.</p> <p>Create games such as search-a-word puzzles</p> <p>Completion of online Phonic games</p> <p>Completion of worksheets</p>	<p>A variety of reading materials e.g. 'hi-lo' reading books</p> <p>Teacher composed passages</p> <p>Magnetic letters Letter tiles Word walls</p> <p>Computers with internet access, CD players</p> <p>Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games</p>

WORD STUDY/PHONICS SCHEME OF WORK

TERM 3

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			<p>Reinforce sounds using games</p> <p>Create classroom word walls with phonic lists</p>		
2 & 3	<p>Phonics - 'l' controlled vowels (al, il, ol,)</p> <p>-Phonograms</p>	<p>Apply knowledge of letter sound correspondence</p> <p>Make and read words using 'l' controlled vowels</p> <p>Utilise word families to create and use words</p> <p>Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when</p>	<p>Review of 'l' controlled vowels sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the 'r' controlled vowels using word cards, MMP or presentation software. sounds</p> <p>Work with individuals or small groups to reinforce these phonic sounds</p> <p>Oral practice e.g. rapping, in pronouncing 'l' controlled vowels sounds and words containing</p>	<p>Create illustrated stories based on 'l' controlled vowels (ar, er, ir, or, ur)</p> <p>Stories could be created on computer</p> <p>Create phonic books</p> <p>Write and present rhymes or limericks using rhyming words</p> <p>Create games such as search-a-word puzzles</p> <p>Completion of online</p>	<p>A variety of reading materials e.g. 'hi-lo' reading books</p> <p>http://www.ling.upenn.edu/pri/pdfs/RR10.pdf (search words: 'r' controlled vowels)</p> <p>Teacher composed passages</p> <p>Magnetic letters</p> <p>Letter tiles</p> <p>Word walls</p> <p>Computers with internet access</p>

WORD STUDY/PHONICS SCHEME OF WORK

TERM 3

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
2 & 3	Phonics - 'l' controlled vowels (al, il, ol,) -Phonograms	reading Be able to read independently	them Students investigate words with 'l' controlled vowels patterns found in texts e.g. ball, call, stall/ bold, cold, sold/ child, mild They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles Students read word families and create sentences or stories both orally and written using them Echo, choral, paired reading can all be done Reinforce sounds using games Create classroom word walls with phonic lists	phonic games Completion of worksheets	CD players Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games

WORD STUDY/PHONICS SCHEME OF WORK

TERM 3

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
4 & 5	Phonics -Diphthongs (oi, oy, ou, ow) -Phonograms	<p>Apply knowledge of letter sound correspondence</p> <p>Make and read words using diphthongs</p> <p>Utilise word families to create and use words</p> <p>Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading</p> <p>Be able to read independently</p>	<p>Review of diphthongs sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the diphthongs sounds using word cards, MMP or presentation software</p> <p>Work with individuals or small groups to reinforce these phonic sounds</p> <p>Oral practice e.g. rapping, in pronouncing diphthongs sounds and words containing them</p> <p>Students investigate words with diphthongs patterns found in texts e.g. boil, coil, spoil/ boy, toy, annoy They group and record the</p>	<p>Create illustrated stories based on diphthongs</p> <p>Stories could be created on computer</p> <p>Create phonic books</p> <p>Write and present rhymes or limericks using rhyming words</p> <p>Create games such as search-a-word puzzles</p> <p>Completion of online phonic games</p> <p>Completion of worksheets</p>	<p>A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics</p> <p>Teacher composed passages</p> <p>Magnetic letters Letter tiles Word walls</p> <p>Computers with internet access, CD players</p> <p>Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games</p>

WORD STUDY/PHONICS SCHEME OF WORK

TERM 3

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
4 & 5	Phonics -Diphthongs (oi, oy, ou, ow) -Phonograms	Apply knowledge of letter sound correspondence Make and read words using diphthongs Utilise word families to create and use words Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Be able to read independently	words according to their patterns. They form additional words using letter tiles/ magnetic tiles Students read word families and create sentences or stories both orally and written using them Echo, choral, paired reading can all be done Reinforce sounds using games Create classroom word walls with phonic lists		
6 & 7	Phonics -Broad 'o' vowels	Apply knowledge of letter sound correspondence	Review of broad 'o' vowels sounds using appropriate text e.g. poem	Create illustrated stories based on broad 'o' vowels	A variety of reading materials e.g. 'hi-lo' reading books,

WORD STUDY/PHONICS SCHEME OF WORK

TERM 3

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
	(aw, au) -Phonograms	<p>Make and read words using broad 'o' vowels</p> <p>Utilise word families to create and use words</p> <p>Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading</p> <p>Be able to read independently</p>	<p>or short passage. Conduct mini lesson on the broad 'o' vowels sounds using word cards, MMP or presentation software</p> <p>Work with individuals or small groups to reinforce these phonic sounds</p> <p>Oral practice e.g. rapping, in pronouncing broad 'o' vowels sounds and words containing them</p> <p>Students investigate words with broad 'o' vowels patterns found in texts e.g. claw, crawl, drawn/ fault, sauce</p> <p>They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles</p>	<p>Stories could be created on computer</p> <p>Create phonic books</p> <p>Write and present rhymes or limericks using rhyming words.</p> <p>Create games such as search-a-word puzzles</p> <p>Completion of online phonic games</p> <p>Completion of worksheets</p>	<p>magazines, food labels, recipes, cartoons, poems newspapers, song lyrics</p> <p>Teacher composed passages</p> <p>Magnetic letters Letter tiles Word walls</p> <p>Computers with internet access CD players Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games</p>

WORD STUDY/PHONICS SCHEME OF WORK

TERM 3

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
6 & 7	Phonics -Broad 'o' vowels (aw, au) -Phonograms		Students read word families and create sentences or stories both orally and written using them Echo, choral, paired reading can all be done Reinforce sounds using games Create classroom word walls with phonic lists		
8 & 9	Phonics -Silent letters (gn, kn, wr) -Phonograms	Apply knowledge of letter sound correspondence Make and read words using Silent letters Utilise word families to create and use words	Review of silent letters sounds using appropriate text e.g. poem or short passage. Conduct mini lesson on the broad 'o' vowels sounds using word cards, MMP or presentation software Work with individuals or small groups to reinforce	Create illustrated stories based on silent letters Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming words	A variety of reading materials e.g. 'hi-lo' reading books, magazines, food labels, recipes, cartoons, poems newspapers, song lyrics Teacher composed passages Magnetic letters

WORD STUDY/PHONICS SCHEME OF WORK

TERM 3

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
8 & 9	Phonics -Silent letters (gn, kn, wr) -Phonograms	Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Be able to read independently Apply knowledge of letter sound correspondence Make and read words using Silent letters Utilise word families to create and use words	these phonic sounds Oral practice e.g. rapping, in pronouncing silent letters sounds and words containing them Students investigate words with silent letters patterns found in texts e.g. gnaw, gnu, gnarl/ knife, knew, knit They group and record the words according to their patterns. They form additional words using letter tiles/ magnetic tiles Students read word families and create sentences or stories both orally and written using them Echo, choral, paired	Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets Create illustrated stories based on silent letters Stories could be created on computer Create phonic books Write and present rhymes or limericks using rhyming	Letter tiles Word walls Computers with internet access CD players Games e.g. Bingo, Concentration, Scrabble, Hangman, Search-a-Word puzzles, scrambled words and online games

WORD STUDY/PHONICS SCHEME OF WORK

TERM 3

Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
		Be able to apply appropriate phonic and word attack skills (chunking, syllabication) and strategies when reading Be able to read independently	reading can all be done Reinforce sounds using games Create classroom word walls with phonic lists	words Create games such as search-a-word puzzles Completion of online phonic games Completion of worksheets	
10	Phonograms	Utilise word families to create and use words	Use strategies outlined above	Use assessment strategies outlined above	Use resources identified above
11 & 12	Revision and Assessment				

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 1					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1 & 2	Syllabication -Identifying syllables	<p>Define the term syllable</p> <p>Identify the number of syllables in words based on vowel sounds</p>	<p>Review vowel sounds – long and short - by doing a vowel rap</p> <p>Teacher presents the definition of a syllable and explains that each syllable must have a vowel sound</p> <p>Oral exercises on saying words and identifying the vowel sounds</p> <p>Underline or highlight the vowels in their names and other words</p> <p>Clap the rhythm or beat of words including their names or names of subjects. Use simple percussion instruments to get rhythm of syllables in words Play rhythm games such as</p>	<p>Game: Two teams take turns to give each other words to syllabicate through the use of clapping or simple percussion instruments. Winners - most correct answers</p> <p>Use ‘robot speak’ to pronounce words and have partner say or write the word by applying syllabication rule. Winner – most correct answers</p>	<p>Simple percussion instruments – drum, chac chac, tambourine</p> <p>Worksheets</p> <p>Syllable cards</p> <p>Online interactive syllabication games</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 1					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			creating movement sequences for different number of syllables in words. Listen for vowel sounds		
3 & 4	Syllabication -VCCV rule	<p>Apply rules of syllabication to decode multi-syllabic words</p> <p>Use syllabication to assist with decoding, pronouncing and making meaning of words when reading</p> <p>Apply rules of syllabication to decode multi-syllabic words</p>	<p>Present familiar words which follow a syllabication rule e.g. vc/cv – dan/ger, sis/ter</p> <p>Question students to elicit rule</p> <p>Practice syllabication similar words</p> <p>f <u>a</u> n t <u>a</u> s t</p> <p>Instruct students to highlight vowels first and then cut or tear the words into syllables or put syllables together. They can draw an arc under syllables before attempting to pronounce the word(s)</p> <p>Encourage students to experiment with sounds/pronunciations</p> <p>Make the connection between</p>	<p>Underline the vowels and state the number of syllables in words</p> <p>Match words to the number of syllables</p> <p>Observation of use of knowledge of syllabication to decode and read sentences/ passages/short stories</p> <p>Online assessments of games played</p> <p>Underline the vowels and state the number of syllables in words</p>	<p>Simple percussion instruments – drum, chac chac, tambourine</p> <p>Worksheets</p> <p>Syllable cards</p> <p>Scissors</p> <p>Online interactive syllabication games</p> <p>Simple percussion instruments – drum, chac chac, tambourine</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 1					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
3 & 4	Syllabication VCCV rule	Use syllabication to assist with decoding, pronouncing and making meaning of words when reading	<p>syllabication and spelling/writing by students working in pairs or groups to call and spell/write words</p> <p>Students play interactive online syllabication games to reinforce skills</p>	<p>Match words to the number of syllables</p> <p>Observation of use of knowledge of syllabication to decode and read sentences/ passages/short stories</p> <p>Online assessments of games played</p>	<p>Worksheets</p> <p>Syllable cards</p> <p>Scissors</p> <p>Online interactive syllabication games</p>
5 & 6	Syllabication -VCV rule (short vowels)	<p>Apply rules of syllabication to decode multi-syllabic words</p> <p>Use syllabication to assist with decoding, pronouncing and making meaning of words when reading</p> <p>Apply rules of syllabication to decode multi-syllabic</p>	<p>Present familiar words which follow a syllabication rule e.g. vc/v – riv/er</p> <p>Question students to elicit rule</p> <p>Practice syllabication similar words</p> <p>m o n e y</p> <p>Instruct students to highlight vowels first and then cut or tear the words into syllables or put syllables together. They can</p>	<p>Underline the vowels and state the number of syllables in words</p> <p>Match words to the number of syllables</p> <p>Observation of use of knowledge of syllabication to decode and read sentences/ passages/short stories</p> <p>Online assessments of</p>	<p>Simple percussion instruments – drum, chac chac, tambourine</p> <p>Worksheets</p> <p>Syllable cards</p> <p>Scissors</p> <p>Online interactive syllabication games</p> <p>Simple percussion</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 1					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
5 & 6	VCV rule (short vowels)	words Use syllabication to assist with decoding, pronouncing and making meaning of words when reading	draw an arc under syllables before attempting to pronounce the word(s). Encourage students to experiment with sounds/pronunciations Make the connection between syllabication and spelling/writing by students working in pairs or groups to call and spell/write words Students play interactive online syllabication games to reinforce skills	games played	instruments – drum, chac chac, tambourine Worksheets Syllable cards Scissors Online interactive syllabication games
7 & 8	Root Words Compound Words	Identify compound words Identify root words that make up compound words Use root words to	Students view a compound words video Game - students are given word cards with pictures and asked walk around class to find a person with word to make a longer word e.g. foot + ball =	Match words to form compound words Use compound words in sentences to show correct meaning Underline compound	compound words video Key search words: compound words video Stories Passages

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 1					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
7 & 8	Root Words Compound Words	form new words and use them in sentences Read passages with compound words	<p>football Teacher explains formation of compound words. Discussion and examples of compound words</p> <p>During shared or paired reading students are asked to identify compound words in passages</p> <p>Using the words identified teacher reinforces that each root word has its own meaning and when they are put together, the meaning changes</p> <p>Students match root words to form compound words. They divide or cut compound words into its root words. They make sentences using compound words</p>	<p>words in sentences and passages</p> <p>Create passages using compound words</p> <p>Make and solve riddles using compound words</p> <p>Create search-a word and crossword puzzles using compound words</p>	<p>Newspapers</p> <p>Magazines</p> <p>Content area materials</p> <p>Compound words dominoes</p> <p>Online games key words: online compound game</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 1					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
7 & 8	Root Words Compound Words	Use root words to form new words and use them in sentences Read passages with compound words	Game- compound words Charade- students start to draw root words and team mates have to guess the compound word Playing of online compound game	Underline compound words in sentences and passages Create passages using compound words Make and solve riddles using compound words Create search-a word and crossword puzzles using compound words	Passages Newspapers Magazines Content area materials Compound words dominoes Online games key words: online compound game
9-11	PREFIXES -un, under, dis, re, im, in, semi	State the meaning of prefixes Identify words containing prefixes in passages Deduce the meaning of the words with	Students watch a 'Prefixes rap' video Discussion on what was learnt about prefixes in video Students watch video again to find out definition, uses, examples, meanings of prefixes. Group presentations to class	Underline prefixes in passages and state meanings of words Match prefixes to root words Make sentences using words containing prefixes	Prefixes rap' video http://www.flocabulary.com/prefixes/ (lyrics of prefix rap) newspapers, magazines,

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 1					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
9-11	PREFIXES -un, under, dis, re, im, in, semi	prefixes in reading passages Use words containing prefixes orally and in written sentences	Role playing activities to demonstrate use of prefixes Examples: tying shoelaces un tying shoelaces painting a wall re painting the same wall forming a circle forming a semi circle Present the sentences and focus attention on the part of word that changes the meaning Activities to add or remove prefixes from words e.g. cutting or tearing off the prefixes; matching prefixes with words on words cards Discussion on the meaning of prefixes. Exercises to underline/match prefixes in words Students look for and highlight	Play with words to create two short versions of a skit/ scenario to show the use of prefixes (add, delete or change the prefixes in the second version Create search-a word and crossword puzzles using prefixes Online assessment of games played	Content area words Activities to reinforce prefixes e.g. card games Online interactive Jeopardy type word building game, word matching, interactive meaning of prefixes activity

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 1					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
9-11	PREFIXES -un, under, dis, re, im, in, semi	Use words containing prefixes orally and in written sentences	<p>prefixes in various texts</p> <p>Participate in discussion on how prefixes affect the meanings of words</p> <p>Students play online prefix games</p>	<p>Play with words to create two short versions of a skit/ scenario to show the use of prefixes (add, delete or change the prefixes in the second version</p> <p>Create search-a word and crossword puzzles using prefixes</p> <p>Online assessment of games played</p>	<p>Activities to reinforce prefixes e.g. card games</p> <p>Online interactive Jeopardy type word building game, word matching, interactive meaning of prefixes activity</p>
12 & 13	SUFFIXES -ly, er ful, ness	<p>State the meaning of suffixes</p> <p>Identify words containing suffixes in passages</p> <p>Deduce the meaning of words with suffixes in reading passages</p>	<p>Teacher presents a root words tree with a word at the root and on the branches e.g. kind. Asks students to add leaves to the ends of the words on the branches e.g. kind-ness, kinder, kind-ly. A new root word is then placed on tree and students add more endings</p> <p>Discussion on suffixes and the</p>	<p>Underline words in passages containing suffixes and giving their meanings</p> <p>Match suffixes to root words</p> <p>Make sentences using words containing suffixes.</p>	<p>Suffix lists</p> <p>Words found in reading passages, stories, newspapers, magazines</p> <p>Words in content area</p> <p>Activities to reinforce suffixes</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 1					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
12 & 13	SUFFIXES ly, er ful, ness	<p>Use words containing suffixes orally and in written sentences</p> <p>State the meaning of suffixes</p> <p>Identify words containing suffixes in passages</p> <p>Deduce the meaning of words with suffixes in reading passages</p> <p>Use words containing suffixes orally and in written sentences.</p>	<p>meanings they add to words. Teacher and students discuss how suffixes change the part of speech</p> <p>Passages with words containing suffixes are presented and read. Examples of words containing more than one suffix are also highlighted e.g. thankfulness</p> <p>Students look for and highlight suffixes in various texts. Game- Divide class into two teams. Each take turns calling root words and the other side has to respond with suitable suffixes in given amount of time</p> <p>Students play online suffix games</p>	<p>Create stories/poems using suffixes</p> <p>Play with words and illustrations to create a poster/wall chart</p> <p>Create search-a word and crossword puzzles using suffixes</p> <p>Underline words in passages containing suffixes and giving their meanings</p> <p>Match suffixes to root words</p> <p>Make sentences using words containing suffixes.</p> <p>Create stories/poems using suffixes</p>	<p>Online suffix games e.g. 'fishing for fixes' http://www.ezschoo1.co m/Games/</p> <p>English/Spelling2/Prefi xSuffix.html</p> <p>Suffix lists</p> <p>Words found in reading passages, stories, newspapers, magazines</p> <p>Words in content area</p> <p>Activities to reinforce suffixes</p> <p>Online suffix games e.g. 'fishing for fixes' http://www.ezschoo1.co m/Games/</p> <p>English/Spelling2/Prefi</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 1					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
				Play with words and illustrations to create a poster/wall chart Create search-a word and crossword puzzles using suffixes	xSuffix.html
14 & 15	Revision and Assessment				

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 2					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1 & 2	Syllabication -VCV rule (long vowels)	<p>Apply rules of syllabication to decode multi-syllabic words</p> <p>Use syllabication to assist with decoding, pronouncing and making meaning of words when reading</p>	<p>Present familiar words which follow a syllabication rule e.g. v/cv – pi/lot Question students to elicit rule Practice syllabication similar words c r a d l e</p> <p>Instruct students to highlight vowels first and then cut or tear the words into syllables or put syllables together. They can draw an arc under syllables before attempting to pronounce the word(s). Encourage students to experiment with sounds/pronunciations Make the connection between syllabication and spelling/writing by students working in pairs or groups to call and spell/write words</p> <p>Students play interactive online syllabication games to reinforce skills</p>	<p>Underline the vowels and state the number of syllables in words</p> <p>Match words to the number of syllables Observation of use of knowledge of syllabication to decode and read sentences/passages/short stories</p> <p>Online assessments of games played</p>	<p>Simple percussion instruments – drum, chac chac, tambourine</p> <p>worksheets</p> <p>syllable cards</p> <p>scissors</p> <p>online interactive syllabication games</p>
3 & 4	Syllabication -Consonant blends and digraphs	<p>Apply rules of syllabication to decode multi-syllabic words</p>	<p>Present familiar words which follow a syllabication rule e.g. consonant blends and digraphs are never separated (an/gry, fish/er/man)</p>	<p>Underline the vowels and state the number of syllables in words</p>	<p>Simple percussion instruments – drum, chac chac, tambourine</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 2					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
3 & 4	Syllabication -Consonant blends and digraphs	Use syllabication to assist with decoding, pronouncing and making meaning of words when reading	<p>Question students to elicit rule Practice syllabication similar words</p> <p>f i s h e r m a n</p> <p>Instruct students to highlight vowels first and then cut or tear the words into syllables or put syllables together. They can draw an arc under syllables before attempting to pronounce the word(s). Encourage students to experiment with sounds/pronunciations Make the connection between syllabication and spelling/writing by students working in pairs or groups to call and spell/write words</p> <p>Students play interactive online syllabication games to reinforce skills</p>	<p>Match words to the number of syllables Observation of use of knowledge of syllabication to decode and read sentences/ passages/short stories</p> <p>Online assessments of games played</p>	<p>worksheets</p> <p>syllable cards</p> <p>scissors</p> <p>online interactive syllabication games</p>
5 & 6	Root Words Compound Words	<p>Identify compound words</p> <p>Identify root words that make up</p>	<p>Game - students are given word cards with pictures and asked walk around class to find a person with word to make a longer word e.g. foot + ball = football</p>	<p>Match words to form compound words</p> <p>Use compound</p>	<p>Stories</p> <p>Passages</p> <p>Newspapers</p> <p>Magazines</p> <p>Content area</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 2					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
5 & 6	Root Words Compound Words	compound words Use root words to form new words and use them in sentences Read passages with compound words	Teacher explains formation of compound words. Discussion and examples of compound words During shared or paired reading students are asked to identify compound words in passages Using the words identified teacher reinforces that each root word has its own meaning and when they are put together, the meaning changes Students match root words to form compound words. They divide or cut compound words into its root words. They make sentences using compound words Game- compound words Charade- students start to draw root words and team mates have to guess the compound word Playing of online compound game	words in sentences to show correct meaning Underline compound words in sentences and passages Create passages using compound words Make and solve riddles using compound words Create search-a word and crossword puzzles using compound words	materials Compound words Dominoes Online games key words: online compound game

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 2					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
7 & 8	PREFIXES -pre, sub, ex, inter, mis	<p>State the meaning of prefixes</p> <p>Identify words containing prefixes in passages</p> <p>Deduce the meaning of the words with prefixes in reading passages</p> <p>Use words containing prefixes orally and in written sentences</p>	<p>Students watch a 'Prefixes rap' video</p> <p>Discussion on what was learnt about prefixes in video. Students watch video again to find out definition, uses, examples, meanings of prefixes. Group presentations to class</p> <p>Role playing activities to demonstrate use of prefixes</p> <p>Present the sentences and focus attention on the part of word that changes the meaning</p> <p>Activities to add or remove prefixes from words e.g. cutting or tearing off the prefixes; matching prefixes with words on words cards</p> <p>Discussion on the meaning of prefixes. Exercises to underline/match prefixes in words</p> <p>Students look for and highlight prefixes in various texts. Participate in</p>	<p>Underline prefixes in passages and state meanings of words</p> <p>Match prefixes to root words</p> <p>Make sentences using words containing prefixes</p> <p>Play with words to create two short versions of a skit/ scenario to show the use of prefixes (add, delete or change the prefixes in the second version</p> <p>Create search-a word and crossword puzzles</p>	<p>'Prefixes rap' video</p> <p>http://www.flocabulary.com/prefixes/ (lyrics of prefix rap)</p> <p>newspapers magazines</p> <p>Content area words</p> <p>Activities to reinforce prefixes e.g. card games</p> <p>Online interactive Jeopardy type word building game, word matching, interactive meaning of prefixes activity</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 2					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
7 & 8	PREFIXES -pre, sub, ex, inter, mis,		discussion on how prefixes affect the meanings of words Students play online prefix games	using prefixes Online assessment of games played	
9 & 10	SUFFIXES -y, or, sion, less	State the meaning of suffixes Identify words containing suffixes in passages Deduce the meaning of words with suffixes in reading passages Use words containing suffixes orally and in written sentences	Teacher presents a chart or list of words containing various suffixes e.g. less- thankless, fruitless, useless Initiates discussion on suffixes in the words and the meanings they add to words. Teacher and students discuss how suffixes change the part of speech of words Passages with words containing suffixes are presented and read. Examples of words containing more than one suffix are also highlighted e.g. carelessness Students look for and highlight suffixes in various texts.	Underline words in passages containing suffixes and giving their meanings Match suffixes to root words Make sentences using words containing suffixes Create stories/poems using suffixes Play with words and illustrations to create a poster/wall chart	Suffix lists Words found in reading passages, stories, newspapers, magazines, Words in content area Activities to reinforce suffixes Online suffix games e.g. 'fishing for fixes' http://www.ezschool.com/Games/ English/Spelling2/PrefixSuffix.html

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 2					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
9 & 10	SUFFIXES -y, or, sion, less	<p>State the meaning of suffixes</p> <p>Identify words containing suffixes in passages</p> <p>Deduce the meaning of words with suffixes in reading passages</p> <p>Use words containing suffixes orally and in written sentences</p>	<p>Game- Divide class into two teams. Each take turns calling root words and the other side has to respond with suitable suffixes in given amount of time.</p> <p>Students play online suffix games</p>	Create search-a word and crossword puzzles using suffixes	
11 & 12	Revision and Assessment				

WORD STUDY/SYLLABICATION SCHEME OF WORK TERM 3					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
1 & 2	Syllabication -Vowel Clusters	Apply rules of syllabication to decode multi-syllabic words Use syllabication to assist with decoding, pronouncing and making meaning of words when reading	Present familiar words which follow a syllabication rule e.g. two vowels coming together are usually not separated e.g. fruitful Question students to elicit rule Practice syllabication similar words Instruct students to highlight vowels first and then cut or tear the words into syllables or put syllables together. They can draw an arc under syllables before attempting to pronounce the word(s). Encourage students to experiment with sounds/pronunciations Make the connection between syllabication and spelling/writing by students	Underline the vowels and state the number of syllables in words Match words to the number of syllables Observation of use of knowledge of syllabication to decode and read sentences/ passages/short stories Online assessments of games played	Simple percussion instruments – drum, chac chac, tambourine worksheets syllable cards scissors online interactive syllabication games

WORD STUDY/SYLLABICATION SCHEME OF WORK TERM 3					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			<p>working in pairs or groups to call and spell/write words</p> <p>Students play interactive online syllabication games to reinforce skills</p>		
3 & 4	Syllabication -Two vowels together with separate sounds	<p>Apply rules of syllabication to decode multi-syllabic words</p> <p>Use syllabication to assist with decoding, pronouncing and making meaning of words when reading</p>	<p>Present familiar words which follow a syllabication rule e.g. two vowels coming together with separate sounds are usually divided e.g. ra/di/o, di/et, i/de/a</p> <p>Question students to elicit rule</p> <p>Practice syllabication similar words</p> <p>Instruct students to highlight vowels first and then cut or tear the words into syllables or put syllables together. They can draw an arc under syllables before attempting to pronounce the word(s)</p> <p>Encourage students to experiment with sounds/pronunciations</p> <p>Make the connection between</p>	<p>Underline the vowels and state the number of syllables in words</p> <p>Match words to the number of syllables</p> <p>Observation of use of knowledge of syllabication to decode and read sentences/passages/short stories</p> <p>Online assessments of games played</p>	<p>Simple percussion instruments – drum, chac chac, tambourine</p> <p>worksheets</p> <p>syllable cards</p> <p>scissors</p> <p>online interactive syllabication games</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK TERM 3					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
			<p>syllabication and spelling/writing by students working in pairs or groups to call and spell/write words</p> <p>Students play interactive online syllabication games to reinforce skills</p>		
5 & 6	Syllabication -Combination of syllabication rules	<p>Apply rules of syllabication to decode multi-syllabic words</p> <p>Use syllabication to assist with decoding, pronouncing and making meaning of words when reading</p>	<p>Present familiar words which follow a combination of syllabication rules</p> <p>Question students to elicit rule Practice syllabication similar words</p> <p>e n c o u r a g e</p> <p>Instruct students to highlight vowels first and then cut or tear the words into syllables or put syllables together. They can draw an arc under syllables before attempting to pronounce the word(s). Encourage students to experiment with</p>	<p>Underline the vowels and state the number of syllables in words</p> <p>Match words to the number of syllables Observation of use of knowledge of syllabication to decode and read sentences/passages/short stories</p> <p>Online assessments of games played</p>	<p>Simple percussion instruments – drum, chac chac, tambourine</p> <p>worksheets</p> <p>syllable cards</p> <p>scissors</p> <p>online interactive syllabication games</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK TERM 3					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
5 & 6	Syllabication -Combination of syllabication rules		sounds/pronunciations Make the connection between syllabication and spelling/writing by students working in pairs or groups to call and spell/write words Students play interactive online syllabication games to reinforce skills		
7 & 8	PREFIXES -en, ir, trans, anti, pro, super	State the meaning of prefixes Identify words containing prefixes in passages Deduce the meaning of the words with prefixes in reading passages Use words containing prefixes orally and in written sentences	Students watch a 'Prefixes rap' video Discussion on what was learnt about prefixes in video. Students watch video again to find out definition, uses, examples, meanings of prefixes. Group presentations to class Role playing activities to demonstrate use of prefixes. Present the sentences and focus attention on the part of word that changes the	Underline prefixes in passages and state meanings of words Match prefixes to root words Make sentences using words containing prefixes. Play with words to create two short versions of a skit/ scenario to show the use of prefixes (add, delete or change the	http://www.flocabulary.com/prefixes/ (lyrics of prefix rap) newspapers, magazines Content area words Activities to reinforce prefixes e.g. card games Online interactive Jeopardy type word building game, word matching, interactive meaning of prefixes activity

WORD STUDY/SYLLABICATION SCHEME OF WORK					
TERM 3					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
7 & 8	PREFIXES -en, ir, trans, anti, pro, super	<p>State the meaning of prefixes</p> <p>Identify words containing prefixes in passages</p> <p>Deduce the meaning of the words with prefixes in reading passages</p> <p>Use words containing prefixes orally and in written sentences</p>	<p>meaning</p> <p>Activities to add or remove prefixes from words e.g. cutting or tearing off the prefixes; matching prefixes with words on words cards</p> <p>Discussion on the meaning of prefixes. Exercises to underline/match prefixes in words.</p> <p>Students look for and highlight prefixes in various texts. Participate in discussion on how prefixes affect the meanings of words</p> <p>Students play online prefix games</p>	<p>prefixes in the second version</p> <p>Create search-a word and crossword puzzles using prefixes</p> <p>Online assessment of games played</p>	
9 & 10	SUFFIXES -able, ible, en, tion, ment, ish	<p>State the meaning of suffixes</p> <p>Identify words containing suffixes in passages</p> <p>Deduce the meaning of words with</p>	<p>Teacher presents a chart or list of words containing various suffixes e.g. able-reliable, noticeable, acceptable</p> <p>Initiates discussion on suffixes in the words and the meanings they add to words.</p>	<p>Underline words in passages containing suffixes and giving their meanings</p> <p>Match suffixes to root words</p>	<p>Suffix lists</p> <p>Words found in reading passages, stories, newspapers, magazines,</p> <p>Words in content area</p>

WORD STUDY/SYLLABICATION SCHEME OF WORK TERM 3					
Week	Skill/Topic	Learning Outcomes <i>Students will be able to:</i>	Suggested Teaching/Learning Strategies	Suggested Assessment Strategies	Resources
9 & 10	SUFFIXES -able, ible, en, tion, ment, ish	<p>suffixes in reading passages</p> <p>Use words containing suffixes orally and in written sentences</p>	<p>Teacher and students discuss how suffixes change the part of speech of words</p> <p>Passages with words containing suffixes are presented and read. Examples of words containing more than one suffix are also highlighted e.g. carelessness</p> <p>Students look for and highlight suffixes in various texts</p> <p>Game- Divide class into two teams. Each take turns calling root words and the other side has to respond with suitable suffixes in given amount of time.</p> <p>Students play online suffix games</p>	<p>Make sentences using words containing suffixes</p> <p>Create stories/poems using suffixes</p> <p>Play with words and illustrations to create a poster/wall chart</p> <p>Create search-a word and crossword puzzles using suffixes</p>	<p>Activities to reinforce suffixes</p> <p>Online suffix games e.g. 'fishing for fixes' http://www.ezschoo.com/Games/</p> <p>English/Spelling2/Prefix Suffix.html</p>
11 & 12	Revision and Assessment				

Section 3

Resources



WORD STUDY RESOURCES

Word Families

Here are the 37 most common phonograms and some of the 500 words they make up.

A comprehensive list of phonograms is available in *The Reading Teacher's Book of Lists*.

--ab	cab, grab, slab
--ack	back, quack, track
--ag	bag, rag, flag
--ail	mail, pail, trail
--ain	rain, brain, sprain
--ake	bake, wake, snake
--am	ham, clam, swam
--an	can, fan, man
--ank	bank, drank, thank
--ap	cap, trap, wrap
--at	bat, sat, brat, chat
--ay	may, play, pray
--eed	feed, greed, speed
--ell	bell, smell, swell
--est	nest, vest, chest
--ew	few, knew, blew
--ick	kick, brick, thick
--ight	night, light, fright
--ill	pill, will, skill
--in	win, grin, twin
--ine	line, vine, spine
--ing	ring, bring, swing,
--ink	wink, shrink, think
--ip	rip, chip, whip
--ob	mob, rob, knob
--ock	lock, clock, stock
--op	cop, drop, flop,

--ore	more, tore, snore
--ot	got, plot, spot
--out	pout, grout, sprout
--ow	cow, how, brow
--uck	duck, stuck, truck
--um	gum, hum, drum
--unk	junk, chunk, drunk
-y	by, dry, fly

Sourced from: <http://www.literacyconnections.com/phonograms.php>

Initial and Final Consonant Blends/Digraphs

Initial / Onset Blends.....

bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, qu, sc, sk, sl, sm, sn, sp, st, sw, tr, tw, spr, spl, scr, squ, str, thr

Initial Consonant Digraphs

ch, th, wh, sh, wr, ph, gh, kn

Final / Coda Blends.....

ct, ft, lb, ld, lf, lp, lk, lm, ln, lt, mp, nd, nk, nt, pt, sk, sp, st
ng, ch, sh, ph, gh, ck, mb, tch

Phonic Rules

The vowels are "a,e,i,o, and u"; also sometimes "y" & "w". This also includes the diphthongs "oi, oy, ou, ow, au, aw, oo" and many others.

The consonants are all the other letters which stop or limit the flow of air from the throat in speech. They are: "b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z, ch, sh, th, ph, wh, ng, and gh".

1. Sometimes the rules do not work.

There are many exceptions in English because of the vastness of the language and the many languages from which it has borrowed. The rules do work however, in the majority of the words.

2. Every syllable in every word must have a vowel.

English is a "vocal" language; every word must have a vowel.

3. "c" followed by "e, i or y" usually has the soft sound of "s". Examples: "cyst", "central", and "city".

4. "g" followed by "e, i or y" usually has the soft sound of "j". Example: "gem", "gym", and "gist".

5. When 2 consonants are joined together and form one new sound, they are a consonant digraph. They count as one sound and one letter and are never separated. Examples: "ch, sh, th, ph and wh".

6. When a syllable ends in a consonant and has only one vowel, that vowel is short. Examples: "fat, bed, fish, spot, luck".

7. When a syllable ends in a silent "e", the silent "e" is a signal that the vowel in front of it is long. Examples: "make, gene, kite, rope, and use".

8. When a syllable has 2 vowels together, the first vowel is usually long and the second is silent. Examples: "pain, eat, boat, res/cue, say, grow". NOTE: Diphthongs do not follow this rule. In a diphthong, the vowels blend together to create a single new sound. The diphthongs are: "oi, oy, ou, ow, au, aw, oo" and many others.

9. When a syllable ends in any vowel and is the only vowel, that vowel is usually long. Examples: "pa/per, me, I, o/pen, u/nit, and my".

10. When a vowel is followed by an "r" in the same syllable, that vowel is "r-controlled". It is not long or short. R-controlled "er, ir, and ur" often sound the same (like "er"). Examples: "term, sir, fir, fur, far, for, su/gar, or/der".

Syllabication Rules

1. To find the number of syllables:

---count the vowels in the word.

---subtract any silent vowels, (like the silent "e" at the end of a word or the second vowel when two vowels are together in a syllable).

---subtract one vowel from every diphthong, (diphthongs only count as one vowel sound.)

---the number of vowel sounds left is the same as the number of syllables.

The number of syllables that you hear when you pronounce a word is the same as the number of vowel sounds heard. For example:

The word "**came**" has 2 vowels, but the "e" is silent, leaving one vowel sound and **one syllable**.

The word "**outside**" has 4 vowels, but the "e" is silent and the "ou" is a diphthong which counts as only one sound, so this word has only two vowel sounds and therefore, **two syllables**.

2. Divide between two middle consonants.

Split up words that have two middle consonants. For example:

hap/pen, bas/ket, let/ter, sup/per, din/ner, and Den/nis. The only exceptions are the consonant digraphs. Never split up consonant digraphs as they really represent only one sound.

The exceptions are "th", "sh", "ph", "th", "ch", and "wh".

3. Usually divide before a single middle consonant.

When there is only one syllable, you usually divide in front of it, as in:

"o/pen", "i/tem", "e/vil", and "re/port". The only exceptions are those times when the first syllable has an obvious short sound, as in **"cab/in"**.

4. Divide before the consonant before an "-le" syllable.

When you have a word that has the old-style spelling in which the "-le" sounds like "-el", divide before the consonant before the "-le". For example: "**a/ble**", "**fum/ble**", "**rub/ble**" "**mum/ble**" and "**this/tle**". The only exception to this are "ckle" words like "**tick/le**".

5. Divide off any compound words, prefixes, suffixes and roots which have vowel sounds.

Split off the parts of compound words like "sports/car" and "house/boat". Divide off prefixes such as "un/happy", "pre/paid", or "re/write". Also divide off suffixes as in the words "farm/er", "teach/er", "hope/less" and "care/ful". In the word "stop/ping", the suffix is actually "-ping" because this word follows the rule that when you add "-ing" to a word with one syllable, you double the last consonant and add the "-ing".

Source: <http://english.glendale.cc.ca.us/phonics.rules.html>

LESSON PLAN: Using the Vocabulary Self-Collection strategy

TEACHER:

CLASS: Form 1

ESTIMATED TIME: 80 minutes

TEACHING POINT:

Students use the Vocabulary Self-Collection strategy (VSS) to determine meanings of new and interesting words that they encounter when reading.

PRE ENTRY PERFORMANCE: Students have knowledge of prose fiction based on their prior readings. Students can use the context and other resources to determine the meaning of words.

RESOURCES:

1. ICTs- laptops, projector, speakers, downloaded YouTube video.
2. Text- 25 copies of the text – *Miguel Street*
3. Manipulatives- chart paper

LEARNING OBJECTIVES:

Students will be able to:

1. identify new words from the literature text, *Miguel Street*.
2. explain the meaning of selected words.
3. use the new words in speech and writing.
4. appreciate the use of descriptive language to deepen the experience of the reader.

PROCEDURE:





SET INDUCTION:

Teacher shows a YouTube video on a popular character.

Search Words: talkative, chatty, chatterbox

TEACHER ACTIVITIES	STUDENT ACTIVITIES
Before Reading Teachers introduces the purpose of Vocabulary Self-Collection strategy(VSS) to students: 1. Students are told that they will be	Students ask questions about VSS and why it is important and how it can help them.

<p>expected to find new and interesting words from their literature text, <i>Miguel Street</i>.</p> <ul style="list-style-type: none"> • Students will identify important words when reading. • They will use context and other resources to determine the meaning of the words • Students will nominate words from the reading to be learned by others in the class. 	
<p>2. Teacher models how to select and recommend important words from the reading.</p> <ul style="list-style-type: none"> • The teacher selects the word Loquacious from Chapter Two (pg.18). This word is used to describe the character called Popo. • The teacher discusses with students that without knowing the word, they may not understand the sentence or surrounding sentences. The meaning of the word will also help the students visualise the type of character that is being described. • Teacher also instructs the students that when reading they can select words that are interesting and useful in their own writing. 	<p>Students engage in discussion and respond to teacher questions.</p>
<p>3. Teacher demonstrates how to use context and other resources to learn the meaning of the word e.g.</p> <ul style="list-style-type: none"> • use the context • refer to the glossary • use a dictionary, diagrams or illustrations • knowledge of affixes (tian/cian) 	<p>Students offer suggestions on how each one can be used.</p>
<p>4. Teacher types in a word, the context in which it was used; it's meaning, and the reason for selecting the word- on a lap top computer using word processing software and a multimedia projector.</p> <p style="text-align: center;">Loquacious ↓</p>	<p>Students observe the process.</p>

<p>The word as it is used in the sentence:</p> <p style="text-align: center;"></p> <p>He was at heart a loquacious man, and always wanted to be friendly with the men of the street and he was always surprised that he was not liked. (<i>Miguel Street</i>,p.18)</p> <p style="text-align: center;"></p> <p>The meaning of the word</p> <p>A loquacious person talks a lot, often about stuff that only they think is interesting. You can also call them chatty or gabby, but either way, they're loquacious .</p> <p style="text-align: center;"></p> <p>Reason for choosing the word</p> <p>In order to understand the character of Popo the meaning of the word loquacious was very important.</p> <p style="text-align: center;"></p> <p>Engage in discussion to relate the word to students' lives.</p>	
<p>5. During Reading Students are asked to use their laptops when engaging in this activity.</p>	<p>Students work in small groups of five.</p> <p>Students read Chapter Two from the book <i>Miguel Street</i> with the teacher.</p>

<p>Teachers engage students in the process of vocabulary self-selection.</p> <ul style="list-style-type: none"> • Students are placed into small groups of five students. • Chapter Two from the book <i>Miguel Street</i> is read with the teacher. • Teacher guides the students to identify word/words they wish to select. • Teacher demonstrates how to use context and other resources to figure out the meaning of the word. For this word the teacher uses an online dictionary. • The students and the teacher engage in a discussion to explain why a word was nominated 	<p>Students identify word/words they wish to select.</p> <p>The students and the teacher engage in a discussion on reasons why a word was nominated</p> <p>Each small group moves to nominate one word for learning writing the word and the sentence in which it is located on their laptop.</p> <p>Students follow the steps modelled by the teacher to find the meaning and explain the reason for selecting the word.</p>
<p>6. Teacher provides guided practice to support the use of VSS during reading by helping students recall the steps in the process. A chart is prepared with the following questions:</p> <ul style="list-style-type: none"> • What is the word I believe is important to learn? • Is it an interesting or important word to learn? • How was the word used? Write the sentence in which the word was used. • What is the meaning of the word? • Can I get the meaning of the word from the context, dictionary, glossary, online or some illustration in the book? 	<p>Students in their small groups discuss the words they wish to nominate.</p> <p>Within their small groups, they talk about each word and why they think the class should learn the word. Through consensus, they nominate two words.</p> <p>Students write the two words using their laptops using the same framework as before.</p> <p>Each group presents its two words to the class. Using the overhead projector one member of the group writes the word, the sentence in which the word was used, its meaning, and the reason for selecting the word.</p>
<p>7. Teacher instructs students to write two sentences using the word nominated.</p>	<p>Students write two sentences showing their understanding of the word and its meaning.</p>

CLOSURE:

Teacher asks students to reflect on the lesson by writing in their journals or stating why the VSS strategy will help them improve their understanding of text.

EVALUATION STRATEGIES:

1. Students' oral responses from discussions.

2. Vocabulary quiz
3. Student written responses on their laptops.

CONTINGENCY PLAN:

1. Students can write their responses on chart paper if laptops are unavailable.
2. Use hardcopies of dictionaries.
3. Pictures and sentence strips can be used to describe Popo.
4. Students 'draw' Popo and then describe the drawing in writing.

LESSON PLAN: Reading- Phonics and Literary Appreciation

TEACHER:

CLASS: Form One

ESTIMATED TIME: 80 minutes

TEACHING POINT: Using poetry to develop vocabulary knowledge

PRE ENTRY PERFORMANCE: Students are familiar with onsets and rimes from previous lessons. They know rhyming words

RESOURCES:

1. ICTs
2. Text
3. Manipulatives

LEARNING OBJECTIVES:

Students will be able to:

1. identify literary elements in poetry - rhyming words, use of figurative language.
2. appreciate the literary elements in deepening the experience of the reader.
3. create rhyming word lists with phonograms and use them in speech and in writing.

PROCEDURE:

SET INDUCTION: Teacher plays YouTube video on dinosaurs or a scene from 'Jurassic Park'.

Search words: Dinosaur, Jurassic Park.

TEACHER ACTIVITIES	STUDENT ACTIVITIES
Teacher engages students in discussion about dinosaurs. Tells students that in this lesson they will be reading a poem about dinosaurs.	Students share their knowledge and ask questions about dinosaurs.
Teacher projects the poem using the multimedia projector and reads poem aloud. Teacher then reads the poem line by line and asks students to echo read. Engages students in discussion about the poem while echo reading <ul style="list-style-type: none">• Uses think aloud strategy to model visualising, use of fix- up strategies such as re-reading, asking questions, making use of prior knowledge to read and interpreting the meaning of the lines and stanzas.• Focuses students attention on the use	Students listen to the poem being read. They follow on their copies. Students echo read the poem and participate in discussion. They: <ul style="list-style-type: none">• use fix-up strategies to read the words, interpret the meaning of lines and stanzas and identify rhyming words• attempt to explain or draw similes• do quick draws of dinosaurs after each stanza is read

of figurative language and end rhymes and the effect of their use on the reader	
Teacher places students in groups, reads poem again and asks groups to read different verses.	Students read the poem aloud in small groups.
<p>Teacher tells students that they are going to study words from the poem.</p> <ul style="list-style-type: none"> • highlights a word e.g. 'delight' and asks them to identify the rime and then to name as many words as they can using the rime. • uses Webspiration mapping software to records the words in a graphic organiser with 'ight' in center. • asks students to play the game of creating sentences using as many 'ight' words as they can 	<p>Students identify the rime as being 'ight'. They call words or the letters or blends (onsets) that make rhyming words eg. might, tight, night, flight, plight, right, sight, light.</p> <p>They read the words created and compete to see who could use the most 'ight' words in one sentence.</p>
<p>Teacher highlights other rimes in the poem and asks each group to add onsets to one rime to create as many words in the family as they can.</p> <p>They are assigned the task of presenting their words in a creative manner e.g. story, rap, song, cartoon, digital story.</p> <p>Teacher walks around class, listening to discussions and offering assistance where necessary.</p>	<p>Using 'Webspiration' on their laptops, groups select a rime eg. 'ike' 'eat', 'ack' 'ing'. They:</p> <ul style="list-style-type: none"> • create as many words as they can based on their knowledge of rhyming words as well as by experimenting with adding various onsets (consonants, blends, digraphs) • insert graphics where possible • read the words and • use them to create a product such as sentences/a short story/ a poem/a rap/cartoon/ digital story/skit. • present their products to the class

CLOSURE:

Students re-read the poem aloud. Students' graphic organisers are printed, posted on the class word wall and read by the students.

EVALUATION STRATEGIES:

1. Observation of participation in group activities.

2. Students are allowed to use various means of presenting their products (oral, written, dramatic, use of drawings, digital)
3. Points are awarded to the group using the most rhyming words in their presentation
4. Points awarded for the most innovative presentation as voted by the class

CONTINGENCY PLAN:

- Pictures of dinosaurs or a riddle could be used as a backup to introduce the lesson if video available or does not work
- Appropriate poems on other subjects of interest can be used
- If concept mapping software such as 'Webspiration' is not available, teacher and students can create their own graphic organisers
- Bristol board or flip chart paper and markers can be used to create graphic organisers

WORD ATTACK STRATEGIES

Word-attack strategies help students decode, pronounce, and understand unfamiliar words.

Use picture clues

Sound out the word

Chunk the word - small words, affixes, compound words

Connect to known words e.g. ball → wall

Reread sentences

Continue reading

Use previous knowledge

Technical Vocabulary

Art				
Art	Crayon	Marker	Piece	Still-life
Assemblage	Cut	Material	Pinch	Straw
Balance	Decorate	Media	Portrait	Technique
Border	Design	Medium	Pot	Texture
Bristol Board	Draw	Mobile	Print	Tint
Brush	Easel	Model	Registration	Tone
Canvas	Fabric	Mosaic	Relief	Weave
Carve	Glue	Motif	Round	Work
Ceramics	Graphic	Mould	Scenery	
Charcoal	Hue	Object	Shade	
Clay	Ink	Paint	Shadow	
Coil	Landscape	Palette	Shape	
Collage	Leather	Paper	Sign	
Colour	Light	Pastel	Slab	
Compose	Line	Pattern	Stamp	
Craft	Logo	Pencil	Stick	

English				
Adjective	Description	Novel	Punctuation	Sentence-Structure
Adventure	Dialogue	Past Tense	Repetition	Style
Adverb	Metaphor	Personification	Rhyme	Subject-Verb-Agreement
Autobiography	Monologue	Plot	Rhythm	Theme
Biography	Mystery	Poem	Short Story	Verb
Characters	Narrative	Present Tense	Simile	Verse
Concord	Noun	Pronoun	Stanza	

Dance		
Accent	Free flow movement	Prop
Asymmetry	Freeze	Relationship
Axial	General space	Shape
Balance	Gesture	Space
Body	Improvisation	Stimulus
Choreography	Level	Symmetry
Elements of dance	Locomotor movement	Technique
Energy	Mirroring	Tempo
Ensemble	Non-locomotor movement	Time
Entrance	Pathway	Unison movement
Exit	Personal space	
Force	Posture	

Information and Communication Technology

Alignment	Columns	Input	Output	Save
Animation	Deletions	Internet	Page Formatting	Slides
Blu-Ray Disk	Design	Italics	Plagiarism	Spell Check
Browsing	Digital	Justification	Presentation	Storage
Bullets	Ergonomics	Magnetic Fields	Preview	Subscript
Close	Font	Netiquette	Print	Superscript
Colour	Hyperlinks	Open	Processing	Text

Technology Education

Abrasion	Crops	Hammer drill	Peas	Scissors
Adolescent	Cut	Hand drill	Pencil	Screw
After care	Cuts	IDEATE	Perpendicular	Screwdriver
Agriculture	Danger	Instrument	Pest	Scriber
Air	Deficiency	Iron	Pin Cushion	Seam
Aluminium	Design	Iron	Pinking shears	Seam Ripper
Angle	Detergent	Lathe	Pins	Set square
Angle iron	Dimension	Laundry	Plane	Sewing
Animal	Diseases	Lease	Planning	Shears
Antiseptic	Divider	Legumes	Plant	Site
Appliances	Drapes	Lettering	Plaster	Sketch
Bandage	Draw	Level	Ply board	Soil
Beans	Drill press	Line	Point	Solutions
Bench-vice	Embroidery	Linen	Polygon	Spanner
Biological	Engineering	Local	Portfolio	Square
Bisect	Entrepreneurship	Lumber	Primer	Square
Bleach	Environment	Machine	Problem Solving	Stains
Bolts	Equipment	Mallet	Process	Stains
Brass	Eraser	Management	Product Development	Starches
Budget	Evaluation	Management	Protractor	Steel rule
Calcium	Evaluation	Measure	Punches	Taper
Carbohydrates	Exit	Measuring Tape	Quadrilateral	Teenager
Cells	Extended	Metre Rule	Rectangle	Testing
Chemicals	Eyes	Minerals	Relationships	Textiles
Chisel	Farm	Mobile Home	Removal	Thimble
Chisel	Fat	Modification	Rent	Tools
Circle	File	Modification	Research	Torch
Clothes	First Aid	Mortgage	Resources	Triangle
Collaboration	Flat iron	Nail	Robotics	T-square

Communication	Fruits	Needles	Router	Varnish
Compass	Furniture	Nuclear	Rule	Vegetables
Conservation	Gloss paper	Nursery	Ruler	Vice
Construct	Glue	Nutrients	Safety	Vitamins
Consumer	Goggles	Nuts	Safety	Water
Control	Grinder	Nuts	Sander	Welding Plant
Cotton	Grooming	Organisms	Sandpaper	Wood
Cotton	Hacksaw	Organisation	Sandpaper	Wood filter
Cramps	Hammer	Paint	Saw	Workbench

Mathematics				
Area	Expression	Multiple	Prime	Subtract
Calculate	Factor	Percent	Share	
Common	Integer	Perimeter	Simplify	

Music				
Accidental	Crotchet	Measure	Quaver	Short
Bar	Dot	Minim	Recorder	Signature
Bar line	Dotted	Music	Repeat	Sixteenth
Bass	Double	Name	Rest	Smooth
Beat	Draw	Natural	Rhythm	Staff
Broad	Eight	Note	Semibreve	Time
Clef	Flat	Pause	Semiquaver	Treble
Counts	Half	Quarter	Sharp	Whole

Physical Education				
Adults	Court	Health	Organs	Tidy
Body	Education	Healthy	Physical	Tissues
Bones	Equipment	Human	Players	Trainer
Boys	Games	Manager	Referee	Umpire
Cells	Girls	Mature	Rules	
Clean	Goal	Nutrition	Sports	
Coach	Harden	Officials	Team	

Science				
Amphibian	Energy	Explosive	Metal	Scientist
Apparatus	Electricity	Force	Microscope	Solution
Caution	Element	Gravity	Observation	Volume
Classification	Environment	Invertebrate	Poisonous	Thermometer
Corrosive	Equipment	Investigation	Power	Temperature
Cylinder	Evolution	Magnet	Radioactive	Technology
Density	Experiment	Measurement	Respiration	

Social Sciences				
Adolescence	Consensus	Feature	Longitude	Reconstituted
Adulthood	Consequences	Forests	Map	Reconstructed
Ancestors	Corporation	Fundamental Right	Marriage	Relationship
Antarctic Circle	Country	Future	Mediation	Religion
Architecture	Cousin	Generation	Meridian	Responsibility
Arctic Circle	Creativity	Genes	Mosques	Rivers
Asphalt	Cultural	Grandparents	Mountain	Scale
Aunt	Culture	Greenwich	Multi-Cultural	Senescence
Background	Customs	Gypsum	Nation Building	Sibling
Biological	Data	Health	National Identity	Single
Border	Dateline	Hemispheres	Natural Gas	Social
Boundaries	Decade	Heredity	North	Socialization
Cardinal	Decision-Making	Heritage	Northern	Southern
Cartographer	Desert	Household	Nuclear	Temple
Cartography	Development	Humanitarian	Parent	Territories
Century	Eastern,	Individuality	Patriotism	Timeline
Characteristic	Economic	Infancy	Peace Corps	Title
Childhood	Educational	Innovation	Peak	Tolerance
Civilization	Emotional	Intellectual	Personality	Tropic of Cancer
Coastline	Environment	International	Petroleum	Tropic of Capricorn
Common Law	Environment	Key/Legend	Physical	Uncle
Commonwealth	Equator	Kinship	Ponds	Uniqueness
Compromise	Ethical	Latitude	Practices	Waters
Conflict	Extended	Limestone	Present	Western
Conflict Resolution	Family	Location	Puberty	

List of Reading Support Strategies

The following table includes a list of strategies that are suitable for supporting the teaching of reading to struggling readers at the secondary level. These strategies can be used *before*, *during* or *after* reading as well as teaching *comprehension* or *vocabulary* skills. Details on these strategies are found in the English Language Arts Teacher's Guide.

STRATEGY	Before Reading	During Reading	After Reading	Comprehension	Vocabulary	Graphic Organisers
ABCDarium	✓			✓	✓	✓
Anticipation Guide	✓			✓		✓
Choral Reading		✓				
Cloze Procedure			✓			
Concept Map	✓	✓	✓	✓	✓	✓
Directed Reading-Thinking Activity		✓		✓		
Interactive Read Aloud		✓				
KWL	✓			✓		✓
Language Experience Approach		✓				
Question Answer Relationship			✓	✓		
Sketch to Stretch		✓	✓	✓	✓	✓

Split-page Notetaking			✓	✓		✓
Text Features	✓					
Fraye Model		✓				✓
Visualisation		✓				
Vocabulary Self-Collection Strategy		✓				
WORDO		✓				

Suggested List of Graphic Novels/Series

AUTHOR	TITLE	YEAR PUBLISHED
Tom Watson	Stick Dog	2013
Ruth Mc Nally Barshaw	The Ellie Mc Doodle Diaries	2007
The Astro Smurf	Peyo	2011
Lincoln Peirce	Big Nate: What Could Possibly Go Wrong	2012
Jeff Kinney	Diary of a Wimpy Kid	2014

Useful Websites

A list of Web 2.0 tools collected	http://cooltoolsforschools.wikispaces.com/Organiser+Tools
A safe platform for educational social networking	https://www.edmodo.com/
Comic creating tool	http://www.toondoo.com/
Create Speaking Avatars	http://www.voki.com/
Epals	http://www.epals.com/
Find biographies of celebrities	http://www.biography.com/
Free dictionary and thesaurus	www.dictionary.com
Graphic novel creator	http://www.comicmaster.org.uk/
Inspirational tools/lessons	http://www.ted.com/ , http://ed.ted.com/
Lessons Khan Academy	http://www.khanacademy.org/
Online journal	http://penzu.com/
Online noticeboard	http://padlet.com/ , http://popplet.com/
Puzzle generator tool	www.puzzlemaker.com
Screen capture and screencasting tool (Jing)	http://www.techsmith.com/jing.html
Snagit (screen capture tool)	http://www.techsmith.com/snagit.html
Wiki Hosting platform (Wikispaces)	http://www.wikispaces.com/
Wiki/Collaboration software	http://www.pbworks.com/
Word cloud generator	www.wordle.net
The English Teacher. <i>Teaching Basic Poetry</i>	http://teacher2b.com/creative/poetry.htm
Free lesson plans	www.teachnet.com