**Starlight 2nd Class: Sample Fortnightly Plan**

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| **September: Weeks 1 & 2****Unit 1: my hobbies** |
| **STRAND: Oral Language** | **STRAND: Reading** | **STRAND: Writing** |
| **Elements**Communicating: LO1, LO2, LO3Understanding: LO4, LO5, LO6Exploring and Using: LO7, LO8, LO9, LO11, LO12 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO5, LO6Exploring and Using: LO7, LO8, LO9, LO10 | **Elements**Communicating: LO1Understanding: LO3, LO4, LO5, Exploring and Using: LO6, LO7 |
| **Oral Language: Key Learning Experiences** | **Reading: Key Learning Experiences** | **Writing: Key Learning Experiences** |
| The child should be able to…Initiate and take turns in conversations on the theme of myself and my hobbies.Work in pairs/groups using gestures, expressions, signs and language style where appropriate. **(LO3)**Acquire and understand new vocabulary and phrases from an oral text about hobbies. Understand and use nouns, adjectives, verbs and adverbs to describe their hobbies. **(LO5)** |  The child should be able to…Understand conventions of print, including capital letters and full stops **(LO3)**Read and identify the features of a recountExperience and respond to the creative and imaginative aspects of the text (such as the use of similes) **(LO7)** |  The child should be able to…Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives when participating in shared recount writing **(LO1)**Independently plan and gather information to write a recountEngage with the writing process to create a recount **(LO7)** |
| **Oral language poem** | **Reading Genre** | **Book Band** | **Writing genre** |
| ‘Taking one for the team’ by Sarah Holbrook | Recount | Core: TurquoiseFoundation: Orange | Recount |
| **Oral Vocabulary** | **Vocabulary strategy** | **Focus Words**  | **Grammar** |
| Tier 1 examples: hobby, popular, skills, terrific, musical instrument, perform, characters, imaginationTier 2 examples: pastime, saxophone, cello, hand-eye co-ordination, problem-solving skills | Text 1a: Suffix/inflected ending – -edText 1b: Similes | Text 1a: concert, jungle, costumes, practised, arrived, curtains, audience, suddenly, horror, scamperedText 1b: coach, strict, giggling, ready, trial, length, squad, disappointed, determined | Text 1a: Capital letters and full stopsText 1b: Capital letters - ‘I’ |
| **Phonics Focus** | **Comprehension Strategies**  |
| Text 1a – Vowel soundsText 1b: Vowel sounds | Making connections, Self-questioning, Predicting, Inferring, Visualising (prompts), Sequencing events (Skills Book p. 6), Looking at characters (Skills Book p. 10) |
| **Content** | **Content** |  **Content** |
| Oral language poster*My hobbies*Week 1*Lesson 1*Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Circle time: Pass the ballPair talking tasks*Lesson 2*Digital poster (Story mode): RecapDigital poster (Question mode) Spring into actionPair talking task: This hobbyPerform a pastimeWeek 2*Lesson 3*Digital poster (Explore mode): Talk and discussion Digital poster (Activity mode): Guess the activityPresent a pastime: Oral experience report*Lesson 4*Digital poster (Label mode) Digital poster (Poem mode): *Taking One for the Team* | Core / Foundation ReaderUnit 1a – Tara’s School Concert; Unit 1b – Time Trial (p. 4 - 11) 2nd Class Skills BookComprehension Activities (p.6, 10)Vocabulary Activities (p.7, 11)DigitalDigital: Unit 1a Grammar activity: Capital letters and full stops; Unit 1b Grammar activity: Capital letters – ‘I’ Digital: Unit 1b Digital writing display (printable)Phonics printable worksheet – 01. My hobbies Below-level printable worksheet – 1a Tara’s School ConcertAbove-level printable worksheet – 1a Tara’s School ConcertBelow-level printable worksheet – 1b Time Trial Above-level printable worksheet – 1b Time Trial | 2nd Class Skills BookGrammar Activities (p.8, 12)Recount Writing (p.9, 13) |
| **Interactive Readers** |
| Unit 1: Genre video (Recount)Unit 1: Comprehension strategy displays Unit 1a: Vocabulary flashcardsUnit 1b: Vocabulary flashcardsInteractive Reader: Core Reader 1a – Tara’s School ConcertInteractive Reader: Core Reader 1b – Time Trial |
| **Differentiation** | **Differentiation** | **Differentiation** |
| Starter and flyer stories in the digital postersBelow-, on- and above level questions in the digital poster | Teachers can differentiate by using either the Foundation or the Core reader.Please see page 222 of the Teacher’s Guide for a list of levelled readers from a variety of publishers organised by theme and genre. | All children carry out the same writing task (Skills Book pp. 9 and 13). Writing is differentiated by outcome. |
| **Assessment** | **Assessment** | **Assessment** |
| Oral language assessment checklist | Reading and writing assessment checklistTeacher designed tests and tasks: Teachers could create a running record for the Unit 1 textsQuestioning: Use the Interactive Reader prompts ConferencingTeacher observation | Reading and writing assessment checklistThink, Pair, Share: Children discuss the important features of recount writing |
| **Integration** | **Games/Activities** |
| **SPHE** – Myself and others – My friends and other people**Drama** – Drama to explore feelings, knowledge and ideas, leading to understanding**PE** – Aquatics**Music** – Performing – Song singing | Chat about other funny incidents that have happened in school – make connections with the school concert story.Listen to and sing the song ‘Walking in the Jungle’. Search for ‘Walking in the Jungle: Super Simple Songs’ on YouTube.Set a target for the class – who can run a lap of the yard in under a minute or who can do 20 star jumps?Discuss how Tom must have felt when he didn’t make the team.Create a timeline of events from both stories by drawing pictures of different scenes and put them in the correct order.In groups, carry out a freeze-frame activity for key points in the stories. |

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| **September: Weeks 3 & 4****Unit 2: my friends** |
| **STRAND: Oral Language** | **STRAND: Reading** | **STRAND: Writing** |
| **Elements**Communicating: LO1, LO2, LO3Understanding: LO4, LO5, LO6Exploring and Using: LO7, LO8, LO9, LO11, LO12 | **Elements**Communicating: LO1Understanding: LO3, LO4, LO5, LO6Exploring and Using: LO7, LO8, LO9, LO10 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5, Exploring and Using: LO7, LO8 |
| **Oral Language: Key Learning Experiences** | **Reading: Key Learning Experiences** | **Writing: Key Learning Experiences** |
| The child should be able to…Initiate and take turns in conversations on the theme of myself and my hobbies.Work in pairs/groups using gestures, expressions, signs and language style where appropriate. **(LO3)**Acquire and understand new vocabulary and phrases from an oral text about hobbies. Understand and use nouns, adjectives, verbs and adverbs to describe their hobbies. **(LO5)** |  The child should be able to…Recognise and identify phonemes, onset-rime and syllables in spoken words **(LO4)**Read and understand a recount about school friendsIdentify the main ideas and key points in a recount and put them in sequence **(LO8)** |  The child should be able to…Enjoy planning a recount with and for others **(LO1)**Use consonants and vowels in approximate spellingSpell high-frequency and familiar wordsUse a range of decoding and spelling strategies for unfamiliar words **(LO4)** |
| **Oral language poem** | **Reading Genre** | **Book Band** | **Writing genre** |
| ‘With a friend’ by Vivian Goulad | Recount | Core: TurquoiseFoundation: Orange | Recount |
| **Oral Vocabulary** | **Vocabulary strategy** | **Focus Words**  | **Grammar** |
| Tier 1 examples: schoolyard, mural, paint, skipping, accident, bench,teacher, game, upset, footballTier 2 examples: nutritious, discussing, support, debate, pleasant,supervising, popularTier 3 examples: compliment, considerate, trustworthy, respectful | Text 2a: Inflected endings – ‘ing’Text 2b: Homophones | Text 2a: principal, mural, interested, explained, discussing, idea, sketch, paintbrushes, heavily, fabulous, pose, photoText 2b: awful, horrible, rudely, unpleasant, voice, tissue, suggested, accent, actually, ruin | Text 2a: Capital letters – names of people and placesText 2b: Capital letters – days, months and special occasions |
| **Phonics Focus** | **Comprehension Strategies**  |
| Magic ‘e’ with ‘a’ | Making connections, Visualising, Inferring, Self-questioning, Comparing (prompts), Predicting (Skills Book p. 18) |
| **Content** | **Content** |  **Content** |
| Oral language poster*My School Friends*Week 1*Lesson 1*Digital poster (Explore mode): Talk and discussion Digital poster (Story mode) Who says?Pair talking task: Turn and tellBlurt it out!*Lesson 2*Digital poster: RecapDigital poster (Question mode) Listen and sayOral recount Talking tennisWeek 2*Lesson 3*Digital poster (Explore mode): Talk and discussion Group talking task: Best buddies?Digital poster (Activity mode): Choose the activityStorytimeGroup talking task: What Would You Do If …*Lesson 4*Digital poster (Label mode) Digital poster (Poem mode): *With a Friend*Group talking task: Imaginary friend | Core / Foundation ReaderUnit 2a – The School Mural; Unit 2b – In the Schoolyard (p. 12 - 19) 2nd Class Skills BookComprehension Activities (p.14, 18)Vocabulary Activities (p.15, 19)DigitalDigital: Unit 2a Grammar activity: Capital letters for names and places; Unit 2b Grammar activity: Capital letters for days, months and special daysPhonics printable worksheet – 02. My School friendsBelow-level printable worksheet – 2a The School MuralAbove-level printable worksheet – 2a The School MuralBelow-level printable worksheet – 2b In the SchoolyardAbove-level printable worksheet – 2b In the Schoolyard | 2nd Class Skills BookGrammar Activities (p.16, 20)Recount Writing (p.17, 21) |
| **Interactive Readers** |
| Unit 2: Genre video (Recount)Unit 2: Comprehension strategy displays Unit 2a: Vocabulary flashcardsUnit 2b: Vocabulary flashcardsInteractive Reader: Core Reader 2a – The School MuralInteractive Reader: Core Reader 2b – In the Schoolyard |
| **Differentiation** | **Differentiation** | **Differentiation** |
| Starter and flyer stories in the digital postersBelow-, on- and above level questions in the digital poster | Teachers can differentiate by using either the Foundation or the Core reader.Please see page 222 of the Teacher’s Guide for a list of levelled readers from a variety of publishers organised by theme and genre. | All children carry out the same writing task (Skills Book pp.17 and 21). Writing is differentiated by outcome. |
| **Assessment** | **Assessment** | **Assessment** |
| Oral language assessment checklist | Reading and writing assessment checklistTeacher designed tests and tasks: Teachers could create a running record for the Unit 2 textsQuestioning: Use the Interactive Reader prompts ConferencingTeacher observation | Reading and writing assessment checklistThink, Pair, Share: Children discuss the important features of recount writing |
| **Integration** | **Games/Activities** |
| **SPHE** – Myself and others – My friends and other people**Visual Arts** – Painting and colour – Painting**Drama** – Drama to explore feelings, knowledge and ideas, leading to understanding | In pairs, paint a picture of some of the favourite things you like to do in school.Discuss with the class how it feels to be the new person in a group or class.Dramatise the events in the two recounts.Use a conscience alley activity or a teacher-in-role activity to explore the feelings of those involved in the stories.Draw up a class inclusivity contract to help children to remember to include others in their games.Read the story The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers – discuss how each of the crayons feel about being left out or not used. Make connections with the story in Unit 2b. |