

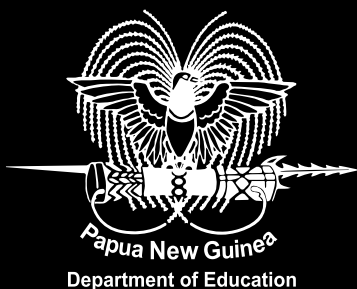
English

Teacher Guide

2015



Standards-Based



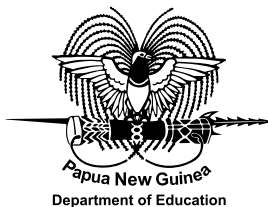
Elementary - One

English

Teacher Guide 2015

Standards-Based

Elementary - E1



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Developed by the Curriculum Development and Assessment Division of the Department of Education.

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Acknowledgements

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The songs 'I can bend my elbows', 'Let's say hello', 'On my face', 'Stretch your arms', 'Happy to be in school' and 'Going home' were written by Dot and Phil Freeman.

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SD-card contents

1. Speaking and listening songs (mp3)
2. Sound songs (mp3)
3. Sound action videos (mp4)
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5. Teacher training videos (mp4)
6. Teacher training videos (3gpp)
7. Singing na stori tambuna CD (mp4)

SECRETARY'S MESSAGE

The new standards-based curriculum to be taught in elementary schools in Papua New Guinea from 2015 introduces English as a compulsory subject.


Almost all of our children are learning English as a second language, so the English syllabus will build from the language they speak at home. Children need to develop a knowledge of English at an early age, as English is the medium of instruction in the education system in Papua New Guinea.

The exit report on outcomes-based education recommended the use of scripted lessons, the teaching of phonics and greater student access to reading materials.

The three Teacher Guides for EP, E1 and E2 contain scripted lessons, which are lessons that are written out for teachers to use on each day of the school year. The daily scripted lessons aim to improve the standard of English teaching and reduce teachers' planning workload.

The scripted lessons include phonics instruction. With phonics, children are taught to listen to and make sounds. They learn that words can be broken down into sounds and that those sounds can then be used to build and read words.

These scripted lessons are an important part of raising standards in literacy at elementary level. I approve these Teacher Guides as part of the official curriculum for all elementary schools in Papua New Guinea.



Dr. Uke W. Kombra, PhD
Acting Secretary for Education

INTRODUCTION

Dear Teacher,

Welcome to **Elementary English**.

This teaching resource for English as a subject consists of:

- Three teacher guides (EP, E1, E2) with lessons for each day
- Micro SD-card with songs and videos to play in mobile phones
- Flashcards with words and pictures to be used in the lessons

Scripted lessons

This Teacher Guide is one of three for teaching English at elementary level. In it are lessons written out (scripted) for each day of the school year.

The lessons are in numbered steps. For every step, you are given the necessary information and some activities, such as songs, games and stories. This guide and the scripted lessons give you a structure and tools to help you teach English. They allow you to build and use your own skills and creativity in the classroom.

During the three years, every term, week and day builds on the previous work. EP starts with pre-reading and pre-writing; listening to and learning English sounds. In E1, the children begin to read and write **decodable texts**¹ (texts that can be read with the sounds that have been taught). In Term 3 of E1, weekly stories are introduced.

EP				E1				E2			
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Sounds	Sounds and graphemes			Decodable texts				Weekly stories			

How to use this guide

Each page has a lesson for a day of the week. Each week has a theme, and each day focuses on one or more sounds. These are shown in the pictogram in the top right-hand corner of the page. The lesson will take about 60 minutes. There is a rough timing for each step of the lesson. To go through the whole lesson, follow the steps (boxes) in order.

Every box has instructions and all the information you need. Written in **bold italic** are the things that you say to the children or questions you can ask them. There is a set of actions, games and activities that you can do with your class. You can recognise these by the symbols next to the boxes. These steps, instructions, activities and questions are guidelines. Use your own experience and creativity to adjust them for your class.

Bridging

The Teacher Guide allows you to use Tok Ples or Tok Pisin to help the children understand. As you ask questions or give instructions in English, you can do the same in the children's first language. You can also explain the activities in the children's first language. The stories in E1 and E2 all have Tok Pisin translations.

¹ Words in bold are explained in the Terminology and notation on p9.

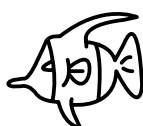
INTRODUCTION

Why teach phonics?

This guide uses phonics to teach English. English is a complicated language. It has 26 letters, over 40 different sounds (**phonemes**) and over 120 different ways to write those sounds (**graphemes**). For example, /f/ can be written as f, ff, ph and gh, as in 'fish', 'coffee', 'Philip' and 'rough'.

A **phoneme** is a sound in a word.

A **grapheme** is a letter or sequence of letters that represents a phoneme.



These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme. A grapheme may consist of one, two, three or four letters.

1	2	3
c	a	t
b	ir	d
f	i	sh
n	igh	t

Phonics is a tool to make English easier. It has a positive impact on children's language abilities.

Children are taught to listen to sounds and to make sounds. They learn that words can be broken into sounds and that these sounds can then be written down and used to read and build words.

Some common words cannot be broken into sounds until later. To be able to read simple sentences, children need to learn some of these words by sight, such as 'the', 'I', 'you' and 'go'. These **sight words** are shown in the Teacher Guide when they occur in the lessons.

Songs and stories

Each week has a theme and three songs about that theme. The songs are on the micro SD-card, and you can play them on mobile phones or boom boxes. The song words and the activity are written out in the lesson. You can try as many of the songs as you feel your class can do. It may be too soon for some of your children to sing along, but letting them listen to sounds in English is the most important thing. You can use the songs all the way through E2, if you feel your class will benefit from them.

Sound stories let the children become familiar with English sounds as you read them. They contain the sounds learned in that week.







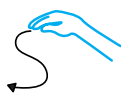







From Term 3 of E1, there is a normal story each week. The lessons are linked to the story. For each story there are open questions to check the children's understanding of the story and to encourage them to speak. The questions are examples. You can change the questions or add more.

Teaching sounds



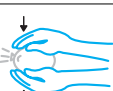
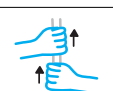





c a t
• • •
f i sh
• • •

To learn to sound out and count the sounds in words, the children will use **sound dots**. Each sound dot shows a sound in a word. You write the word on the board and put a dot under each sound. The children copy this in their own books. For example, 'cat' gets three sound dots: c-a-t. The word 'fish' also gets three dots, because sh is one sound: f-i-sh. The children learn to **blend** the sounds together into a word as you say the sounds and the word to them.

INTRODUCTION

Sound	Symbol	Action	Written as ...							
/c/		Cut a coconut with a bush knife	<u>c</u> up	k <u>i</u> te	du <u>ck</u>	<u>Ch</u> ristmas				
/t/		Tap fingers on hand	<u>t</u> in	k <u>itt</u> ens	de <u>bt</u>	look <u>ed</u>				
/a/		Walk fingers up arm like an ant	<u>a</u> nt							
/d/		Dig	<u>d</u> og	sudd <u>e</u> n	fill <u>e</u> d					
/g/		Wave hand like 'go away'	<u>g</u> o	digg <u>e</u> r	<u>gh</u> ost	<u>g</u> uard				
/o/		Turn a mobile phone on and off	<u>l</u> og	w <u>a</u> nt	c <u>o</u> ugh					
/s/		Make snake movement with hand and arm	<u>s</u> un	miss <u>e</u>	<u>c</u> entre	hou <u>s</u> e	voic <u>e</u>			
/m/		Rub stomach	<u>m</u> an	summ <u>e</u> r	comb <u>e</u>					
/i/		Move fingers like an insect crawling	<u>i</u> nsect							
/n/		Arms out like wings of an aeroplane	<u>n</u> ut	dinn <u>e</u> r	<u>k</u> nee					
/r/		Shake head like a dog with a bone	<u>r</u> at	car <u>r</u> y	<u>w</u> rite					
/sh/		Put finger on lips as if 'shushing'	<u>sh</u> ip	sug <u>ar</u>	o <u>ce</u> an	stat <u>io</u> n	spec <u>ia</u> l	<u>ma</u> chine		
/l/		Lick an ice block	<u>l</u> ip	full	<u>l</u> ittle					
/h/		Pant as if you are out of breath – 'huh, huh'	<u>h</u> it	<u>w</u> hole						















INTRODUCTION

Sound	Symbol	Action	Written as ...								
/e/		Break an egg	peg	br <u>ea</u> d	s <u>ai</u> d	fr <u>ie</u> nd	an <u>y</u>				
/b/		Bounce a ball	<u>b</u> at	rab <u>bi</u> t							
/f/		Squeeze a ball with air in it	<u>f</u> ish	st <u>uff</u>	<u>ph</u> one	<u>to</u> ugh					
/u/		Put up an umbrella	<u>bu</u> t	<u>to</u> uch	<u>so</u> me	<u>bloo</u> d	w <u>o</u> n	<u>do</u> es			
/p/		Puff out a candle	<u>p</u> ot	app <u>le</u>							
/w/		Blow air over hand like the wind	<u>w</u> et	<u>w</u> hen							
/ch/		Move arms like chicken wings	<u>ch</u> urch								
/th/		Thumbs up	<u>th</u> ree	<u>th</u> umb							
/tthh/			<u>th</u> is	<u>th</u> at							
/ng/		Lift your head and stroke your throat	<u>l</u> ong	th <u>in</u> k							

Continue to use the sound actions and songs in E1 and E2 if you think your class will benefit from them.

/v/		Hands on a steering wheel	<u>v</u> an	<u>g</u> ive							
/ee/		Rub eyes like baby crying	<u>d</u> eep	happ <u>y</u>	<u>m</u> e	<u>m</u> eat	<u>ch</u> ief	<u>m</u> oney	<u>ce</u> iling		
/oo/		'uh, uh' like a monkey	<u>l</u> ook	<u>pu</u> t	<u>w</u> ould	<u>w</u> olf					
/j/		Jump	<u>j</u> ug	<u>g</u> iant	<u>br</u> idge	<u>s</u> ponge					
/ar/		Open mouth wide for the doctor	<u>st</u> art	<u>h</u> ear <u>t</u>							

INTRODUCTION

Sound	Symbol	Action	Written as ...								
/oa/		Hand under the chin like a goat's beard	<u>bo</u> at	g <u>o</u>	g <u>ow</u>	<u>no</u> te	<u>to</u> e	<u>mo</u> st	<u>tho</u> ugh	<u>se</u> w	
/ou/		Prick finger with needle	<u>hou</u> se	<u>co</u> w	<u>plou</u> gh						
/or/		Pretend to open a door	<u>po</u> rt	<u>mo</u> re	<u>do</u> or	<u>fo</u> ur					
/ay/		Sweep arms over head like the new day	<u>da</u> y	<u>pa</u> in	<u>sa</u> me	<u>stea</u> k	<u>the</u> y	<u>ei</u> ght	<u>sta</u> tion	<u>ta</u> ble	<u>rei</u> gn
/ie/		Hold a pie with cupped hands	<u>i</u>	<u>tie</u>	<u>bi</u> te	<u>wi</u> ld	<u>ni</u> ght	<u>fl</u> y	<u>by</u> e	<u>gui</u> de	<u>ty</u> pe
/q/		Hands like a duck's bill	<u>que</u> en	<u>qu</u> ick							
/x/		Flying fox flying	<u>fo</u> x								
/y/		Eat a yam	<u>ye</u> s								
/ooh/		Move head like a cockatoo	<u>do</u>	<u>zoo</u>	<u>mo</u> on	<u>gre</u> w	<u>thre</u> w	<u>blu</u> e	<u>ru</u> le		
/er/		Cover ears from sound of thunder	<u>si</u> ster	<u>fu</u> r	<u>ear</u> ly	<u>bi</u> rd	<u>wor</u> m				
/ue/		Point at you	<u>tun</u> e	<u>pu</u> pil	<u>pe</u> w	<u>vi</u> ew	<u>bea</u> uty				
/oy/		Palms of hands facing up	<u>bo</u> y	<u>fo</u> il							
/air/		Arms out to show air all around	<u>hai</u> r	<u>the</u> re	<u>sq</u> are	<u>bea</u> r	<u>thei</u> r				
/z/		Bees wings with hands	<u>ze</u> bra	<u>ea</u> sy	<u>driz</u> zle	<u>free</u> ze	<u>plea</u> se				

KEY FEATURES

Standards-based curriculum

The principles of the standards-based curriculum are that it:

- is clear and simple to understand
- is easy to teach and assess
- is child-centred
- builds on what the children already know and their home life.

Our way of life

Our languages are important aspects of our country's many cultures, to be transferred from one generation to the next and between people who live and work together. The Elementary Syllabuses accommodate our cultural identity through the teaching of both English and home languages.

Multiculturalism

English is used as a lingua franca in our multicultural society and is also the leading global language. It is therefore important to teach English as a subject at elementary level so that children from an early age can communicate well in English.

Integral human development

The Philosophy of Education for Papua New Guinea, known as the Matane Report, acknowledges the national goals and directive principles in the National Constitution and is based on integral human development:

- **Integral** in the sense that all aspects of a person are important.
- **Human** in the sense that social relationships are fundamental.
- **Development** in the sense that every individual has the potential to grow in wisdom, skill and goodness.

Catering for students with special needs

Many students have special needs. They may include students who are gifted or disadvantaged, either physically, emotionally or intellectually. This syllabus can be adapted to suit children with special needs.

English curriculum

The English curriculum is based on the following learning principles:

- moving from known to unknown
- moving from simple to complex
- using concrete materials to encourage learning
- using Bloom's Taxonomy to support progress from one learning level to another

Benefits for students

Learning English from the start of their Elementary education brings children the following benefits:

- enabling children to start using English from an early age
- preparing children for learning in English at primary school
- creating a solid grounding for using English confidently later in life

TEACHING AND LEARNING

You are encouraged to create an enjoyable classroom environment and use a variety of teaching and learning strategies that will help the students acquire relevant skills and knowledge. Students learn best when activities are done in a natural way. Natural learning means learning things in the same way as we learn them in everyday life outside the classroom. Use the conditions of learning in the table below to guide you in developing your daily lesson plans.

Conditions of learning – a model of natural learning

Condition	What does this mean?
Immersion	Learners need to be surrounded with many learning materials and situations
Demonstration	Learners need to receive many demonstrations of how to do things
Expectation	Learners receive messages from other people who help them to realise that they have the capacity to master certain skills
Responsibility	Learners make their own decisions about when, how and what to learn when given any learning task
Use	Learners need time and opportunities to practise the skills and knowledge that they have learnt
Approximation	Learners must be allowed to make guesses about how to say things. It is quite acceptable for learners to make mistakes in order for learning to take place
Response	Learners learn from feedback that reinforces correct solutions or corrects mistakes. This feedback must be relevant and non-threatening

Linkage: Syllabus to Teacher Guides

The content of the English curriculum is organised into four strands: phonics; speaking and listening; reading; and writing. It is further divided into units and includes content standards and performance standards to assess children's performance.

When developing your daily lesson plans, remember to make the links between the Syllabus and the Teacher Guide lessons. Here is an example for EP:

Strand: Speaking and listening (Unit: Oral expression)



Content standard: Greet someone and introduce themselves



Performance standard: Understand and use greetings and words to introduce themselves such as what is your name, good morning, how are you, etc.



Lessons: Term 1 Week 2 Monday to Friday

CONTENT OVERVIEW

TERM 1	THEME	FOCUS	PAGE
OVERVIEW			16
WEEK 2	Meeting and greeting	Revision of /s/ /a/ /t/ /p/ /i/	18
WEEK 3	Ourselves	Revision of /n/	23
WEEK 4	Home	Revision of /c/	28
WEEK 5	Family	Revision of /m/	33
WEEK 6	School	Revision of /d/	38
WEEK 7	Animals	Revision of /g/ /o/	43
WEEK 8	Plants	Revision of /e/	48
WEEK 9	-	Assessment	53
WEEK 10	-	Feedback and review	-
TERM 2	THEME	FOCUS	PAGE
OVERVIEW			55
WEEK 2	Food	Revision of /r/ /u/	57
WEEK 3	Transport	Revision of /h/	62
WEEK 4	Water	Revision of /b/	67
WEEK 5	Health	Revision of /f/	72
WEEK 6	Sky	/v/, revision of /l/ /w/	77
WEEK 7	Communication	Revision of /ch/	82
WEEK 8	Stories	Revision of /sh/	87
WEEK 9	-	Assessment	92
WEEK 10	-	Feedback and review	-
TERM 3	STORY	FOCUS	PAGE
OVERVIEW			94
WEEK 2	Flying fox and parrot	Revision	96
WEEK 3	Baby mosquito	/tth/ written as th, /ee/ written as y	102
WEEK 4	Who will feed the visitors?	/ee/ written as e and ee	108
WEEK 5	Spider, spider	/l/ written as ll, /oo/ written as oo	114
WEEK 6	I am a big fish	/ee/ written as ea, /j/	120
WEEK 7	I am a big dog	/ar/ /oa/	126
WEEK 8	Sun and flower	/ou/	132
WEEK 9	-	Assessment	138
WEEK 10	-	Feedback and review	-
TERM 4	STORY	FOCUS	PAGE
OVERVIEW			141
WEEK 2	The village tree	/or/ written as or	142
WEEK 3	I am a mother cat	/ay/ written as ay and a_e	148
WEEK 4	Floating and sinking	/ie/ written as i_e	154
WEEK 5	I am a butterfly	/ie/ written as y and ie	160
WEEK 6	I am a rooster	/q/, /ie/ written as igh	166
WEEK 7	I am a mother pig	/x/, /oa/ written as o	172
WEEK 8	The seed	/oa/ written as ow and o_e	178
WEEK 9	-	Assessments	184
WEEK 10	-	Feedback and review	-

TERM 1 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 2	Meeting and greeting	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/</p> <ul style="list-style-type: none">• Using words and phrases to greet each other• Answering questions on a story• Reading in a group to build confidence• Reading and listening with a partner checking for mistakes• Reading independently by sounding out each word• Reading the sight words: the, and, I, in, said, he• Independently writing a word or phrase to go with a picture <p>Spelling: thump, song, chimp, chin, went, wish, pots, help, shut, fun</p>
WEEK 3	Ourselves	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/</p> <ul style="list-style-type: none">• Recognising and saying parts of the body• Reading the sight words: we, she, me <p>Spelling: papa, pit, tap, sits, he, and, spin, spit, pitpit, sip</p>
WEEK 4	Home	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/</p> <ul style="list-style-type: none">• Asking and answering questions about the home• Listening to and understanding: eating, washing, cleaning teeth, lying in bed• Reading the sight words: on, my• Writing names with a capital letter <p>Spelling: ant, Nana, the, and, I, in, said, pants, pins, tin</p>
WEEK 5	Family	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/</p> <ul style="list-style-type: none">• Talking about the family• Reading the sight words: they, you• Writing the beginning word in a sentence with a capital letter <p>Spelling: on, we, she, me, cap, naps, cat, my, tip, pats</p>
WEEK 6	School	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/</p> <ul style="list-style-type: none">• Using theme vocabulary to finish sentence starters• Reading the sight word: are <p>Spelling: mama, mat, camp, snap, man, said, they, you, stamp, map</p>

TERM 1 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 7	Animals	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/ • Recognising animal names and doing actions • Reading the sight words: go, to Spelling: are, sand, damp, dig, mad, sad, in, is, it, dip
WEEK 8	Plants	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/ • Asking and answering questions about plants • Reading the sight word: do Spelling: top, go, to, pond, pig, said, got, nod, stamp, wish
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review

SPELLING TEST WORDS

thump, song, chimp, chin,
went, wish, pots, help,
shut, fun

1 SPEAKING & LISTENING

⌚ 10 min

Let's say hello

Let's say hello to (child's name)

Let's say hello to

Let's say hello to

Hello, hello, hello.

Go outside and sit in a circle. **We are going to play a game called 'Say hello'.** Turn to the child next to you and say **'Hello**'. Tell the child to say hello back and to turn to the child next to them and say **'Hello**'. They will say hello back and continue around the circle.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter s on the board. Point to the letter. **Do you remember this letter? This is the letter s. The letter s makes the sound /s/. Say the sound with me /s/. Now you say the sound.** Point to the letter s on the board but do not say the sound.

The action for /s/ is this. Do the action, moving your hand through the air like a snake in the grass, at the same time as saying the sound.

Let's sing the /s/ song. Remember to do the action when you say /s/.

The snail is fast asleep.

The snail is fast asleep.

S, s.

The snail is fast asleep.

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

It is Papa. Papa sits. It is Papa. Papa sips.

It is Papa. Papa sips.

We can read this story because we know all the letter sounds. Point to the letters s a t p i in turn and say **What sound does this letter make?**

Paired reading

Read the story to your partner then listen to your partner read the story to you.

Remember to help each other.

Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

What does Papa do?

What do you think Papa sips?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /s/. Try to remember some of the words you hear with the /s/ sound.

Solomon

It was a sunny Saturday morning. Steven was taking his son Solomon for a walk. They walked slowly along the street to a small store in town. Steven saw sweets in the store. "I'd like some sweets," he said. His father looked at him and said, "I'll buy them for you." Solomon was so happy. He gave his father a big smile.

Who is Solomon?

What did Steven buy for Solomon?

What did Solomon do when his father bought him the sweets?

How many words with /s/ can you remember?



1 SPEAKING & LISTENING

 10 min

Hello and good morning

Hello and good morning, it's nice to see you.

I'm very well and I hope you are too.

(Repeat 1 more time)

Follow-up activity

Ask the children to stand up and walk around the classroom greeting their friends with "Good morning, how are you?", "Very well thank you. How are you?"

Ask: **What other answers could there be to the question 'How are you?'**



2 PHONICS & LANGUAGE

 20 min

Write the letter a on the board. Point to the letter. **Do you remember this letter? This is the letter a. The letter a makes the sound /a/. Say the sound with me /a/. Now you say the sound.** Point to the letter a on the board but do not say the sound.

The action for /a/ is this. Do the action, moving your fingers up your arm like crawling ants, at the same time as saying the sound.

Let's sing the /a/ song. Remember to do the action when you say /a/.

Annie has an a, a, arrow.

Annie has an a, a, arrow.

Annie has an a, a, arrow.

An arrow for her bow.

Some words you cannot sound out. These words are sight words. You just have to learn them as a whole word. Show the card with the word 'the'. **Do you remember this word? It is the word 'the'. Say the word with me 'the'. Now you say it on your own.** Put the word on the wall.



3 DECODABLE TEXT

 20 min

Write this short story on the board:

It is Papa. Papa sits. Papa sits at the tap.

Papa sips at the tap. Papa spits at the tap.

It is Papa.

We can read this story because we know all the letter sounds. Point to the letters s, a, t, p, i in turn and say **What sound does this letter make?**

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.

Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Who is at the tap?

What does Papa do at the tap?



4 CONCLUSION

 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /a/. Try to remember some of the words you hear with the /a/ sound.

Andy and Alo hunt wild fowls

Andy and Alo went to the bush to hunt for wild fowls. Andy was carrying the bow and arrow. They looked for a nest. Andy saw a pile of leaves and went closer to check. "Alo, come over here," Andy called out. "I think I found the nest of a wild fowl." Andy cleared the leaves away. "Aya mama!" he cried out. "What happened?" Alo asked. "A black ant bit me!" cried Andy.

What are the names of the boys?

What were the boys hunting for?

Who was bitten by the black ant?



1 SPEAKING & LISTENING

⌚ 10 min

Good morning

Good morning, good morning,
good morning to you.
Good morning to teacher,
and all my friends too.
(Repeat 1 more time)



Follow-up activity

Go outside and sit in a circle. **We are going to play a game called 'Say good morning'**. Turn to the child next to you and say **'Good morning How are you?'** They should answer with **'Good morning, I'm very well thank you, how are you?'** Continue passing the greeting around the circle.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter t on the board. Point to the letter. **Do you remember this letter? This is the letter t. The letter t makes the sound /t/. Say the sound with me /t/. Now you say the sound.** Point to the letter t on the board but do not say the sound. **The action for /t/ is this.** Do the action, tapping 2 fingers on your arm, at the same time as saying the sound.



Let's sing the /t/ song. Remember to do the action when you say /t/.

When I tap my hands together.

T, t, t, t, t, t.

When I tap my hands together.

My hands go up and down.

We have two sight words today. We cannot sound these words out. Show the card with the word 'and'. **Do you remember this word? It is the word 'and'. Say the word with me, 'and'. Now you say it on your own.**

Repeat for the word 'I' then repeat all 3 words 'and', 'I' and 'the'. Put the words on the wall.

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Papa sits at the tap. I sit at the tap. Papa and I sit at the tap. Sit, sit, sit. Papa and I sip at the tap. Sip, sip, sip. Papa and I spit at the tap. Spit, spit, spit.



We can read this story because we know all the letter sounds and we know the sight words.

Point to the letters s, a, t, p, i in turn and say **What sound does this letter make?**

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Who sits at the tap?

What do you do with your Papa?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /t/. Try to remember some of the words you hear with the /t/ sound.

Tony and Ted

Today Tony took Ted and Tom to town. Tony bought a toy truck. Ted bought some taro. Tom bought a tie for his tiny friend, Tim. When the boys returned home, Tony put his toy truck in a Twisty carton in the kitchen. Ted shared the taro with his two friends. Tom put the tie on Tim. Tim loved the tie. He ran up the stairs and sat on the top of the table. He tried a tricky turn that landed him with a loud 'thud' on the floor.



What did the boys buy in town?

What happened to Tim?

Do you like to eat taro?

How many words with /t/ can you remember?



1 SPEAKING & LISTENING

 10 min

Let's say hello

Let's say hello to (child's name)

Let's say hello to

Let's say hello to

Hello, hello, hello.



Follow-up activity

When we meet someone for the first time we want to tell them our name. We can say 'Hello, my name is ...'. Let's say that all together 'Hello, my name is ...'. Now say it to your friend. Let children practise with other children in the class.

2 PHONICS & LANGUAGE

 20 min

Write the letter p on the board. Point to the letter. **Do you remember this letter? This is the letter p. The letter p makes the sound /p/. Say the sound with me /p/. Now you say the sound.** Point to the letter p on the board but do not say the sound.

The action for /p/ is this. Do the action, blowing on your finger like a candle, at the same time as saying the sound.

Let's sing the /p/ song. Remember to do the action when you say /p/.

Plant all the peanuts in the peanut patch.

P, p, p, p, p, p.

Plant all the peanuts in the peanut patch.

P, p, p.

Today's sight word is 'in'. Show the card with the word 'in'. **Say the word with me 'in'. Now you say it on your own.**

Repeat with the words 'the', 'and', 'I'. Put the words on the wall.



3 DECODABLE TEXT

 20 min

Write this short story on the board:

Pat sits at the pit. A pitpit is in the pit.

It is Papa's pitpit. Pat and Papa sit at the pit.

I sit at the pit. It is Papa's pit.



We can read this story because we know all the letter sounds and we know the sight words.

Point to the letters s, a, t, p, i in turn and say **What sound does this letter make?**

Paired reading

Read the story to your partner then listen to your partner read the story to you.

Remember to help each other. Walk around the class and listen to the children reading. Each child should read the story twice.



Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Who does the pit belong to?

Who sits at the pit with Papa?



4 CONCLUSION

 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /p/. Try to remember some of the words you hear with the /p/ sound.

Peter goes to the village

Peter lives with his aunty Pauline in town but today he is going home to the village. In the village he can pick peanuts, pumpkins, passion fruits and pineapples or he can play with Polly his parrot. Peter is wearing his favourite purple shirt. His shirt has a picture of a pretty parrot on the back that looks just like Polly. Close to the village, Polly spots Peter and calls, "P, p, p, p, p, Peeter. P, p, p, p, p, Peeter." His family knows that Peter has finally arrived. Peter is so happy to be home again.



What is Peter's aunt's name?

What did Polly the parrot say when she spotted Peter?

Why do you think Peter doesn't live with his parents in the village?



1 SPEAKING & LISTENING

🕒 10 min

Hello and good morning

Hello and good morning, it's nice to see you.

I'm very well and I hope you are too.

(Repeat 1 more time)



Follow-up activity

Ask for volunteers to come up and introduce themselves to the class practising the greetings from the week.

2 PHONICS & LANGUAGE

🕒 20 min

Write the letter i on the board. Point to the letter. **Do you remember this letter? This is the letter i. The letter i makes the sound /i/. Say the sound with me /i/. Now you say the sound.** Point to the letter i on the board but do not say the sound.

The action for /i/ is this. Do the action, moving your fingers like insects crawling away from you, at the same time as saying the sound.

Let's sing the /i/ song. Remember to do the action when you say /i/.

In the house is a mouse.

It runs all over the house.

i, i, i, i, i, i.

It runs all over the house.

We have two new sight words today. We cannot sound these words out. Show the card with the word 'said'. **This is the word 'said'. Say the word with me, 'said'. Now you say it on your own.**

Repeat with the word 'he' and practise all the sight words learned this week.

3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

Papa is at the tap. He sits at the tap. Papa said, "Sit at the tap." Pat sits at the tap.

Pat said, "Is a pitpit in the pit?" Papa said,

"A pitpit is in the pit." Papa and Pat spit.



We can read this story because we know all the letter sounds and we know the sight words.

Point to the letters s, a, t, p, i in turn and say **What sound does this letter make?**

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

What is in Papa's pit?

Do you like eating pitpit?

Do you know any other food that begins with the sound /p/?



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /i/. Try to remember some of the words you hear with the /i/ sound.

An act of kindness

There once lived an incredible insect named Lindy. Lindy had a big heart. One morning, Lindy came across an injured little bird sitting near a big old tree. She quickly ran down to the river and fetched some water. Lindy washed the bird's injured wing. The little bird was in so much pain that she chirped, "I, i, i, i, i. It hurts!" Lindy calmed the poor little bird. She built a stretcher out of twigs and put the little bird on it. Then she took the little bird home. At Lindy's house the little bird slept a long time, then she woke up feeling fine. She thanked Lindy for her kindness and flew away into the sunset. Everyone loved Lindy for her kindness.



Where did Lindy find the injured bird?

Why did Lindy help the bird?

What are some good things you can do for someone who is injured?

How many words with /i/ can you remember?



papa, pit, tap, sits, he, and,
spin, spit, pitpit, sip

1 SPEAKING & LISTENING 10 min

I can bend my elbows
I can bend my elbows, one, two, three. [x2]
I can bend my wrists, one, two, three. [x2]
I can wiggle my fingers, one, two, three. [x2]
I can bend my knees, one, two, three. [x2]
I can bend my ankles, one, two, three. [x2]
I can wiggle my toes, one, two, three. [x2]

Follow-up activity
Play the game 'Simon says'. **We are going to play the game 'Simon says'. When I say, 'Simon says touch your head', you must touch your head. If I say, 'Touch your head' without first saying 'Simon says', you must not move. If you do move, you have to sit down and watch.**

Play the game saying the different body parts: head, shoulders, knees, toes, eyes, ears, mouth and nose.



2 PHONICS & LANGUAGE 20 min

Write the letter n on the board. Point to the letter. **Do you remember this letter? This is the letter n. The letter n makes the sound /n/. Say the sound with me /n/. Now you say the sound.** Point to the letter n on the board but do not say the sound.

The action for /n/ is this. Do the action, put both arms out like an aeroplane, at the same time as saying the sound.

Let's sing the /n/ song. Remember to do the action when you say /n/.

Noisy aeroplane, nnnn.
Noisy aeroplane, nnnn.
Noisy aeroplane, nnnn.
Coming down to land.

We have two new sight words today. Show the card with the word 'we'. **This is the word 'we'. Say the word with me 'we'. Now you say it on your own.**

Repeat for the word 'she' then practise the sight words from last week.



3 DECODABLE TEXT 20 min

Write this short story on the board:
Nana is an ant. Nana is in the pit. Stan is in the pit. Nana nips Stan.

We can read this story because we know all the letter sounds and we know the sight words. Point to the letters s, a, t, p, i in turn and say **What sound does this letter make?**

Paired reading
Read the story to your partner then listen to your partner read the story to you. Remember to help each other.

Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading
Read the story together as a whole class.

Writing
Get the children to copy down the story. Ask them to draw and label something from the story.

**What kind of animal is Nana?
Have you ever been nipped (bitten) by an ant?**



4 CONCLUSION 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /n/. Try to remember some of the words you hear with the /n/ sound.

The nightmare
Nicky the night owl is a nervous bird. She likes to nibble her nails all night long. One night Nicky had a nasty nightmare. She dreamt that she was flying high into the sky. She was so busy nibbling her nails that she didn't hear an aeroplane heading towards her. By the time she heard the sound nnnnnnnnnnn, she knew that she was in trouble. It was too late, the plane had knocked her down. Nnnn, nnnn, nnnn they went down, down, down to the ground. There was a big bang. Nicky suddenly woke up. She checked herself and realised that it was only a dream.

**What kind of animal is Nicky?
What does Nicky like to nibble or bite?
Why do you think people bite their nails?
How many words with /n/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

On my face

On my face I have two eyes,

I use my eyes to see. [x2]

On my face I have two ears,

I use my ears to hear. [x2]

On my face I have one nose,

I use my nose to smell. [x2]

On my face I have one mouth,

I use my mouth to speak. [x2]

Follow-up activity

Play the game 'Simon says'. **We are going to play the game 'Simon says'. When I say, 'Simon says touch your head', you must touch your head. If I say, 'Touch your head' without first saying 'Simon says', you must not move. If you do move, you have to sit down and watch.**

Play the game saying the different body parts: head, shoulders, knees, toes, eyes, ears, mouth and nose.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letters a, n and t on the board. Point to each letter in turn and say. **This is the letter ... The letter ... makes the sound ... Say the sound with me ... Now you say the sound.** Then point to the letters on the board but get the children to say the sounds.

Point to each letter again. **What is the action for this sound?**

Do the action for each sound without saying the sound. **For what sound is this action?**

Write the word ant on the board. **If we write these three letters together what word do they make?**

Practise the sight words the, and, I, in, said. Show the flashcards for a few seconds only for children to call out the word then repeat them in a different order.

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Nana is an ant. Nana nips Stan. Nana nips me. She spins and nips Papa's pants. "NANA!" said Papa.



We can read this story because we know all the letter sounds and we know the sight words.

Point to the letters s, a, t, p, i in turn and say **What sound does this letter make?** Point to the word 'said'. **What is this word?**

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

How do you know Papa is cross with Nana?

[capital letters and exclamation mark]

In the story Nana spins. Can you show me how to spin?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /n/. Try to remember some of the words you hear with the /n/ sound.

Nancy

No one is as nice as Nancy. She can clean alone a lawn full of tins and pins. She often lends a hand to anyone in need. She is never unkind for she knows it's a sin. Everyone is a friend to Nancy.



Who is the story about?

How many words with /n/ can you remember?



1 SPEAKING & LISTENING

🕒 10 min

Stretch your arms

Stretch your arms, clap, clap. [x4]

Doot doo...Doot doo...Doot doo. [x2]

Stretch your arms, shake, shake. [x4]

Doot doo...Doot doo...Doot doo. [x2]

Stamp your feet, stamp, stamp. [x4]

Doot doo...Doot doo...Doot doo. [x2]

Tap your knees, tap, tap. [x4]

Doot doo...Doot doo...Doot doo. [x4]

Follow-up activity

Ask children: **Can you show me your ...? Use all the new body parts: elbows, wrists, ankles.**

In pairs children ask each other: **Can you show me your ...?**



2 PHONICS & LANGUAGE

🕒 20 min

Write the word 'sit' on the board. Sound out the word, pointing at each sound as you do it. **I am going to sound out this word. /s/ /i/ /t/ sit. Now let's do it together /s/ /i/ /t/ sit. Now it is your turn.**

Write the word 'nip' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Write the names Nana and Stan on the board. Point out that these words are names. **They start with a capital letter. A small letter and a capital letter are written differently but they make the same sound.** Write N – Nana and n – nip on the board. Children copy the letters and words into their books. Do the same with S – Stan and s – sit.

Today's sight word is 'me'. Show the card with the word 'me'. **Say the word with me 'me'. Now you say it on your own.**

Practise the sight words the, and, I, in, said, he, we, she.



3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

I sit. I spin a tin. Stan sits. Stan spins a tin. We sit. We spin tins. Papa sits. Papa's pants snap!



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

What happens to Papa's pants?

Have you ever played a game called 'spin the tin'?



4 CONCLUSION

🕒 10 min

Which sounds did we practise today? I am going to read a story now. I want you to listen for the sound /i/. Try to remember some of the words you hear with the /i/ sound.

If I were a pig

If I were a pig I would go walking places. If I were a pig I would dig in the ground. If I were a pig I would break the garden fence. If I were a pig I would eat all kinds of things. If I were a pig I would think good thoughts. If I were a pig I would find a friend. If I were a pig I would just go. The pig went and found a snake. He was very afraid of the snake.



What would you like to do if you were a pig? The pig in the story is afraid of a snake. Are you afraid of anything?



1 SPEAKING & LISTENING

⌚ 10 min

I can bend my elbows

I can bend my elbows, one, two, three. [x2]

I can bend my wrists, one, two, three. [x2]

I can wiggle my fingers, one, two, three. [x2]

I can bend my knees, one, two, three. [x2]

I can bend my ankles, one, two, three. [x2]

I can wiggle my toes, one, two, three. [x2]

Follow-up activity

Ask individual children **'Can you bend your knees?'** and encourage them to answer 'Yes I can'.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the word 'pants' on the board. Sound out the word, pointing at each sound as you do it.

I am going to sound out this word /p/ /a/ /n/ /t/ /s/ pants. Now let's do it together /p/ /a/ /n/ /t/ /s/ pants. Now it is your turn.

Write the word ants on the board. ***Who can sound out this word for me?*** Choose a child to sound out the word at the board.

Look at these two words. They are nearly the same. What letter is missing in the word 'ants'? What sound does p make?

We have no new sight words today. Let's practise all the sight words we know already.

Practise: the, and, I, in, said, he, we, she, me.

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Stan, Papa and I sit in the pit. We sit in the pit.

Stan and I pin Papa's pants. We pin Papa's pants in the pit.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you.

Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Who pins Papa's pants?

Who mends clothes in your family?



4 CONCLUSION

⌚ 10 min

Which sound is at the beginning of the words 'pants' and 'Papa'? I am going to read a story now. Listen for the sound /p/. Try to remember some of the words you hear with the /p/ sound.

Peter goes to the village

Peter lives with his aunty Pauline in town but today he is going home to the village. In the village he can pick peanuts, pumpkins, passion fruits and pineapples or he can play with Polly his parrot. Peter is wearing his favourite purple shirt. His shirt has a picture of a pretty parrot on the back that looks just like Polly. Close to the village, Polly spots Peter and calls, "P, p, p, p, p, Peeeter. P, p, p, p, p, Peeeter." His family knows that Peter has finally arrived. Peter is so happy to be home again.



Do you have a shirt you like to wear? Why do you like it?



1 SPEAKING & LISTENING

🕒 10 min

On my face

On my face I have two eyes,
I use my eyes to see. [x2]
On my face I have two ears,
I use my ears to hear. [x2]
On my face I have one nose,
I use my nose to smell. [x2]
On my face I have one mouth,
I use my mouth to speak. [x2]

Follow-up activity

Sing the song twice and ask children to point to different parts of their face: **Can you show me your nose?**



2 PHONICS & LANGUAGE

🕒 20 min

Write the word 'spins' on the board. Sound out the word, pointing at each sound as you do it.

I am going to sound out this word /s/ /p/ /i/ /n/ /s/ spins. Now let's do it together /s/ /p/ /i/ /n/ /s/ spins. Now it is your turn.

Write the word pins on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Look at these two words. They are nearly the same. What letter is missing at the beginning of the word 'pins'? What sound does s make?

We have no new sight words today. Let's practise all the sight words we know already. Practise: the, and, I, in, said, he, we, she, me.

3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

Stan is in the pit. He spins a tin. Nana is in the tin. Nana spins in the tin. She spins and spins. "STAN! Nana is in the tin!" said Papa.

We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.

Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Why is STAN in capital letters?
Why else do we use capital letters?**



4 CONCLUSION

🕒 10 min

Can you hear the sound /n/ in the word spins? Is it at the beginning, in the middle or at the end? I am going to read a story now. Try to remember some of the words you hear with the /n/ sound. Remember to listen for the sound in the middle of the word as well as at the beginning.

Nowhere and nothing

I lay on my mat looking at the roof. Dad called, "Where are you going?" "Nowhere." "What are you doing?" "Nothing." "Why don't you go and play with your friends?" "I haven't got any friends." I sat outside watching the villagers. Some children called out, "Where are you going?" "Nowhere." "What are you doing?" "Nothing." "Why don't you go and play with your friends?" "I haven't got any friends." "Come on!" called the children, "We are your friends." Mum and Dad called, "Where are you going?" "To play games with my friends."

**Why does the boy lie on his mat?
What are the two words starting with /n/ that the boy uses to answer the questions that he is asked?**



SPELLING TEST WORDS

ant, Nana, the, and, I, in,
said, pants, pins, tin

1 SPEAKING & LISTENING

⌚ 10 min

Going home

*We're going home after school today. [x4]
Have my tea, have a wash, clean my teeth,
go to bed. [x2]
Good night, good night, good night,
sleep tight. [x2]*

Follow-up activity

Repeat the song with actions to show eating, washing, cleaning teeth and lying in bed.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter c on the board. Point to the letter. **Do you remember this letter? This is the letter c. The letter c makes the sound /c/. Say the sound with me /c/. Now you say the sound.** Point to the letter c on the board but do not say the sound.

The action for /c/ is this. Do the action, moving your arm up and down as if you are cutting a coconut, at the same time as saying the sound.

Let's sing the /c/ song. Remember to do the action when you say /c/.

We are cutting coconuts, c, c, c.

We are cutting coconuts, c, c, c.

We are cutting coconuts, cutting coconuts.

We are cutting coconuts, c, c, c.

Today's sight word is 'on'. Show the card with the word 'on'. **Say the word with me 'on'. Now you say it on your own.**

Practise the sight words the, and, I, in, said, he, she, me.

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Ana is a cat. Ana sits in Papa's cap. Ana sits in Papa's pan. Ana sits in Papa's pit.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Where does Ana sit?

Where do you like to sit?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read a short story now. Listen for the sound /c/. Try to remember some of the words you hear with the /c/ sound.

Climb the coconut tree

Clive climbed the coconut tree. Clever Clive cut the coconut. Clive climbed down the coconut tree. Clive shared the coconut with Cathy.



Who climbed the coconut tree?

Who did Clive share the coconut with?



1 SPEAKING & LISTENING

🕒 10 min

My house, my home

My house, my home, my house, my home.

Built up high or built down low.

It's where I sleep, it's where I eat.

It's where I rest my little feet.

The day's been fun, the day's been long.

It's good to be home, it's good to be home.

Follow-up activity

Go outside and sit in a circle. **We are going to play a game called 'What will you do when you get home today?'** Ask one of the children **What will you do when you get home today ...?** The child will answer and then ask someone else in the circle. Continue until everyone has had a chance to speak.



2 PHONICS & LANGUAGE

🕒 20 min

Write the word 'cap' on the board. Sound out the word, pointing at each sound as you do it.

I am going to sound out this word. /c/ /a/ /p/ cap. Now let's do it together /c/ /a/ /p/ cap. Now it is your turn.

Write the word 'can' on the board. ***Who can sound out this word for me?*** Choose a child to sound out the word at the board.

Write the word 'cat' on the board. ***Who can sound out this word for me?*** Choose a child to sound out the word at the board.

Which letters stay the same in these three words? [c, a] Where in the word is the letter that changes? [at the end]

We have no new sight words today. Let's practise all the sight words we know already.
Practise: the, and, I, in, said, he, we, she, me, on.



3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

Ana the cat naps. Can she nap in Papa's cap?

Ana the cat sits. Can she sit in Papa's cap?

Can she sit and nap in Papa's cap?



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

What kind of animal is Ana?

Why do cats like to sleep in caps?



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /c/. Try to remember some of the words you hear with the /c/ sound. Remember to listen for the sound in the middle of the word as well as at the beginning.

Carol the clever cat

Carol is a very clever cat. She can cut coconuts and catch caterpillars with one swipe of her paw. One day Carol the clever cat was cutting coconuts for all her friends in the village when she saw a cunning caterpillar on a cabbage leaf. The caterpillar was eating its way through the cabbage leaf by leaf. Carol stopped cutting coconuts, jumped up and caught the caterpillar with one clever swipe of her paw. "No caterpillar is going to eat my cabbage!" said Carol the clever cat.



How many animals can you think of that begin with /c/?

Why do you think Carol is a clever cat?



1 SPEAKING & LISTENING

 10 min

My home is where I live
My home is where I live.
Up in the highlands or down at the coast.
Fishing in the river or hunting in the bush.
Collecting food and firewood.
And taking it home to cook for you and me.
 (Repeat 1 more time)



Follow-up activity

In pairs, tell your partner three things that you do in your house. Then ask some of the children to share their answers with the class.

2 PHONICS & LANGUAGE

 20 min

Write the letter t on the board. Point to the letter. **Do you remember this letter? Which letter is this? The letter t makes the sound /t/. Say the sound with me /t/. Now you say the sound.** Point to the letter t on the board but do not say the sound.



What is the action for /t/? Do the action, tapping two fingers on your hand like drops from a tap, at the same time as saying the sound.

Let's sing the /t/ song. Remember to do the action when you say /t/.

When I tap my hands together.

T, t, t, t, t, t.

When I tap my hands together.

My hands go up and down.

We have no new sight words today. Let's practise all the sight words we know already.

Practise: the, and, I, in, said, he, we, she, me, on.

3 DECODABLE TEXT

 20 min

Write this short story on the board:

The ant sits on the cat. The cat sits on me.
I sit on Papa. I can pat the cat. Papa can pat the cat. We can pat the cat.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Where does the ant sit?

Where does the cat sit?



4 CONCLUSION

 10 min

Which sound did we practise today? I am going to read a story now. I want you to listen for the sound /t/. Try to remember some of the words you hear with the /t/ sound.

The talking turtle

The tiny turtle talks a lot. He talks all day and even into the night. The tiny turtle took his terrible truck to town on Tuesday. It toppled and turned and burst its tyres. The tiny turtle couldn't talk any more.



Who talks a lot?

What happened to the turtle's truck?



1 SPEAKING & LISTENING

🕒 10 min

My house, my home

My house, my home, my house, my home.

Built up high or built down low.

It's where I sleep, it's where I eat.

It's where I rest my little feet.

The day's been fun, the day's been long.

It's good to be home, it's good to be home.

Follow-up activity

In pairs, tell your partner three things that you do in your house. Then ask some of the children to share their answers with the class.



2 PHONICS & LANGUAGE

🕒 20 min

Write the letter c on the board. Point to the letter. **What is the name of this letter? The letter c makes the sound /c/. Say the sound with me /c/. Now you say the sound.** Point to the letter c on the board but do not say the sound.

Can you remember the action for this sound? Do the action, moving your arm up and down as if you are cutting a coconut, at the same time as saying the sound.

Write the sentence 'Can the cat spin?' on the board and sound it out together. Ask: **Why is the letter c bigger than the rest of the letters?** [capital letter]



3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

I can spin my tin. I can spin my cap. Can the cat spin my tin? Can the cat spin my cap? I can spin a pin. Can the cat spin a pin?



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**What three things can I spin?
Can the cat spin anything?**



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to read the first half of a story now. We will finish the story tomorrow. I want you to listen for the sound /c/. Try to remember some of the words you hear with the /c/ sound.

Cassie (part 1)

There lived an old cassowary named Cassie. Cassie couldn't see shapes. She sighed and said to herself, "If only the fruit could be found, that is delicious, red and round." Cassie had a friend, Grey Cat, who loved to play games. Putting on his round glasses, Grey Cat said, "I spy with my little eyes something that is round." Cassie said, "Grey Cat, I am too hungry today. But I will make three guesses and play." Cassie said, "I spy with my little eyes the fire pit." Grey Cat yawned and said, "The fire pit is round but the answer you have not found." Cassie made another guess and said, "I spy with my little eyes the sun." Grey Cat said, "The sun is round but the answer you have not found."



We will finish the story tomorrow.

**What kind of animal is Cassie?
What two guesses has Cassie made so far?**



1 SPEAKING & LISTENING

⌚ 10 min

My home is where I live
My home is where I live.
Up in the highlands or down at the coast.
Fishing in the river or hunting in the bush.
Collecting food and firewood.
And taking it home to cook for you and me.
 (Repeat 1 more time)



What do you think you might catch if you went hunting in the bush?
What would you do with an animal that you catch?



Follow-up activity

In pairs, make some animal sounds. Then ask the children to share some of their sounds with the class.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter c on the board. Point to the letter. **Do you remember this letter? This is the letter c. The letter c makes the sound /c/. Say the sound with me /c/. Now you say the sound.** Point to the letter c on the board but do not say the sound.



The action for /c/ is this. Do the action, moving your arm up and down as if you are cutting a coconut, at the same time as saying the sound.

Let's sing the /c/ song. Remember to do the action when you say /c/.

We are cutting coconuts, c, c, c.

We are cutting coconuts, c, c, c.

We are cutting coconuts, cutting coconuts.

We are cutting coconuts, c, c, c.

Today we have the sight word, 'my'. Show the card with the word 'my'. **Say the word with me, 'my'. Now you say it on your own.**

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

"I sat on ants!" said Papa. "Ants in my pants!" said Papa. "Ants in my cap!" said Papa. "Ants on my cat!" said Papa.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

What did Papa sit on?
Where are the ants?



4 CONCLUSION

⌚ 10 min

Do you remember our story from yesterday? Who was the story about? [Cassie] **What is she trying to guess?** [Something that is round]

I am going to read the rest of the story now. Remember to listen for the sound /c/. Try to remember some of the words you hear with the /c/ sound.

Cassie (part 2)

Cassie made a third guess and said, "I spy with my little eyes a coconut." Grey Cat was too tired to care. He had gone to sleep and his round glasses had fallen off. "Oh, his round glasses!" said Cassie. Putting on the round glasses, Cassie said, "I can see! I can see shapes! With Grey Cat's round glasses I can see round shapes! There behind Grey Cat, I can see the fruit that is delicious, red and round!"



How many guesses did Cassie make?
What did Cassie see when she put on Grey Cat's glasses?



on, we, she, me, cap,
naps, cat, my, tip, pats

1 SPEAKING & LISTENING ⌚ 10 min

We are family
We are family.
Yes, you and me.
We are family.
Yes, lain bilong yumi.
My mother, my father.
My brother, my sister.
We are family.
Yes, lain bilong yumi.

Follow-up activity
In pairs, tell your partner who is in your family.
Then ask some of the children to share their answers with the class.

2 PHONICS & LANGUAGE ⌚ 20 min

Write the letter m on the board. Point to the letter. **Do you remember this letter? This is the letter m. The letter m makes the sound /m/. Say the sound with me /m/. Now you say the sound.** Point to the letter m on the board but do not say the sound.

The action for /m/ is this. Do the action, rubbing your hand in circles on your stomach, at the same time as saying the sound.

Let's sing the /m/ song. Remember to do the action when you say /m/.

My mum made me some little cakes.
Mmmm, mmmm.
My mum made me some little cakes.
For my hungry tummy.

Today we have a new sight word 'they'. Show the card with the word 'they'. **Say the word with me 'they'. Now you say it on your own.**

3 DECODABLE TEXT ⌚ 20 min

Write this short story on the board:
Mama can pat the cat on the mat. Papa can pat the cat on mat. They can pat the cat on the mat. Can I pat the cat on the mat?

We can read this story because we know all the letter sounds and we know the sight words.

Paired reading
Read the story to your partner then listen to your partner read the story to you. Remember to help each other.

Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading
Read the story together as a whole class.

Writing
Get the children to copy down the story. Ask them to draw and label something from the story.

**Where is the cat?
Who can pat the cat?**

4 CONCLUSION ⌚ 10 min

Which sound did we practise today? I am going to read the first half of a story now. We will finish the story tomorrow. Listen for the sound /m/. Try to remember some of the words you hear with the /m/ sound.

Mary's day at school (part 1)
Mary went home from school one day and smiled excitedly at her mama. "Mama," she said, "I met many new people at the school this morning. There were Mr and Mrs Smith from Morobe. My mate Micky from my old school and Mandy the medicine man from the hospital. I also met Matty, Mike and Monica from home. Not only that, I also learnt about the months of the year. The months I like the most are March and May. "Why?" asked Mum. "Because both months start with the letter 'm' and my name starts with 'm' too," replied Mary.

We will finish the story tomorrow.
Name some people Mary met at school.
Which are Mary's favourite months?
How many words with /m/ can you remember?

1 SPEAKING & LISTENING

⌚ 10 min

Family

*I love you,
you love me,
you and I are family,
with a mummy, daddy, little brother too.
You and I are family.*

Follow-up activity

In the same pairs as yesterday, tell your partner what they had told you yesterday about their family. They will tell you whether you have remembered correctly! Then ask some of the children to share their answers with the class.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the word 'man' on the board. Sound out the word pointing at each sound as you do it.

I am going to sound out this word. /m/ /a/ /n/ man.

Now let's do it together, /m/ /a/ /n/ man. Now it is your turn.

Write the word 'map' on the board. ***Who can sound out this word for me?*** Choose a child to sound out the word at the board.

Write the word 'mat' on the board. ***Who can sound out this word for me?*** Choose a child to sound out the word at the board.

Ask ***Which letters stay the same in these three words?*** [m, a] ***Where in the word is the letter that changes?*** [at the end]

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

*It is Mama's pan. It is Pam's pin. It is my cat.
It is Pat's map. It is Papa's mat. Mama's pan,
Pam's pin, my cat and Pat's map sit on
Papa's mat.*



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

***Who does the pan belong to?
Where are the pan, the pin, the cat and the map?***



4 CONCLUSION

⌚ 10 min

Do you remember our story from yesterday? Who was the story about? [Mary]

I am going to read the rest of the story now. Remember to listen for the sound /m/. Try to remember some of the words you hear with the /m/ sound.

Mary's day at school (part 2)

Mary smiled excitedly at her mama. "Mama," she said, "I also got full marks for my maths test and at lunch time I had mumu pork and yam with watermelon. After lunch, my class went to Modilon supermarket to buy fresh meat like lamb flaps and mutton. Then I waved them goodbye and jumped into an 8A bus heading for home. Mum, I had a marvellous day."



***What did Mary have for lunch?
Where did Mary's class go to buy fresh meat?
How many words with /m/ can you remember?***



1 SPEAKING & LISTENING

⌚ 10 min

What can you do?
 What can you do for your family?
 Help in the house and help in the field
 Eat together, sleep together,
 Hunting, fishing too.
 Sharing hugs and even some tears
 That's what families do.

Follow-up activity

Divide the class into groups of 5 to be the family.
 Get the children to act out the song as they sing it.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter a on the board. Point to the letter. **Do you remember this letter? This is the letter a. The letter a makes the sound /a/. Say the sound with me /a/. Now you say the sound.** Point to the letter a on the board but do not say the sound.

The action for /a/ is this. Do the action, moving your fingers up your arm like crawling ants, at the same time as saying the sound.

Let's sing the /a/ song. Remember to do the action when you say /a/.

Annie has an a, a, arrow.

Annie has an a, a, arrow.

Annie has an a, a, arrow.

An arrow for her bow.

Now let's practise all the sight words we have learnt so far. (the, and, I, in, said, he, we, she, me, on, my, they)



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

*I am at the camp. A man is at the camp.
 "Is Mama at the camp?" said the man.
 "Is Papa at the camp?" said the man. Mama
 and Papa sit on the mat at the camp.*



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Where am I?

Where do Mama and Papa sit?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /a/. Try to remember some of the words you hear with the /a/ sound.

The fat cat

The fat cat with a hat sat on the mat eating an apple. An ant was on the apple. The cat almost ate the ant. But a rat ran past the cat. The angry cat threw the apple and chased the rat. The rat ran as fast as he could under the mat. The cat was mad at the rat.



What was the cat eating?

Where did the rat run to?

How many words with /a/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Family

*I love you,
you love me,
you and I are family,
with a mummy, daddy, little brother too.
You and I are family.*

Follow-up activity

In small groups, ask the children to repeat the song. Walk around the groups and encourage all the children to take part.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter m on the board. Point to the letter. **Do you remember this letter? What is the name of this letter? The letter m makes the sound /m/. Say the sound with me /m/. Now you say the sound.** Point to the letter m on the board but do not say the sound.

Can you remember the action for this sound? Do the action, rubbing your hand in circles on your stomach, at the same time as saying the sound.

Write the sentence 'My cat is on the mat' on the board and sound it out together. Ask **Which word has the letter m as a capital letter?**



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

*The pitpit is in the pan. The pan is in the pit.
The pitpit is in the pan in the camp. The man
is in the camp. Pam is in the camp. They snap
the pitpit.*



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Where is the pitpit?

Where are Pam and the man?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read the first half of a story now. We will finish the story tomorrow. Listen for the sound /m/. Try to remember some of the words you hear with the /m/ sound.

Mavi (part 1)

Mavi is a watchdog who lives in Kalibobo in Madang Province. He is a great watchdog. He is feared by everybody, men, women and children. Mavi has his own house to sleep in. He also has his own plate for food and his own bucket and soap for bathing. He is very happy.

We will finish the story tomorrow.

What kind of dog is Mavi?

Where does he live?

How many words with /m/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

What can you do?
 What can you do for your family?
 Help in the house and help in the field
 Eat together, sleep together,
 Hunting, fishing too.
 Sharing hugs and even some tears
 That's what families do.



Follow-up activity

In small groups, ask the children to repeat the song. Walk around the groups and encourage all the children to take part.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter m on the board. Point to the letter. **Do you remember this letter? This is the letter m. The letter m makes the sound /m/. Say the sound with me /m/. Now you say the sound.** Point to the letter m on the board but do not say the sound.



The action for /m/ is this. Do the action, rubbing your hand in circles on your stomach, at the same time as saying the sound.

Let's sing the /m/ song. Remember to do the action when you say /m/.

My mum made me some little cakes.

Mmmm, mmmm.

My mum made me some little cakes.

For my hungry tummy.

Today we have the sight word 'you'. Show the card with the word 'you'. **Say the word with me 'you'. Now you say it on your own.**

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Can you snap the pitpit? Can you pat the cat?
 Can you spin the tin? Can you nip the ant?
 Can you sit on the mat in the camp? I can.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**What can I do the the pitpit?
 What can I do to the cat?**



4 CONCLUSION

⌚ 10 min

Do you remember our story from yesterday? Who was the story about? [Mavi] What kind of dog is he? [a watchdog]

I am going to read the rest of the story now. Remember to listen for the sound /m/. Try to remember some of the words you hear with the /m/ sound.

Mavi (part 2)

Sometimes Mavi roams around the beach near the Kalibobo lighthouse and listens to the sound of the waves. And sometimes the sea breeze on the beach feels cool. Mavi drools from the smell of meat being cooked by women on the beach. Once in a while, Mavi gets a ride in the car with his owner around Madang town. But back at his owner's house, Mavi keeps a good watch on strangers who come around his area. If you are not careful, Mavi can bite your leg, and you will be in trouble!



**What do the women cook on the beach?
 What can Mavi do to you if you are not careful?
 How many words with /m/ can you remember?**



SPELLING TEST WORDS

mama, mat, camp, snap,
man, said, they, you,
stamp, map

1 SPEAKING & LISTENING 10 min

Happy to be in school!
Hello, hello, hello, hello,
I'm happy to be in school today. [x2]
I'm here to work, I'm here to play,
I'm happy to be in school today. [x2]



Follow-up activity

In pairs, get the children to tell each other 3 things they like about school. Then ask some of the children to share their answers with the class.

2 PHONICS & LANGUAGE 20 min

Write the letter d on the board. Point to the letter. **Do you remember this letter? This is the letter d. The letter d makes the sound /d/. Say the sound with me /d/. Now you say the sound.** Point to the letter d on the board but do not say the sound.

The action for /d/ is this. Do the action, digging with a spade, at the same time as saying the sound.

Let's sing the /d/ song. Remember to do the action when you say /d/.

See me dig with my spade.
Digging ground is lots of fun.
With a dig, dig, dig, dig, digga, digga, dig.
See me digging with my spade.

Today we have a new sight word 'are'.

Show the card with the word 'are'. Say the word with me 'are'. Now you say it on your own.



3 DECODABLE TEXT 20 min

Write this short story on the board:
Amanda and Adam are at the tap. Amanda and Adam are on the sand. The tap is on the sand. The sand is damp.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Where is the tap?
Is the sand dry?



4 CONCLUSION 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /d/. Try to remember some of the words you hear with the /d/ sound.

Teddy

Teddy paddled down the dirty river with his old dog. Suddenly the dog dived into the deep water. The old dog couldn't swim and it died that day. Teddy dug a deep hole and buried the old dog.



Who paddled down the river?
Why did the old dog die?
How many words with /d/ can you remember?



1 SPEAKING & LISTENING

🕒 10 min

Time for school

Time for school, it's 8 o'clock.
 Time for work, time for play.
 Talk with my teacher and talk with my friends.
 Time for school, I'm on my way.
 Time for work, time for play.
 Lots to learn and do each day.
 (Repeat 1 more time)

Follow-up activity

In pairs, tell each other three things you would like to learn in school. Then ask some of the children to share their answers with the class.



2 PHONICS & LANGUAGE

🕒 20 min

Write the word 'dig' on the board. Sound out the word pointing at each sound as you do it.

I am going to sound out this word /d/ /i/ /g/ dig. Now let's do it together /d/ /i/ /g/ dig. Now it is your turn.

Write the word 'dip' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Write the word 'din' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Which letters stay the same in these three words? [d, i]

Where in the word is the letter that changes? [at the end]



3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

Amanda stands on the sand. Adam stands on the sand. They are at the tap. "Ants are in the tap!" said Amanda. "Ants are in my cap!" said Adam. They are mad.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Where are Amanda and Adam?
 Where are the ants?**



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /d/. Try to remember some of the words you hear with the /d/ sound.

I dig in my garden

It is Saturday. No school today. I go to dig in my garden with my grandfather. I dig a deep hole in the ground and drop in the seeds that my grandfather gave me. "What we need now is some rain," says grandfather. Drip, drip, drip, drip, drop. Suddenly it starts to rain. Drip, drip, drip, drip, drop. "That is good!" says grandfather. "The rain will help your seeds to grow." It has been a good day.



**Why is there no school today?
 Why is grandfather happy when it rains?
 How many words with /d/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

Time for school!

Time for school, it's 8 o'clock.
 Time for work, time for play.
 Talk with my teacher and talk with my friends.
 Time for school, I'm on my way.
 Time for work, time for play.
 Lots to learn and do each day.
 (Repeat 1 more time)



Follow-up activity

In pairs, tell each other three things you did at school yesterday. Then ask some of the children to share their answers with the class.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter i on the board. Point to the letter. **Do you remember this letter? The letter i makes the sound /i/. Say the sound with me /i/. Now you say the sound.** Point to the letter i on the board but do not say the sound.



The action for /i/ is this. Do the action, moving your fingers like an insect crawling, at the same time as saying the sound.

Let's sing the /i/ song. Remember to do the action when you say /i/.

*In the house is a mouse.
 It runs all over the house.
 I, i, i, i, i, i, i.
 It runs all over the house.*

Now let's practise all the sight words we have learnt so far. (the, and, I, in, said, he, we, she, me, on, my, they, you, are)

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Adam and Amanda are mad. "The ants are in the tap!" "The ants are in my cap!" They tip the cap and spin the tap. The ants are on the sand.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Why are Adam and Amanda mad?
 Where are the ants?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /i/. Try to remember some of the words you hear with the /i/ sound.

Isabel

Isabel is a pretty pig. Ismael, the insect, invited Isabel inside his house. "It is impossible," Isabel said. "Is it?" asked Ismael. "It is," insisted Isabel, the pretty pig. "I am big. I will build a house and invite you inside."



Who is Isabel?

Why can't Isabel go into Ismael's house?

How many words with /i/ can you remember?



1 SPEAKING & LISTENING

🕒 10 min

Walking to school

*I'm walking to school today.
Got my books and my lunch in my bag on my back.
Climb the hill, cross the stream, carry on straight.
Go faster, I don't want to be late.
I'm walking to school today.*

Follow-up activity

Put the children into groups of 5. Get each group to sit in a circle. **We are going to play a game called 'In my bag'**. The first child turns to the child next to them and says 'In my school bag I have [child names an object that could be in the school bag]'. The second child then turns to the third and says 'In my school bag I have [first child's object] and [new object]'. The game continues around the circle until the first child has to remember all 5 things in the bag.



2 PHONICS & LANGUAGE

🕒 20 min

Write the letter d on the board. Point to the letter. **Do you remember this letter? The letter d makes the sound /d/. Say the sound with me /d/. Now you say the sound.** Point to the letter d on the board but do not say the sound.

The action for /d/ is this. Do the action, digging with a spade, at the same time as saying the sound.

Write the sentence 'Adam digs in the sand' on the board and sound it out together. **Which word has the /d/ sound at the beginning? Which word has the /d/ sound in the middle? Which word has the /d/ sound at the end?**



3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

Adam and I are in the camp. We sit on the sand in the camp. The sand is damp. My pants are damp. Adam's pants are damp. We are damp.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Where are Adam and I?
Why are our pants damp?**



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to read the first half of a story now. We will finish the story tomorrow. Listen for the sound /d/. Try to remember some of the words you hear with the /d/ sound.

Adam in the dark (part 1)

It was dark. Adam was alone at home. He was in bed in a deep, deep sleep. Suddenly Adam woke up. What was that? He had heard a sound. It sounded as though someone was in the house. Adam was scared. He called out, "Is there anybody there?" but nobody replied. Could it be a thief? Adam couldn't decide what to do.



We will finish the story tomorrow.

**Where is Adam?
Why is he scared?
How many words with /d/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

Walking to school

*I'm walking to school today.
Got my books and my lunch in my bag on my back.
Climb the hill, cross the stream, carry on straight.
Go faster, I don't want to be late.
I'm walking to school today.*

Follow-up activity

Put the children into groups of 5. Get each group to sit in a circle. **We are going to play a game called 'On my way to school'**. The first child turns to the child next to them and says 'On my way to school I [child names something he/she sees, does on the way]'. The second child then turns to the third and says 'On my way to school I [first child's answer] and [new answer]'. The game continues around the circle until the first child has to remember all 5 things.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter d on the board. Point to the letter. **Do you remember this letter? The letter d makes the sound /d/. Say the sound with me /d/. Now you say the sound.** Point to the letter d on the board but do not say the sound.

The action for /d/ is this. Do the action, digging with a spade, at the same time as saying the sound.

Let's sing the /d/ song. Remember to do the action when you say /d/.

See me dig with my spade.

Digging ground is lots of fun.

With a dig, dig, dig, dig, digga, digga, dig.

See me digging with my spade.

Now let's practise all our sight words. (the, and, I, in, said, he, we, she, me, on, my, they, you, are)



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Amanda stands on the sand. Can you stand on the sand? Amanda spins the tap. Can you spin the tap? Amanda tips the cap. Can you tip the cap? I can.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Where does Amanda stand?

What does Amanda tip?



4 CONCLUSION

⌚ 10 min

Do you remember our story from yesterday? Who was the story about? [Adam] **Why was he scared?** [He thinks someone is in his house]

I am going to read the rest of the story now. Remember to listen for the sound /d/. Try to remember some of the words you hear with the /d/ sound.

Adam in the dark (part 2)

Adam lay in bed in the dark, listening. He had called out but nobody had answered. Had it been a dream? Adam didn't think so. He took his torch and tiptoed towards the sound. As he did so, he switched on the torch. By the door was Dan, his neighbour's dog. "Bad dog!" yelled Adam. Dan the dog looked scared and ran out of the door and down the road. Poor Adam was very tired at school the next day, but he did have a good story to tell his friends!



What did Adam do when he heard the sound?

What did he find?

How many words with /d/ can you remember?



SPELLING TEST WORDS

are, sand, damp, dig, mad,
sad, in, is, it, dip

1 SPEAKING & LISTENING 10 min

This little piggy went to market
This little piggy went to market.
This little piggy stayed at home.
This little piggy ate some mumu.
This little piggy had none.
And this little piggy cried wee, wee, wee,
all the way home.
(Repeat 1 more time)



Follow-up activity

Put the children into groups of 5. Give the children in each group a number 1 to 5. Children take turns to sing the song again:
child 1 says: 'This little piggy went to market',
child 2 says: 'This little piggy stayed at home',
child 3 says: 'This little piggy ate some mumu',
child 4 says: 'This little piggy had none' and
child 5 says: 'And this little piggy cried wee, wee, wee, all the way home.'

2 PHONICS & LANGUAGE 20 min

Write the letter g on the board. Point to the letter. **Do you remember this letter? This is the letter g. The letter g makes the sound /g/. Say the sound with me /g/. Now you say the sound.** Point to the letter g on the board but do not say the sound.



The action for /g/ is this. Do the action, waving your hand in front of you as if telling someone to go away, at the same time as saying the sound.

Let's sing the /g/ song. Remember to do the action when you say /g/.

The baby on the bus says g, g, g.
The baby on the bus says g, g, g.
The baby on the bus says g, g, g.
G, g, g, g, g.

Today we have two new sight words 'go' and 'to'. Show the cards with the words 'go' and 'to'. **Say the words with me 'go' 'to'. Now you say them on your own.**

3 DECODABLE TEXT 20 min

Write this short story on the board:

Dan is a dog. Dan is in the pond. Dan the dog is in the pond. Dan the dog digs in the pond.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Who is Dan?
Where is Dan?



4 CONCLUSION 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /g/. Try to remember some of the words you hear with the /g/ sound.

Grace and the greens

Grace takes a big bag to get greens from the garden. "Oh no, the gate is open!" she gasps. A big pig is digging in the garden and a grey goat is eating the greens. Grace shouts, "Go away pig! Go away goat!" Grace shuts the gate and goes home with an empty bag.



Why does Grace go to the garden?
Who is eating the greens?
How many words with /g/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Hopping wallaby

Hopping wallaby, hop, hop.

Flying cockatoo, flap, flap.

Creeping crocodile, creep, creep.

Crawling caterpillar, crawl, crawl, crawl.

(Repeat 1 more time)

Follow-up activity

Get the whole group to do the action of each animal in the song when you sing 'wallaby', 'cockatoo', 'crocodile' and 'caterpillar'. Repeat 2 more times.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter o on the board. Point to the letter. **Do you remember this letter? This is the letter o. The letter o makes the sound /o/. Say the sound with me /o/. Now you say the sound.** Point to the letter o on the board but do not say the sound.

The action for /o/ is this. Do the action, turning a mobile phone on and off, at the same time as saying the sound.

Let's sing the /o/ song. Remember to do the action when you say /o/.

Now it's cold put on your hat.

O, o, o, o, o.

It got so hot so take it off.

O, o, o, o, o.

Now let's practise all our sight words. (the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to)



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Tim is a pig. Tim is the top pig. Dan the dog nods. He nods at Tim the top pig. Can you nod?



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Who is Tim?

Who does Dan nod at?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /o/. Try to remember some of the words you hear with the /o/ sound.

Todd's coat of many colours

Todd had a coat of many colours. All his friends loved the orange colour more than the other colours. One morning while Todd hung his coat on the clothes line, a mob came and stole it. Todd could not cope. Nobody joked about the missing coat. His friends rode their bikes along the road in search of the mob that stole it. Ross poked Rose and pointed to the dorm. "Look! John is using Todd's coat as a mop," said Ross. She nodded and they rode towards John. They got the coat off John and took it back to Todd. Todd took the coat and soaked it with soapy water. Everyone joked about it, while Todd wore his coat of many colours.



What colour is loved by everyone?

Who took Todd's coat?

What did Todd soak his coat in?

How many words with /o/ can you remember?



1 SPEAKING & LISTENING

🕒 10 min

*This little piggy went to market
This little piggy went to market.
This little piggy stayed at home.
This little piggy ate some mumu.
This little piggy had none.
And this little piggy cried wee, wee, wee,
all the way home.*
(Repeat 1 more time)

Follow-up activity

Put the children into groups of 5. Give the children in each group a number 1 to 5. Children take turns to sing the song again:
child 1 says: 'This little piggy went to market',
child 2 says: 'This little piggy stayed at home',
child 3 says: 'This little piggy ate some mumu',
child 4 says: 'This little piggy had none' and
child 5 says: 'And this little piggy cried wee, wee, wee, all the way home.'



2 PHONICS & LANGUAGE

🕒 20 min

Write the word 'dog' on the board. Sound out the word pointing at each sound as you do it. **I am going to sound out this word. /d/ /o/ /g/ dog. Now let's do it together /d/ /o/ /g/ dog. Now it is your turn.**

Write the word 'cog' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Write the word 'got' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Which letter stays the same in these three words? [o]

Which letter is at the end of dog and cog? [g]

Where is it in the word got? [at the start]



3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

Dan can go to the pond. Can Tim go to the pond? Dan can go to the tap. Can Tim go to the tap? Dan can go to the camp. Can Tim go to the camp? They can go to the pond and the tap and the camp.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.



**Where can the boys go to first?
Where can the boys go to last?**

4 CONCLUSION

🕒 10 min

Can you remember the sound at the end of the word dog? I am going to read the first half of a story now. We will finish the story tomorrow. Listen for the sound /g/. Try to remember some of the words you hear with the /g/ sound.

Grumpy old Gary (part 1)

Grumpy old Gary lived in a bushy old garden. He mumbled and grumbled all day long. He had no friends and family. Everyone hated old Gary. He lived all alone. One day when he was gathering posts to make a garden fence, he fell into the kunai grass and broke his leg. He groaned in pain but there was no-one there. He got up and hobbled back to his garden house.



We will finish the story tomorrow.

What happened to Gary?

What do you think will happen in the story tomorrow?

How many words with /g/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

I'm a kangaroo

I'm a kangaroo and I don't live in the zoo.

I'm a kangaroo and I know just what to do.

I'm living in Australia and you know that's far away.

I love to do my skipping and my jumping every day.

Boing, boing, boing, boing,

boing, boing, boing, boing,

boing, boing, boing, boing, boing.

(Repeat 1 more time)

Follow-up activity

In pairs, get the children to think of 3 other animals and copy the way they move. Then ask some of the children to share their answers and movements with the class.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter g on the board. Point to the letter. **Do you remember this letter? The letter g makes the sound /g/. Say the sound with me /g/. Now you say the sound.** Point to the letter g on the board but do not say the sound. **The action for /g/ is this.** Do the action, waving your hand in front of you as if telling someone to go away, at the same time as saying the sound.

Write the letter o on the board. Point to the letter. **Do you remember this letter? The letter o makes the sound /o/. Say the sound with me /o/. Now you say the sound.** Point to the letter o on the board but do not say the sound. **The action for /o/ is this.** Do the action, turning a mobile phone on and off, at the same time as saying the sound.

Write the sentence 'Papa got a dog' on the board and sound it out together. **Which word has the /g/ sound at the beginning? Which words have the /o/ sound in the middle?**

Now let's practise all our sight words. (the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to)

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

"I am the top pig," said Tim. "I am the top dog," said Dan. "We are at the top," they said.

Papa said, "You are my pig and you are my dog. You are not at the top."



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Who is Tim?

Who is Dan?



4 CONCLUSION

⌚ 10 min

Do you remember our story from yesterday? Who was the story about? [Gary] Why happened to Gary? [He broke his leg]

I am going to read the rest of the story now. Remember to listen for the sound /g/. Try to remember some of the words you hear with the /g/ sound.

Grumpy old Gary (part 2)

Greg saw everything that had happened to Gary. He got up and gathered the posts. He built old Gary's garden fence then went to visit him. Greg grabbed some garden food and went through the bushy garden. When he arrived at old Gary's house, he cooked a big pot of food and fed old Gary. Old Gary just smiled and not a grumble or a mumble came out of his mouth. It was his first smile in a long, long while.



What did Greg do?

How did Gary feel at the end of the story?

How many words with /g/ can you remember?



1 SPEAKING & LISTENING

🕒 10 min

Hopping wallaby

Hopping wallaby, hop, hop.

Flying cockatoo, flap, flap.

Creeping crocodile, creep, creep.

Crawling caterpillar, crawl, crawl, crawl.

(Repeat 1 more time)

Follow-up activity

Get the whole group to do the action of each animal in the song when you sing 'wallaby', 'cockatoo', 'crocodile' and 'caterpillar'. Repeat 2 more times.



2 PHONICS & LANGUAGE

🕒 20 min

Write the letter g on the board. Point to the letter. **Do you remember this letter? This is the letter g. The letter g makes the sound /g/. Say the sound with me /g/. Now you say the sound.** Point to the letter g on the board but do not say the sound. **The action for /g/ is this.** Do the action, waving your hand in front of you as if telling someone to go away, at the same time as saying the sound.

Let's sing the /g/ song. Remember to do the action when you say /g/.

The baby on the bus says g, g, g.

The baby on the bus says g, g, g.

The baby on the bus says g, g, g.

G, g, g, g, g.

Write the letter o on the board. Point to the letter. **Do you remember this letter? This is the letter o. The letter o makes the sound /o/. Say the sound with me /o/. Now you say the sound.**

Point to the letter o on the board but do not say the sound. **The action for /o/ is this.** Do the action, turning a mobile phone on and off, at the same time as saying the sound.

Let's sing the /o/ song. Remember to do the action when you say /o/.

Now it's cold put on your hat.

O, o, o, o, o.

It got so hot so take it off.

O, o, o, o, o.

3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

Mama got the tin. Papa got the pot. They got the mat. In the pit they sat on the mat. Tim the pig and Dan the dog go to the mat. Tim and Dan nod to Mama and Papa.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

What has Papa got?

Where do Tim and Dan go?



4 CONCLUSION

🕒 10 min

Can you remember the sound in the middle of 'pot' and 'dog'? I am going to read a story now. Listen for the sound /o/. Try to remember some of the words you hear with the /o/ sound.

Oliver the frog

Oliver was a tropical frog from Oro. Oliver lived in the opening of a forest. Onto a log hopped Oliver's friend Ole. Ole had orange skin and only ate orange food. Oliver often drank coffee. How odd! They hopped off the top of the log and into a pond.



Where does Oliver live?

What colour food does Ole eat?

How many words with /o/ can you remember?



SPELLING TEST WORDS

top, go, to, pond, pig, said,
got, nod, stamp, wish

1 SPEAKING & LISTENING

🕒 10 min

Peanut seed

*I am a little peanut seed.
Sleeping in the ground.
Waiting for a drink of rain.
And a bit of sun.
So I can reach up to the sky.
And spread my leaves out wide.*
(Repeat 1 more time)

Follow-up activity

In pairs, think of three other seeds that grow into plants. Then ask some of the children to share their answers with the class.



2 PHONICS & LANGUAGE

🕒 20 min

Write the letter e on the board. Point to the letter. **Do you remember this letter? This is the letter e. The letter e makes the sound /e/. Say the sound with me /e/. Now you say the sound.** Point to the letter e on the board but do not say the sound.

The action for /e/ is this. Do the action, making a fist with one hand and hitting it with the other as if you are cracking an egg, at the same time as saying the sound.

Let's sing the /e/ song. Remember to do the action when you say /e/.

My little hen it laid an egg.

E, e, e, e, e, e.

My little hen it laid an egg.

I ate it for my breakfast.

Today we have a new sight word 'do'. Show the card with the word 'do'. **Say the word with me 'do'. Now you say it on your own.**

3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

*Papa sent Adam and Amanda to the tent.
"Go to the tent and get the net!" said Papa.
They met Mama at the pond. Mama said,
"Do not step on the net!"*



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Where did Papa send Adam and Amanda?
Where did they meet Mama?**



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to read the first part of a story now. Listen for the sound /e/. Try to remember some of the words you hear with the /e/ sound.

Eddie's birthday (part 1)

"Everybody listen! It's Eddie's birthday today," Aunt Edna's loud voice echoes through the house early in the morning. It's Saturday morning. Esley, Eka, Elmo and I are eager to go swimming. As Aunt Edna announces Eddie's birthday, our eagerness for a swim grows even more as we begin to dream of Ela Beach.



We will continue the story tomorrow.

What is the family celebrating?

What day of the week is it?

What do the children want to do?

How many words with /e/ can you remember?



1 SPEAKING & LISTENING

🕒 10 min

Five little leaves

Five little leaves, some green, some brown.
Swayed in the wind and danced around.
The wind came whistling through the town
And one little leaf came falling down.
(Repeat for 4, 3, 2, 1)



Follow-up activity

In pairs, get children to collect 5 leaves and sing the song using their leaves. Then ask 1 or 2 pairs to sing for the class.

2 PHONICS & LANGUAGE

🕒 20 min

Write the word 'went' on the board. Sound out the word pointing at each sound as you do it.

I am going to sound out this word. /w/ /e/ /n/ /t/ went. Now let's do it together /w/ /e/ /n/ /t/ went. Now it is your turn.

Write the word 'sent' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Write the word 'lent' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Which letters stay the same in these three words? [e, n, t]

Now let's practise all our sight words. (the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to, do)

3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

Amanda and Adam stand in the camp. Dan the dog steps on Papa's cap. Papa gets mad. "Send Dan the dog to the tent!" said Papa.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Why does Papa get mad?



4 CONCLUSION

🕒 10 min

Do you remember our story from yesterday? Who was having a birthday? [Eddie] **What did the other children want to do?** [Go swimming]

I am going to read the next part of the story now. Remember to listen for the sound /e/. Try to remember some of the words you hear with the /e/ sound.

Eddie's birthday (part 2)

Esley, Elmo, Eka and I walk slowly up the hill to the house. Eddie meets us outside the house. "Where are you having your party? Can we go swimming at Ela Beach after the party?" Elmo asks Eddie. "No, we are eating right here. Eddie has a cold and everyone is staying right here," replies Aunt Edna. Everyone sits in a circle singing "Happy birthday" to Eddie. It really is a happy moment for Eddie. But we would rather swim than party.



We will finish the story tomorrow.

Why can't the children go to Ela Beach? What excuse do you think they will find? How many words with /e/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Five little leaves

Five little leaves, some green, some brown.
Swayed in the wind and danced around.
The wind came whistling through the town
And one little leaf came falling down.
(Repeat for 4, 3, 2, 1)



Follow-up activity

In pairs, get children to collect 5 leaves and sing the song using their leaves. Then ask 1 or 2 pairs to sing for the class.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter e on the board. Point to the letter. **Do you remember this letter? The letter e makes the sound /e/. Say the sound with me /e/. Now you say the sound.** Point to the letter e on the board but do not say the sound.

The action for /e/ is this. Do the action, making a fist with one hand and hitting it with the other as if you are cracking an egg, at the same time as saying the sound.

Write the sentence 'I sent you the pen' on the board and sound it out together. **Which words have the /e/ sound in them? Where is the /e/ sound?**

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Do Amanda and Adam go to the tent? They do not go to the tent. Do Amanda and Adam get the net? They do not get the net. Do Amanda and Adam send the dog to the tent? They do not.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Where do Amanda and Adam not go?
Do they send the dog to the tent?**



4 CONCLUSION

⌚ 10 min

Do you remember our story from yesterday? What was wrong with Eddie? [He had a cold]
Where do the other children want to go? [Ela Beach]

I am going to read the last part of the story now. Remember to listen for the sound /e/. Try to remember some of the words you hear with the /e/ sound.

Eddie's birthday (part 3)

We need an excuse if we are to escape to Ela Beach. We need one fast. 'Eh! Mosquitoes! One just bit me on my arm,' says Elmo. 'Eh! One bit me too,' says Eddie. 'Eh! Another bit my nose,' cries Esley. 'Eh! Eh! Mosquitoes everywhere!' declares Eka. 'Can we go in now Aunt Edna?' we all begged.



**What excuse do the children find?
How many words with /e/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

Flowers and trees

When you take a seed to sow
trees and flowers they will grow.
The more trees we plant the cleaner our air.
So plant one more tree to show how much
you care.
(Repeat 1 more time)

Follow-up activity

In pairs, one of you choose a plant. The other must think of as many uses as they can for that plant. Then switch over. Ask some of the children to share their answers with the class.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter p on the board. Point to the letter. **Do you remember this letter? The letter p makes the sound /p/. Say the sound with me /p/. Now you say the sound.** Point to the letter p on the board but do not say the sound.

Do the action, blowing on your finger like a candle, at the same time as saying the sound.

Let's sing the /p/ song. Remember to do the action when you say /p/.

Plant all the peanuts in the peanut patch.

P, p, p, p, p, p.

Plant all the peanuts in the peanut patch.

P, p, p.



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Papa goes to the tent. Dan the dog is not in the tent. The net is not in the tent. Adam and Amanda are not in the tent. Papa met Mama at the tent. Mama said, "Amanda and Adam are at the pond."



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Who does Papa meet at the tent?
Where are Amanda and Adam?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to reread a story now. Listen for the sound /p/. Try to remember some of the words you hear with the /p/ sound.

Peter goes to the village

Peter lives with his aunty Pauline in town but today he is going home to the village. In the village he can pick peanuts, pumpkins, passion fruits and pineapples or he can play with Polly his parrot. Peter is wearing his favourite purple shirt. His shirt has a picture of a pretty parrot on the back that looks just like Polly. Close to the village, Polly spots Peter and calls, "P, p, p, p, p, Peeeter. P, p, p, p, p, Peeeter." His family knows that Peter has finally arrived. Peter is so happy to be home again.



What is Peter's aunt's name?

What did Polly the parrot say when she spotted Peter?

Why do you think Peter doesn't live with his parents in the village?

How many words with /p/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Five little leaves

Five little leaves, some green, some brown.
Swayed in the wind and danced around.
The wind came whistling through the town
And one little leaf came falling down.
(Repeat for 4, 3, 2, 1)



Follow-up activity

In pairs, get children to collect 5 leaves and sing the song using their leaves. Then ask 1 or 2 pairs to sing for the class.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter e on the board. Point to the letter. **Do you remember this letter? This is the letter e. The letter e makes the sound /e/. Say the sound with me /e/. Now you say the sound.** Point to the letter e on the board but do not say the sound.



The action for /e/ is this. Do the action, making a fist with one hand and hitting it with the other as if you are cracking an egg, at the same time as saying the sound.

Let's sing the /e/ song. Remember to do the action when you say /e/.

My little hen it laid an egg.

E, e, e, e, e, e.

My little hen it laid an egg.

I ate it for my breakfast.

Now let's practise all our sight words. (the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to, do)

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

In the end Papa gets to the pond. Papa met Amanda and Adam. Papa met Dan the dog. Papa gets the net. Papa, Amanda, Adam and Dan the dog go to Mama at the tent.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Where does Papa get to?

Where do Papa, Amanda, Adam and Dan go to?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /e/. Try to remember some of the words you hear with the /e/ sound.

Eggs for tea

Mama sent Ben to get eggs for tea. Ben entered the pen where the hens were kept. He wanted eggs for his tea. It was dark in the pen and Ben had forgotten to bring his torch. He bent down to feel for the eggs. Crack! Oh no! He had stepped on the eggs. Every single egg was broken. Mama would be very angry. There would be no eggs for tea today!



Why did Ben go to the pen?

What did he forget to take with him?

How many words with /e/ can you remember?



TERM 1 ASSESSMENT

We have reached the end of Term 1 in E1. This is the time to assess what the children have learned in the past 7 weeks. This assessment sheet will give you a few tests to assess the children's level of the following: recognising and saying sounds, doing the sound actions, writing sounds, writing simple decodable words, blending sounds into words and reading sight words.

You should do this assessment with each child individually. Below you will find the tests and some examples of how to keep a record of the children's progress.

Assessment tests

1. Saying and writing sounds, doing sound actions

- Show the child the sounds that are listed in the table
- Tell the child to first say the sound and then do the sound action
- Mark with a tick if the child does it right

- Say the sounds that are listed in the table
- Ask the child to write the sound
- Mark with a tick if the child writes the sound correctly

End of Term Assessment – Saying, writing sounds and doing sound actions							
Name: _____							
Year: E1							
Term: 1							
	You show it		You say it		You show it		You say it
	Child sounds it	Child does the action	Child writes it		Child sounds it	Child does the action	Child writes it
s				m			
a				d			
t				o			
p				g			
i				e			
n				c			

TERM 1 ASSESSMENT

2. Writing and blending decodable words and reading sight words

- Say the words that are listed in the first column of the table
- Ask the child to write them
- Mark with a tick if the child writes the word correctly

- Say the sounds that are listed in the second column of the table. Just say the sounds, do not blend them into a word
- Ask the child to blend the sounds and make the word
- Mark with a tick if the child says the word correctly

- Write down the words in the third column of the table. Show the words to the child
- Ask the child to say the word
- Mark with a tick if the child says the word correctly

End of Term Assessment – Writing and blending decodable words, reading sight words

Name: _____

Year: E1

Term: 1

Writing decodable words		Blending		Reading sight words	
You say the word	Child writes it	You say the sounds	Child says the word	You show the word	Child says the word
ant		/t/ /a/ /p/		he	
mat		/p/ /i/ /t/		said	
net		/s/ /a/ /t/		she	
dig		/t/ /i/ /n/		me	
spit		/n/ /i/ /p/		you	
spin		/c/ /a/ /n/		are	
snap		/s/ /p/ /i/ /t/		go	
send		/c/ /a/ /m/ /p/		to	
pond		/s/ /e/ /n/ /t/		do	
step		/s/ /t/ /a/ /n/ /d/		they	

TERM 2 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 2	Food	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/</p> <ul style="list-style-type: none"> • Asking and answering questions about where things are and how many of them there are • Making words from letter flashcards • Reading the sight word: with <p>Spelling: thump, thin, papa, spin, the, said, my, they, you, sand</p>
WEEK 3	Transport	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/</p> <ul style="list-style-type: none"> • Asking and answering where things can be done • Reading the sight words: no, out <p>Spelling: grips, red, rod, cup, rug, mud, do, with, go, runs</p>
WEEK 4	Water	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/</p> <ul style="list-style-type: none"> • Talking about ways to use water • Reading the sight word: so <p>Spelling: no, hut, hot, has, out, hums, hugs, hen, hand, with</p>
WEEK 5	Health	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/</p> <ul style="list-style-type: none"> • Giving and understanding instructions • Reading the sight words: come, our <p>Spelling: of, banana, best, bag, bin, big, so, bed, beg, bit</p>
WEEK 6	Sky	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/</p> <ul style="list-style-type: none"> • Understanding and using 'left' and 'right' • Learning to play 'I spy' • Reading the sight words: be, her <p>Spelling: come, frog, from, fun, soft, frond, our, drift, raft, puff</p>
WEEK 7	Communication	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/</p> <ul style="list-style-type: none"> • Asking and answering questions about objects • Passing on oral messages • Reading the sight words: good, down <p>Spelling: be, left, leg, slips, plan, help, her, vest, visit, van</p>

TERM 2 OVERVIEW

WEEK	THEME	OVERVIEW
WEEK 8	Stories	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/ • Reading the sight words: says, was Spelling: good, best, pals, chat, church, lunch, fetch, chop, your, raft
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review

SPELLING TEST WORDS

thump, thin, papa,
spin, the, said, my, they,
you, sand

1 SPEAKING & LISTENING

🕒 10 min

Five ripe mangoes

Five ripe mangoes hanging on the tree.
Five ripe mangoes hanging on the tree.
And if one ripe mango should accidentally fall
There'll be four ripe mangoes hanging on the tree.
(Repeat for 4, 3, 2, 1)

Follow-up activity

Ask **Where are the mangoes?** [on the tree] **In pairs, choose three things and ask your partner to tell you where they are. Here's an example: 'Where are the books?' 'The books are on the desks.'** Walk around the groups and help the children to ask and answer the questions.



2 PHONICS & LANGUAGE

🕒 20 min

Write the letter r on the board. Point to the letter. **Do you remember this letter? This is the letter r. The letter r makes the sound /r/. Say the sound with me /r/. Now you say the sound.** Point to the letter r on the board but do not say the sound.

The action for /r/ is this. Do the action, shaking your head like a dog with a bone in its mouth, at the same time as saying the sound.

Let's sing the /r/ song. Remember to do the action when you say /r/.

Run away from the angry dog.

Rrrr, rrrr.

Run away from the angry dog.

It's running very fast.

Today we have a new sight word 'with'. Show the card with the word 'with'. **Say the word with me 'with'. Now you say it on your own.**



3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

I sat with Ron in the tent. We sat on the red mat. Red ants on the mat! Red ants on my pants! I ran to the pond with Ron.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Why did we not see the ants?
Where did we run to?**



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to read the first part of a story now. Listen for the sound /r/. Try to remember some of the words you hear with the /r/ sound.

Robin and Roger play in the water (part 1)

Robin is running. He is running to the river. He likes to play in the water. He throws rocks into the water to form rings. He never tires of doing this. Roger the dog runs after Robin to the river. Roger growls and barks every time Robin throws rocks into the river.

We will finish the story tomorrow.

What does Robin like doing?

Who is with Robin?

How many words with /r/ can you remember?



1 SPEAKING & LISTENING

🕒 10 min

Ten fat sausages frying in the pan
 Ten fat sausages frying in the pan.
 One went pop and the other went bang.
 (Repeat for)
 Eight fat sausages ...
 Six fat sausages ...
 Four ... Two ...
 No fat sausages ...



Follow-up activity

Ask **How many sausages were there at the beginning of the song?** [10]. Ask **How many sausages were there at the end of the song?** [none]. **In pairs, choose three things in the room and ask your partner to tell you how many there are. Here's an example: 'How many windows are there?' 'There are [x] windows.'** Walk around the groups and help the children to ask and answer the questions.

2 PHONICS & LANGUAGE

🕒 20 min

Write the letter r on the board. Point to the letter.



What is the name of this letter? The letter r makes the sound /r/. Say the sound with me /r/. Now you say the sound. Point to the letter r on the board but do not say the sound.

Write the word 'ran' on the board. Sound out the word pointing at each sound as you do it. **I am going to sound out this word. /r/ /a/ /n/ ran. Now let's do it together, /r/ /a/ /n/ ran. Now it is your turn.**

Write the word 'rap' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Write the word 'rat' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Ask **Which letters stay the same in these three words?** [r, a] **Where in the word is the letter that changes?** [at the end]

3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

Ron met Amanda. Ron has a red rod. Amanda has a rat. Ron grips the red rod. He grins at Amanda. Amanda nods. Ron prods the rat with the rod.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

What does Ron have?

What does Ron do with the rod?



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to read the next part of the story now. Listen for the sound /r/. Try to remember some of the words you hear with the /r/ sound.

Robin and Roger play in the water (part 2)
"Ruff, ruff, ruff," barks Roger. "I think Roger wants me to rest," thinks Robin. Robin refuses to rest. He keeps on throwing rocks to form the rings. "Rrrrrrrr," growls Roger. "Rest, I must rest, my dog wants me to rest," cries Roger as he continues to throw rocks into the river.



What does Roger want Robin to do?

What does Roger actually do?

How many words with /r/ can you remember?



1 SPEAKING & LISTENING

 10 min

Five ripe mangoes

Five ripe mangoes hanging on the tree.

Five ripe mangoes hanging on the tree.

And if one ripe mango should accidentally fall

There'll be four ripe mangoes hanging on the tree.

(Repeat for 4, 3, 2, 1)

Follow-up activity

Ask **How many mangoes are there at the start of the song?** [5] **In pairs, choose three things and ask your partner to tell you where they are. Here's an example: 'Where are the posters?' 'The posters are on the wall.'** Walk around the groups and help the children to ask and answer the questions.



2 PHONICS & LANGUAGE

 20 min

Write the letter u on the board. Point to the letter. **Do you remember this letter? This is the letter u. The letter u makes the sound /u/. Say the sound with me /u/. Now you say the sound.** Point to the letter u on the board but do not say the sound.

The action for /u/ is this. Do the action, as if you are putting up an umbrella, at the same time as saying the sound.

Let's sing the /u/ song. Remember to do the action when you say /u/.

U, u, unpack your bilum.

U, u, unpack your bag.

U, u, unpack your bilum.

When you get home from school.

Now let's practise some of the sight words we have learnt so far. (Choose from: the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to do, with)



3 DECODABLE TEXT

 20 min

Write this short story on the board:

At the camp is a red cup. A rat ran up the cup.

The rat sat on the red cup. "A rat!" said Mama.

Mama drops the cup on the rug.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

What is on the red cup?

What does Mama do?



4 CONCLUSION

 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /u/. Try to remember some of the words you hear with the /u/ sound.

Silly Uncle

Today is a very hot and sunny day. Robin's sister Rose stays under her umbrella to hide from the sun. Who is that coming from behind the hut? It is Uncle. And what is he carrying? A big bucket filled with mud. Rose doesn't understand. Why is he hiding? She sits under her umbrella and watches as her brother Robin comes out of the hut. Uncle takes his bucket and runs towards Robin. Uncle takes a handful of mud and rubs it on Robin's face. Rose's brother is surprised, but he laughs and runs after Uncle with his bucket. Ha, ha, silly Uncle. He always does funny things.



Where is Rose?

What does Uncle do to Robin?

How many words with /u/ can you remember?



1 SPEAKING & LISTENING

 10 min

Food, food

Food, food, healthy fresh food.

Eat veggies and nuts,

some greens and some fruits.

It's really quite good.

Food, food, healthy fresh food,

straight from the garden, the bush and the sea.

They are good for you and me.



2 PHONICS & LANGUAGE

 20 min

Write the letter r on the board. Point to the letter. **What is the name of this letter? The letter r makes the sound /r/. Say the sound with me /r/. Now you say the sound.** Point to the letter r on the board but do not say the sound.

Can you remember the action for this sound?

Do the action, shaking your head like a dog with a bone in its mouth, at the same time as saying the sound.

Write the letter u on the board. Point to the letter.

What is the name of this letter? The letter u makes the sound /u/. Say the sound with me /u/. Now you say the sound. Point to the letter u on the board but do not say the sound.

Can you remember the action for this sound?

Do the action, as if you are putting up an umbrella, at the same time as saying the sound.

Write the sentence 'The cup is on the red rug.' on the board and sound it out together.

Now let's practise some of the sight words we have learnt so far. (Choose from: the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to, do, with)

3 DECODABLE TEXT

 20 min

Write this short story on the board:

Ron dug a pit in the sand. We sit at the pit with the dog in the sun. The dog runs in the mud. It runs on Papa's rug. Papa is mad.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Where does Ron dig the pit?

Why is Papa mad?



4 CONCLUSION

 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /u/. Try to remember some of the words you hear with the /u/ sound.

Rose's puppy

Rose loves her puppy. He is funny. He likes to crawl under the rug and he runs in and out of the hut. Mama doesn't like it when Rose's puppy comes into the hut, because he brings in a lot of rubbish. Mama gets angry at the puppy all the time, but Rose will help. She cleans the hut and puts all the rubbish in a bucket. Then she brings Mama a cup of tea and some fresh nuts. Mama smiles again and Rose hugs her puppy.



Why doesn't Mama like the puppy in the hut? How does Rose make Mama smile again? How many words with /u/ can you remember?



1 SPEAKING & LISTENING

🕒 10 min

Food, food

Food, food, healthy fresh food.

Eat veggies and nuts,

some greens and some fruits.

It's really quite good.

Food, food, healthy fresh food,

straight from the garden, the bush and the sea.

They are good for you and me.



2 PHONICS & LANGUAGE

🕒 20 min

Write the letter r on the board. Point to the letter.

What is the name of this letter? The letter r

makes the sound /r/. Say the sound with me

/r/. Now you say the sound. Point to the letter r

on the board but do not say the sound. **Can you**

remember the action for this sound? Do the action,

shaking your head like a dog with a bone in its mouth,

at the same time as saying the sound.

Write the letter u on the board. Point to the letter.

What is the name of this letter? The letter u

makes the sound /u/. Say the sound with me /u/.

Now you say the sound. Point to the letter u on the

board but do not say the sound. **Can you remember**

the action for this sound? Do the action, as if you

are putting up an umbrella, at the same time as

saying the sound.

Give out the flashcards for d, g, o, p, r, u to 6 children.

Ask them to stand up in front of the class, holding up

their flashcards. Ask the class **What words can we**

make from these letters? When a child suggests

a word, get the children with the cards to move

around to make that word. Then you stand behind

the children making the word and touch their heads

in turn. As you touch each head, the rest of the class

sounds out the word. Repeat until the children can

think of no more words.

3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

At the camp I put eggs in a cup. Sam puts

my eggs into the pan. Sam grips the pan.

He grins as he prods the eggs with me.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen

to your partner read the story to you.

Remember to help each other.



Walk around the class and listen to the children

reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them

to draw and label something from the story.

Where do I put the eggs?

Where does Sam put my eggs?



4 CONCLUSION

🕒 10 min

Which sounds did we practise today? I am going

to read a story now. Listen for the sounds /r/ and

/u/. Try to remember some of the words you hear

with the /r/ and /u/ sounds.

Robin and Rose covered in mud

Do you remember Robin and Rose and their

uncle with the bucket of mud? They are from

Asaro, where the mudmen live. The mudmen

are preparing for the Goroka Show, and Uncle

needs more mud. He asks Robin to help him fill

more buckets. Rose and her puppy and Roger

the dog run along too. When Roger and the

puppy see a pool of mud they both jump in. They

bark at each other and they have a lot of fun. But

now they are all covered in mud. "Don't worry,"

says Robin, "the mud will dry in the sun."

Why does Uncle need more mud?

Where do Roger and the puppy play?

How many words with /r/ and /u/ can you

remember?



SPELLING TEST WORDS

grips, red, rod, cup, rug,
mud, do, with, go, runs

1 SPEAKING & LISTENING 10 min

The wheels on the bus

The wheels on the bus go round and round,
round and round. The wheels on the bus go round
and round, all the way to town.

The wipers on the bus go swish, swish, swish,
swish, swish, swish, swish, swish, swish. The
wipers on the bus go swish, swish, swish, all the
way to town.

The horn on the bus goes peep, peep, peep, peep,
peep, peep, peep, peep, peep. The horn on the bus
goes peep, peep, peep, all the way to town.

The people on the bus bounce up and down, up
and down, up and down. The people on the bus
bounce up and down, all the way to town.

Follow-up activity

In small groups, get the children to sing the song
again with the actions.



2 PHONICS & LANGUAGE 20 min

Write the letter h on the board. Point to the
letter. **Do you remember this letter? This is
the letter h. The letter h makes the sound
/h/. Say the sound with me /h/. Now you say the
sound.** Point to the letter h on the board but do not
say the sound.

The action for /h/ is this. Do the action, panting
as though you are out of breath, at the same time
as saying the sound.

**Let's sing the /h/ song. Remember to do the
action when you say /h/.**

This stone is hot, hot, hot in the ground.

This stone is hot, hot, hot that I have found.

This stone is h, h, h, hot in my hand.

H, h, h, h, h.

Today we have a new sight word 'no'. Show the
card with the word 'no'. **Say the word with me
'no'. Now you say it on your own.**



3 DECODABLE TEXT 20 min

Write this short story on the board:

*Heni sits in his hut. We sit with Heni in his hut.
He has his hat on. His hut is hot. He is hot.
We are hot.*



**We can read this story because we know all the
letter sounds and we know the sight words.**

Paired reading

**Read the story to your partner then listen
to your partner read the story to you.
Remember to help each other.**



Walk around the class and listen to the children
reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them
to draw and label something from the story.

**Where is Heni?
Why is he hot?**



4 CONCLUSION 10 min

**Which sound did we practise today? I am going
to start reading a story now. Listen for the
sound /h/. Try to remember some of the words
you hear with the /h/ sound.**

Helen and Harry

**One hot afternoon Helen asked Harry to go
with her to the river to fetch some water.
They went hopping, skipping and singing
happily. Suddenly a snake crawled out of a
heap of rubbish and hissed at the children.
Harry dropped the bucket and he and Helen
ran away. They came to Uncle Henry's house.
Uncle Henry called out "Hey children, how are
you?" The children couldn't say a word. He
could only hear them huffing and puffing, "H,
h, h, h!"**



**What scares the children at the river?
Why can the children not speak to Uncle
Henry?**

How many words with /h/ can you remember?



1 SPEAKING & LISTENING

🕒 10 min

Up in the air, I fly
Up in the air, I fly,
 zoom, zoom-a, zoom-a, zoom zoom.
Up in the clear, blue sky,
 zoom, zoom-a, zoom-a, zoom zoom.
 Zoom, zoom, zoom, zoom-a, zoom, zoom, zoom, zoom.
 Zoom, zoom, zoom, zoom-a, zoom, zoom.
 (Repeat 1 more time)

Follow-up activity

Put the children into pairs. **We are going to play a game called 'Up in the air or down on the ground?' I want you to ask each other where things are. Here's an example: 'Where is the cloud?' 'The cloud is up in the air'.** Walk around the groups and help the children to ask and answer the questions.



2 PHONICS & LANGUAGE

🕒 20 min

Write the letter h on the board. Point to the letter. **What is the name of this letter? The letter h makes the sound /h/. Say the sound with me /h/. Now you say the sound.** Point to the letter h on the board but do not say the sound.

Write the word 'hut' on the board. Sound out the word pointing at each sound as you do it. **I am going to sound out this word. /h/ /u/ /t/ hut. Now let's do it together, /h/ /u/ /t/ hut. Now it is your turn.**

Write the word 'hot' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Write the word 'hat' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Ask **Which letters stay the same in these three words?** [h, t] **Where in the word is the letter that changes?** [in the middle]



3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

Heni has a hen. It is a red hen. The hen hops in to the hut. Heni and the hen are in the hut with me. "No," says Heni to the hen. "Go!"



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**What colour is Heni's hen?
 Where does it go?**



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /h/. Try to remember some of the words you hear with the /h/ sound.

Helen and Harry

Uncle Henry is busy building a hut behind the house. He drops his hammer and walks towards Helen and Harry. "What happened?" he asks. Helen and Harry shout and wave their hands. "A snake!" says Harry. "We saw a huge snake and it hissed at us." "We dropped the bucket," says Helen.



**What is Uncle Henry doing?
 What do Helen and Harry tell Uncle Henry?
 How many words with /h/ can you remember?**



1 SPEAKING & LISTENING

 10 min

Lo bikpla solwara

Lo bikpla solwara, yu ken pull lo canoe.

Lo hiway rot, yu ken ron lo PMV.

Lo sky antap yu ken fly lo balus

tu na go long olgeta hap.

On the ocean, vast and blue, you can paddle in your canoe.

On the road, for a little fee, you can ride a PMV.

And in the sky you can fly in an aeroplane

way up high.

Follow-up activity

Put the children into pairs. **We are going to play a game called ‘Where can you ...?’ I want you to ask each other where you can do things. Here’s an example: ‘Where can you paddle a canoe?’ ‘You can paddle a canoe on the ocean.’** Walk around the groups and help the children to ask and answer the questions.



2 PHONICS & LANGUAGE

 20 min

Write the letter h on the board. Point to the letter. **Do you remember this letter? The letter h makes the sound /h/. Say the sound with me /h/. Now you say the sound.** Point to the letter h on the board but do not say the sound.

The action for /h/ is this. Do the action, panting as though you are out of breath, at the same time as saying the sound.

Let’s sing the /h/ song. Remember to do the action when you say /h/.

This stone is hot, hot, hot in the ground.

This stone is hot, hot, hot that I have found.

This stone is h, h, hot in my hand.

H, h, h, h, h.

Today we have a new sight word ‘out’. Show the card with the word ‘out’. **Say the word with me ‘out’. Now you say it on your own.**



3 DECODABLE TEXT

 20 min

Write this short story on the board:

Heni and I go out with the hen. Heni’s hen has ten eggs. Heni hugs his hen. He hums as he hugs his hen. We get a pan and I put the eggs in the pan.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**How many eggs does Heni’s hen lay?
Where do I put the eggs?**



4 CONCLUSION

 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /h/. Try to remember some of the words you hear with the /h/ sound.

Helen and Harry

It is a hot afternoon, but Harry and Helen work hard to help Uncle Henry to build the hut. Harry tries to use the hammer, but it is too heavy and too big for his small hands. Uncle Henry is humming a song from his home village in Hela. He is happy that they finished building the hut. It will make a nice home for his little sister and her husband. “Tomorrow,” he says, “we will go on a little holiday.”



**Why can Harry not use the hammer?
Where is Uncle Henry’s home village?
How many words with /h/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

Up in the air, I fly
Up in the air, I fly,
 zoom, zoom-a, zoom-a, zoom zoom.
Up in the clear, blue sky,
 zoom, zoom-a, zoom-a, zoom zoom.
 Zoom, zoom, zoom, zoom-a, zoom, zoom, zoom, zoom.
 Zoom, zoom, zoom, zoom-a, zoom, zoom.



Follow-up activity

Put the children into pairs. **We are going to play a game called 'Up in the air or down on the ground?' I want you to ask each other where things are. Here's an example: 'Where is the plane?' 'The plane is up in the air'.** Walk around the groups and help the children to ask and answer the questions.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter h on the board. Point to the letter. **What is the name of this letter? The letter h makes the sound /h/. Say the sound with me /h/. Now you say the sound.** Point to the letter h on the board but do not say the sound.

Can you remember the action for this sound?

Do the action, panting as though you are out of breath, at the same time as saying the sound.

Write the sentence 'Heni hums as he hugs the hen.' on the board and sound it out together.

Now let's practise some of the sight words we have learnt so far. (Choose from: the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to, do, with, no, out)

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Ten hen's eggs in a pan. We stand with the pan. Heni grips the pan with his hand. He pats the hen with his hand. An egg drops out on to the mat.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Why does Heni lose an egg?
 How many eggs are left in the pan?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /h/. Try to remember some of the words you hear with the /h/ sound.

Helen and Harry

Uncle Henry takes Harry and Helen on a little holiday. They will visit his wantoks in Hela. "Hurry up Harry!" shouts Uncle Henry. He and Helen are already in the vehicle, but Harry is still in the house. "Hurry now," says Uncle Henry again, "we have a long drive ahead of us on the Highlands Highway." Harry comes running out of the house. He is excited. He hopes Uncle Henry will take him hunting in Hela.



**Where are Harry and Helen going?
 What does Harry hope they will do there?
 How many words with /h/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

Lo bikpla solwara

Lo bikpla solwara, yu ken pull lo canoe.

Lo hiway rot yu ken ron lo PMV.

Lo sky antap yu ken fly lo balus tu.

On the ocean, vast and blue, you can paddle in your canoe.

On the road, for a little fee, you can ride a PMV.

And in the sky you can fly in an aeroplane way up high.

Follow-up activity

Put the children into pairs. **We are going to play a game called 'Where can you ...?' 'I want you to ask each other where you can do things. Here's an example: 'Where can you drive a car?' 'You can drive a car on the road.'** Walk around the groups and help the children to ask and answer the questions.



2 PHONICS & LANGUAGE

⌚ 20 min

What is the name of this letter? The letter h makes the sound /h/. Say the sound with me /h/. Now you say the sound. Point to the letter h on the board but do not say the sound.

Can you remember the action for this sound? Do the action, panting as though you are out of breath, at the same time as saying the sound.

Give out the flashcards with the letters g, h, o, s, t, u to 6 children. Ask the children with the cards to stand up in front of the class, holding up their flashcards. Ask the class **What words can we make from these letters?** When a child suggests a word, get the children with the cards to move around to make that word. Then you stand behind the children making the word and touch their heads in turn. As you touch each head, the rest of the class sounds out the word. Repeat until the children can think of no more words.



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Heni's red hen sat on the mat in the hut. It sat with him and with me. Heni's pig ran in to the hut. Heni pats the pig. The pig sits on the mat with Heni, the red hen and me. We grin.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Where does the red hen sit?
Who does the pig sit with?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /h/. Try to remember some of the words you hear with the /h/ sound.

Helen and Harry

Harry and Helen love driving along the Highlands Highway. There are hundreds of things to see. When they reach Uncle Henry's home village they see many Huli men, wearing their wigs. "What are they made of?" asks Helen. "It's hair," says Uncle Henry. Harry is excited. He is hopping from one leg to the other. "Will we go hunting now?" he asks. "Tomorrow," says Uncle Henry. Harry claps his hands, "Hurray!" What do you think he hopes to go hunting for?



**Who do the children see in the village?
When will they go hunting?
How many words with /h/ can you remember?**



no, hut, hot, has, out, hums,
hugs, hen, hand, with

1 SPEAKING & LISTENING

🕒 10 min

Water, water everywhere
Water, water everywhere.
Water from the rain to drink.
Water draining from the sink.
Wonderful water.



Follow-up activity

In pairs, get the children to think of 5 ways to use water, for example to water plants or to wash clothes. Then ask some of the children to share their answers with the class.

2 PHONICS & LANGUAGE

🕒 20 min

Write the letter b on the board. Point to the letter. **Do you remember this letter? This is the letter b. The letter b makes the sound /b/. Say the sound with me /b/. Now you say the sound.** Point to the letter b on the board but do not say the sound.

The action for /b/ is this. Do the action, bouncing a ball, at the same time as saying the sound.

Let's sing the /b/ song. Remember to do the action when you say /b/.

*The big red bus went to the town, b, b.
The big red bus stops in the town.
And everyone got off.*

Today we have a new sight word 'of'. Show the card with the word 'of'. **Say the word with me 'of'. Now you say it on your own.**

3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

In Ben's best bag he had a banana. At the camp, Ben put the banana in a cup. His dog, Bob, bit the banana. "Bad dog!" said Papa. Mama put the banana in the bin.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

What does Bob do?

Where does Mama put the banana?



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to start reading a story now. Listen for the sound /b/. Try to remember some of the words you hear with the /b/ sound.

A big day for Ben

It is a bright Saturday morning. Today is a big day for Ben. It's the day of the basketball finals. Ben is excited, because he has a big part to play. He is the leader of the local bamboo band called the Brave Boys Band. His band was invited to provide entertainment during the match.



Why is it a big day for Ben?

What is the name of his band?

How many words with /b/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Water, water everywhere
Water, water everywhere.
Water from the rain to drink.
Water draining from the sink.
Wonderful water.



Follow-up activity

In pairs, get the children to think of 5 more ways to use water, for example to cook with. Then ask some of the children to share their answers with the class.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter b on the board. Point to the letter. **What is the name of this letter? The letter b makes the sound /b/. Say the sound with me /b/. Now you say the sound.** Point to the letter b on the board but do not say the sound.



Write the word 'big' on the board. Sound out the word pointing at each sound as you do it. **I am going to sound out this word. /b/ /i/ /g/ big. Now let's do it together, /b/ /i/ /g/ big. Now it is your turn.**

Write the word 'bag' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Write the word 'beg' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Ask **Which letters stay the same in these three words?** [b, g] **Where in the word is the letter that changes?** [in the middle]

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Papa puts a ban on Ben's dog Bob at the camp. Ben is sad and Bob is sad. "But he bit the banana," said Papa. "The banana is in the bin."



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Why does Papa ban Bob?
 Where is the banana?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /b/. Try to remember some of the words you hear with the /b/ sound.

A big day for Ben

Ben got out of bed very early to have his breakfast. Bubu meri is already up roasting some bananas for breakfast. Ben has two bananas and a big cup of black tea. After breakfast, Ben packs his bag, puts on his boots and off he goes. He wants to be at the field before the rest of his band.



**What does Ben have for breakfast?
 Why does Ben leave early?
 How many words with /b/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

Rain is falling down
 Rain is falling down. [x2]
 Pitter patter, pitter patter.
 Rain is falling down.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter b on the board. Point to the letter. **Do you remember this letter? The letter b makes the sound /b/. Say the sound with me /b/. Now you say the sound.** Point to the letter b on the board but do not say the sound.

The action for /b/ is this. Do the action, bouncing a ball, at the same time as saying the sound.

Let's sing the /b/ song. Remember to do the action when you say /b/.

The big red bus went to the town, b, b.
 The big red bus stops in the town.
 And everyone got off.

Today we have a new sight word 'so'. Show the card with the word 'so'. **Say the word with me 'so'. Now you say it on your own.**



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:
 "Can we go to the pond?" said Ben with his rod. Papa nods. They go to the big pond. Papa and Ben sit on a mat. "The ants at the pond bit me," said Ben.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Where does Ben want to go?
 What bites Ben?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /b/. Try to remember some of the words you hear with the /b/ sound.

A big day for Ben

Before the match starts, Ben and the other boys set up the bamboos. Ben and the band members start beating the bamboos, b,b,b,b,b,b,b. The game starts and the players bounce and pass the ball between them. And Ben's Brave Boys Band keeps playing in the background. Can you hear the beats?



What do Ben and the other boys do before the match?

What is the sound of the bamboos?

How many words with /b/ can you remember?



1 SPEAKING & LISTENING

🕒 10 min

Water in the river
Water in the river.
Rushing over rocks.
Water in the drop of rain.
Streaming down the window.
Water in the ocean blue.
Swimming and drinking for me and you.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

🕒 20 min

Write the letter b on the board. Point to the letter. **What is the name of this letter? The letter b makes the sound /b/. Say the sound with me /b/. Now you say the sound.** Point to the letter b on the board but do not say the sound.



Can you remember the action for this sound?
 Do the action, bouncing a ball, at the same time as saying the sound.

Write the sentence 'In Ben's best bag he had a banana.' on the board and sound it out together.

Now let's practise some of the sight words we have learnt so far. (Choose from: the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to, do, with, no, out, of, so)



3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:
Papa and Ben met a man with a hen at the pond. Ben's dog, Bob, bit the man. "You are a bad, bad dog," said Papa. Ben pats Bob. "He is not a bad dog," said Ben.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Where do Papa and Ben meet the man with the hen?
 Where does Bob hide?**



4 CONCLUSION

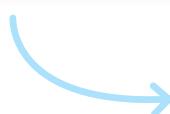
🕒 10 min

Which sound did we practise today? I am going to start reading a story now. Listen for the sound /b/. Try to remember some of the words you hear with the /b/ sound.

Barbara and the bamboo band
Barbara comes to watch her big brother play basketball. She does not like basketball, but she loves to listen to the bamboo band. Her bubu taught her to play the bamboos. Barbara would love to be a member of Ben's band. "Go on," says Bubu, "you are the best bamboo player I know. Be brave and just ask Ben if you can become a member of his band." But Ben says no. "This is a boys band," he says. "Now what will I do," thinks Barbara. "What would my bubu do?"



**Does Barbara like basketball?
 Why does Ben say Barbara cannot join the band?
 How many words with /b/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

Rain is falling down
 Rain is falling down. [x2]
 Pitter patter, pitter patter.
 Rain is falling down.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter b on the board. **What is the name of this letter? The letter b makes the sound /b/. Say the sound with me /b/. Now you say the sound.** Point to the letter b on the board but do not say the sound.

Can you remember the action for this sound? Do the action, bouncing a ball, at the same time as saying the sound.

Give out the flashcards with the letters b, e, g, i, s, t to 6 children. Ask the children with the cards to stand up in front of the class, holding up their flashcards. Ask the class **What words can we make from these letters?** When a child suggests a word, get the children with the cards to move around to make that word. Then you stand behind the children making the word and touch their heads in turn. As you touch each head, the rest of the class sounds out the word. Repeat until the children can think of no more words.



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Ben puts his rod in his best bag. Papa has the mat and his cap in a big bag. Papa and Ben go to the hut, so Ben can go to bed.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Where does Ben put his rod?
 Why do Ben and Papa go to the hut?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /b/. Try to remember some of the words you hear with the /b/ sound.

Barbara and the bamboo band
After the basketball match, the boys take a break from playing. Barbara is brave, as her Bubu told her to be, and she starts playing the bamboo by herself. Ben and his band members hear the beats and they come to listen. Ben thinks Barbara is brave and a great bamboo player. They all play together now. "This is great," say the band members. "We are a bigger band now and we play better too!" Can you hear the beats?



**Why does Ben think Barbara is brave?
 Which two words describe the band at the end of the story?
 How many words with /b/ can you remember?**



SPELLING TEST WORDS

of, banana, best, bag, bin,
big, so, bed, beg, bit

1 SPEAKING & LISTENING 10 min

Can you run as fast as me
Can you run as fast as me?
Can you jump as high as me?
Can you hop as much as me?
Can you skip as long as me?
Run and jump and hop and skip.
Keeps you healthy.
One, two, three.



Follow-up activity

In pairs, ask and answer questions beginning with "Can you ... ?". Here's an example: one of you asks "Can you hop ten times on your right leg?" The other replies "Yes, I can" while doing the action.

2 PHONICS & LANGUAGE 20 min

Write the letter f on the board. Point to the letter. **Do you remember this letter? This is the letter f. The letter f makes the sound /f/. Say the sound with me /f/. Now you say the sound.** Point to the letter f on the board but do not say the sound.



The action for /f/ is this. Do the action, as if you are squeezing a ball with air in it, at the same time as saying the sound.

Let's sing the /f/ song. Remember to do the action when you say /f/.

*Fred the fish swam in the sea,
with his funny friends.
A shark swam by and scared the fish.
Ffff.*

Today we have a new sight word 'come'. Show the card with the word 'come'. Say the word with me 'come'. Now you say it on your own.

3 DECODABLE TEXT 20 min

Write this short story on the board:
*Fred is a frog. He is a fat frog but a fit frog.
He hops fast from the big pond to the soft sand.*



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Who is Fred?
What does Fred do?**



4 CONCLUSION 10 min

Which sound did we practise today? I am going to start reading a story now. Listen for the sound /f/. Try to remember some of the words you hear with the /f/ sound.

Fat Froggy and funny Fishy

Meet fat Froggy and funny Fishy. They are the best of friends. They have been friends for life. Every morning you will find them at the beach. They have a lot of fun together. Fat Froggy flops around and Fishy flaps her fins and laughs. After playing, they sit and tell funny stories.



Where will you find Froggy and Fishy in the mornings?

What do they do after playing?

How many words with /f/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Eating healthy food

Eat your fish and yam and kumu.

Drink lots of water too.

Don't eat sweets except for treats

but be sure to brush your teeth.

(Repeat 1 more time)

Follow-up activity

In pairs, give each other instructions.

Remember to be polite and say please! Here's an example: "Touch your toes please."



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter f on the board. Point to the letter. ***What is the name of this letter? The letter f makes the sound /f/. Say the sound with me /f/. Now you say the sound.*** Point to the letter f on the board but do not say the sound.

Write the word 'frog' on the board. Sound out the word pointing at each sound as you do it. ***I am going to sound out this word. /f/ /r/ /o/ /g/ frog. Now let's do it together, /f/ /r/ /o/ /g/ frog. Now it is your turn.***

Write the word 'from' on the board. ***Who can sound out this word for me?*** Choose a child to sound out the word at the board.

Write the word 'Fred' on the board. ***Who can sound out this word for me?*** Choose a child to sound out the word at the board.

Ask ***Which letters stay the same in these three words?*** [f, r] ***Where in the word are the letters that change?*** [at the start] ***Why does Fred have a capital 'F'?*** [because it is a name]

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Fred the frog has fun in the soft sand. He hops and runs from end to end. Mama and Papa Frog sit on a frond in the sun.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Where is Fred?

Where are Mama and Papa Frog?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /f/. Try to remember some of the words you hear with the /f/ sound.

Fat Froggy and funny Fishy

One day Fishy told a story about the time she went to Finschhafen. On her trip she met a lot of different fish and made friends with them. She thought that they were the friendliest fish she had ever met. She followed the other fish and they raced with the fishing boats. It was great fun. She also saw plenty of frogs in Finschhafen.



Who did Fishy meet in Finschhafen?

What did Fishy do with them?

How many words with /f/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Ms Polly had a dolly
*Ms Polly had a dolly who was sick sick sick.
 So she called for the doctor to come quick
 quick quick.
 The doctor came with his bag and his hat.
 And he knocked on the door with a rat a tat tat.
 He looked at the dolly and he shook his head.
 He said, "Ms Polly put her straight to bed."
 He wrote on the paper for a pill pill pill.
 I'll be back in the morning with my bill bill bill.*



Follow-up activity

In pairs, give each other instructions again. Remember to be polite and say please! Here's an example: "Touch your toes please."

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter f on the board. Point to the letter. **Do you remember this letter? The letter f makes the sound /f/. Say the sound with me /f/. Now you say the sound.** Point to the letter f on the board but do not say the sound.



The action for /f/ is this. Do the action, squeezing a ball with air in it, at the same time as saying the sound.

Let's sing the /f/ song. Remember to do the action when you say /f/.

*Fred the fish swam in the sea,
 with his funny friends.
 A shark swam by and scared the fish.
 Ffff.*

Today we have a new sight word 'our'. Show the card with the word 'our'. **Say the word with me 'our'. Now you say it on your own.**

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:
"Come with me," said Mama Frog. Papa Frog has a raft. They step on to the raft. The raft drifts on the pond in the sun.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**What does Papa Frog have?
 Where do they go on the raft?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /f/. Try to remember some of the words you hear with the /f/ sound.

Fat Froggy and funny Fishy
Froggy wanted to find out more about Fishy's trip and he asked a lot of questions. He wished he could also go to Finschhafen to meet other froggy friends. But Finschhafen is far away. "Maybe I can fly to Finschhafen," Froggy said. Fishy suggested that Froggy should follow her. She would find a way to take him to Finschhafen.



How does Froggy think of travelling to Finschhafen?

What does Fishy suggest instead?

How many words with /f/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Can you run as fast as me
 Can you run as fast as me?
 Can you jump as high as me?
 Can you hop as much as me?
 Can you skip as long as me?
 Run and jump and hop and skip.
 Keeps you healthy.
 One, two, three.

Follow-up activity

In pairs, ask questions beginning with "Can you find ... ?". Here is an example: "Can you find three pencils?" Your partner has to bring you three pencils.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter f on the board. Point to the letter. **What is the name of this letter? The letter f makes the sound /f/. Say the sound with me /f/. Now you say the sound.** Point to the letter f on the board but do not say the sound.

Can you remember the action for this sound? Do the action, squeezing a ball with air in it, at the same time as saying the sound.

Write the sentence 'Fred the frog has fun in the soft sand.' on the board and sound it out together.

Now let's practise some of the sight words we have learnt so far. (Choose from: the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to, do, with, no, out, of, so, come, our)



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

The frogs drift on the raft. Fog on the pond, so the frogs get off the raft. Mama and Papa sit on the sand. Fred runs on the sand.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Why do the frogs get off the raft?
 What do they do instead?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /f/. Try to remember some of the words you hear with the /f/ sound.

Fat Froggy and funny Fishy

Froggy followed Fishy into the sea and started to swim. He struggled against the big fierce waves. The waves fell on Froggy and he was so frightened. He gasped for air as he called to Fishy, "F, f, f, Fishy! Help me." He took his last breath, fffffff, and he sank into the sea.



**Why did Froggy struggle in the sea?
 What did he call out?**

How many words with /f/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Eating healthy food

Eat your fish and yam and kumu.

Drink lots of water too.

Don't eat sweets except for treats

but be sure to brush your teeth.

(Repeat 1 more time)

Follow-up activity

In pairs, give each other instructions again.

Remember to be polite and say please! Here's an example: "Touch your toes please."



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter f on the board. **What is the name of this letter? The letter f makes the sound /f/. Say the sound with me /f/. Now you say the sound.** Point to the letter f on the board but do not say the sound.

Can you remember the action for this sound?

Do the action, squeezing a ball, at the same time as saying the sound.

Give out the flashcards with the letters a, f, g, o, r, t to 6 children. Ask the children with the cards to stand up in front of the class, holding up their flashcards. Ask the class **What words can we make from these letters?** When a child suggests a word, get the children with the cards to move around to make that word. Then you stand behind the children making the word and touch their heads in turn. As you touch each head, the rest of the class sounds out the word. Repeat until the children can think of no more words.



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

It is hot on the sand. Fred the frog huffs and puffs as he runs on the soft sand. "Come on," said Mama Frog. "We can go to our beds."



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Why does Fred huff and puff?

Where do the frog family go at the end of the story?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /f/. Try to remember some of the words you hear with the /f/ sound.

Fat Froggy and funny Fishy

Fishy was afraid, but one of Fishy's friends found Froggy in the water and pushed him onto the shore. When Froggy finally got on the land, all the water came flowing out of his mouth. Froggy was alive! He was happy, but he also knew his place was on the land and he felt sad that he would never see Finschhafen.



What happened when Froggy finally got on the land?

Why did he feel sad?

How many words with /f/ can you remember?



SPELLING TEST WORDS

come, frog, from, fun, soft,
frond, our, drift, raft, puff

1 SPEAKING & LISTENING 10 min

Twinkle, twinkle little star
Twinkle, twinkle little star.
How I wonder what you are.
Up above the world so high.
Like a diamond in the sky.
Twinkle, twinkle little star.
How I wonder what you are.



Follow-up activity

In pairs, ask the children to think of words that rhyme with 'star' [e.g. car, far, bar, tar, jar, scar]. Then ask some of the children to share their answers with the class.

2 PHONICS & LANGUAGE 20 min

Write the letter I on the board. Point to the letter. **Do you remember this letter? This is the letter I. The letter I makes the sound //.** Say the sound with me //. Now you say the sound. Point to the letter I on the board but do not say the sound.



The action for // is this. Do the action, as if you are licking an ice block, at the same time as saying the sound.

Let's sing the // song. Remember to do the action when you say //.

Lucy lit her little lamp.
Lucy lit her little lamp.
L, I, I, I.
She lit her little lamp.

Today we have a new sight word 'be'. Show the card with the word 'be'. **Say the word with me 'be'. Now you say it on your own.**

3 DECODABLE TEXT 20 min

Write this short story on the board:

Len and Linda go out of the camp with a bat to flat land. Len's left leg slips on a log. "Help," said Len. "Be still! I can go and get help," said Linda.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Why do Len and Linda go to the flat land? What happens to Len's leg?



4 CONCLUSION 10 min

Which sound did we practise today? I am going to start reading a story now. Listen for the sound //. Try to remember some of the words you hear with the // sound.

Linda and Lucy

Linda lives in a valley near Lae with her little sister Lucy. She likes to be lazy in the afternoon and stroll to the nearby hills. She loves to stand on the hill and look at all the islands on the horizon. Today she brought along a balloon. She blows the air through her lips to fill the balloon. She lets the balloon go and it flies all the way to the clouds. Linda would also like to go up to the clouds. She comes home late, falls asleep on her pillow and dreams that she is a pilot in an aeroplane.



What does Linda take with her on her walk? What does she do with it? How many words with // can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Five litte girls in a space rocket
*Five little girls in a space rocket.
 Flew round the world one day.
 They looked left and right.
 But they didn't like the sight.
 So one girl flew away.*
 (Repeat for 4, 3, 2, 1)



Follow-up activity

Remind children which way to look left and right. In pairs, get the children to give each other left and right instructions, for example 'Stand on your right leg' or 'Touch your left ear'. Remind them to say please! Walk around the groups and help the children to ask and answer the questions.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter **l** on the board. Point to the letter. **What is the name of this letter? The letter l makes the sound //l/. Say the sound with me //l/. Now you say the sound.** Point to the letter **l** on the board but do not say the sound.



Write the word 'plan' on the board. Sound out the word pointing at each sound as you do it. **I am going to sound out this word. /p/ //l/ /a/ /n/ plan. Now let's do it together, /p/ //l/ /a/ /n/ plan. Now it is your turn.**

Write the word 'flat' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Write the word 'glad' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Ask **Which letters stay the same in these three words?** [l, a] **Where in the words are the letters that changes?** [at the start and at the end]

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

*Linda gets Mama and Papa to help Len.
 He limps and sits on Mama's lap. She felt his leg. Len is glad of Mama's help.*



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**What does Linda do?
 What does Mama do?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read the end of the story now. Listen for the sound //l/. Try to remember some of the words you hear with the //l/ sound.

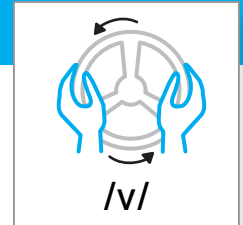
Linda and Lucy

Linda's little sister Lucy is laughing. She is looking at lovely little ducklings on a lake. The little ducklings like playing between the water lilies. Lucy loves flowers. She wants to collect water lilies in the shallow lake for her friend Vero. She follows the ducklings on to the lake. Are all the ducklings with their mother? No, one of the ducklings is alone. It got lost. Lucy calls out. The mother duck looks up and quickly swims to the lonely little one. What a lucky duckling and Lucy laughs out loud.



**What does Lucy love?
 What does Lucy do when she sees the lost duckling?
 How many words with //l/ can you remember?**





1 SPEAKING & LISTENING ⌚ 10 min

The sky song

*I see the trees bending, woa, woa, woa,
I see the clouds moving, woa, woa, woa,
I see kites flying, woa, woa, woa,
The wind is blowing strong.
I see the sun shining in the sky.
I see the clouds drifting slowly by.
I see the birds flying way up high.
The plane is zooming by.*

Follow-up activity

We are going to play the game called 'I spy with my little eye'. For example, I say: 'I spy with my little eye something beginning with /p/.' You all guess until you get the right answer, which is 'pencil'. The person who guesses correctly chooses the next object.



2 PHONICS & LANGUAGE ⌚ 20 min

Write the letter v on the board. Point to the letter. **This is the letter v. The letter v makes the sound /v/. Say the sound with me /v/.**

Now you say the sound. Point to the letter v on the board but do not say the sound.

The action for /v/ is this. Do the action, as if you have your hands on a steering wheel, at the same time as saying the sound.

Let's sing the /v/ song. Remember to do the action when you say /v/.

*This is my little red van.
This is my little red van.
This is my little red van.
V, v, v, v, v.*

Today we have a new sight word 'her'. Show the card with the word 'her'. **Say the word with me 'her'. Now you say it on your own.**

3 DECODABLE TEXT ⌚ 20 min

Write this short story on the board:

Len and Linda go in the van with Vic to visit Val. Vic has his best vest and cap on for the visit. In a bag he has seven big bananas and eleven eggs for Val.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Where do Len and Linda go with Vic?
What does Vic take with him?**



4 CONCLUSION ⌚ 10 min

Which sound did we practise today? I am going to start reading a story now. Listen for the sound /v/. Try to remember some of the words you hear with the /v/ sound.

Vacation in Vanimo

Very early in the morning, Papa Dave wakes everyone. "Hurry," he says, "we are leaving. We are going to Vanimo to have a vacation." Papa Dave wants to leave early, because it takes over five hours to arrive in Vanimo. Vero is not happy. She wants to stay in the valley, where her friend Lucy lives. "Come on," says Papa Dave, "you will love it in Vanimo. We will have great views of the ocean and we will ride on the waves until the evening." Vero believes him. "I will try to catch every wave," she says.



Why does Papa Dave wake everyone very early?

What does Papa Dave promise that Lucy will be able to do in Vanimo?

How many words with /v/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Five litte girls in a space rocket
*Five little girls in a space rocket.
 Flew round the world one day.
 They looked left and right.
 But they didn't like the sight.
 So one girl flew away.*
 (Repeat for 4, 3, 2, 1)



Follow-up activity

Remind children which way to look left and right. In pairs, get the children to give each other left and right instructions, for example 'Stand on your right leg' or 'Touch your left ear'. Remind the children to say please! Walk around the groups and help the children to ask and answer the questions.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter v on the board. Point to the letter. **What is the name of this letter? The letter v makes the sound /v/. Say the sound with me /v/. Now you say the sound.** Point to the letter v on the board but do not say the sound.

Can you remember the action for this sound? Do the action, as if you have your hands on a steering wheel, at the same time as saying the sound.

Write the sentence 'Vic has his best vest and cap on for the visit.' on the board and sound it out together.

Now let's practise some of the sight words we have learnt so far. (Choose from: the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to, do, with, no, out, of, so, come, our, be, her)

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Len and Linda are in the van with Vic. "Look! A river!" said Linda. There are seven fast rivers to cross. They sit in the van and list the rivers. It is lots of fun. They grin at Vic.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**What do Len and Linda see from the van window?
 What do they do with the seven rivers?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /v/. Try to remember some of the words you hear with the /v/ sound.

Vacation in Vanimo

Vero had a great adventure on her vacation in Vanimo. Now she wants to go to the valley to visit her friend Lucy. Vero and Lucy have been friends forever. Today they are going for a drive with Uncle Vic in his van. Uncle Vic will sell his vegetables at the market in the village. Vero and Valerie will help him. They wash the vegetables in the river and place them nicely on a woven mat in the market. They cover the vegetables to keep the flies away. They are clever girls and Uncle Vic gives them some coins for their help.



**What is Uncle Vic going to do at the market?
 Why does Uncle Vic give the girls the coins?
 How many words with /v/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

The sky song

*I see the trees bending, woa, woa, woa,
I see the clouds moving, woa, woa, woa,
I see kites flying, woa, woa, woa,
The wind is blowing strong.
I see the sun shining in the sky.
I see the clouds drifting slowly by.
I see the birds flying way up high.
The plane is zooming by.*

Follow-up activity

We are going to play the game called 'I spy with my little eye'. For example, I say: 'I spy with my little eye something beginning with /p/'. You all guess until you get the right answer, which is 'pencil'. The person who guesses correctly chooses the next object.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letter w on the board. Point to the letter. **What is this letter? The letter w makes the sound /w/. Say the sound with me /w/. Now you say the sound.** Point to the letter w on the board but do not say the sound.

Can you remember the action for this sound? Do the action, blowing air over your hands like the wind, at the same time as saying the sound.

Let's sing the /w/ song. Remember to do the action when you say /w/.

*I hear the wind calling.
W, w, w.
I hear the birds flying.
W, w, w.
I hear the sea moving.
W, w, w.
The moon is very bright.*



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Val is Vic's twin. He is her twin and she is his twin. She will be glad he visits with gifts. Len and Linda get to Val's hut with Vic. They swim in the river with Val.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Who is Val?

Why will Val be glad Vic visits?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read a story now. Listen for the sound /w/. Try to remember some of the words you hear with the /w/ sound.

Where is Willy?

On Wednesday Linda and her sister Lucy went to Wau to visit their wantok, Uncle Willy. But Uncle Willy was not there. They wondered where Uncle Willy went. Did he go away to Wewak? They ask his wife, Aunt Wendy. "No," she says, "Uncle Willy went to Wewak for work last week. Oh wait! There he is!" They see him through the window. He only went to wash his white car. "How wonderful to see you," says Uncle Willy, 'we must celebrate that you are here.' And together with Aunt Wendy they wander off into Wau.



Who are Linda and Lucy?

Where was Uncle Willy?

How many words with /w/ can you remember?



be, left, leg, slips, plan,
help, her, vest, visit, van

1 SPEAKING & LISTENING ⌚ 10 min

Communication song
Sharing information.
You and me talking.
On the phone or on the road.
You and me writing.
Letters on some paper.
Communication is the word.



Follow-up activity
In pairs, get the children to hold or stand next to an object and ask their partner about it. For example, 'Is this a black pen?' 'No, it is a red pen.' or 'Is this a square window?' 'Yes it is a square window.'

2 PHONICS & LANGUAGE ⌚ 20 min

Write the letters ch on the board. Point to the letters. **Do you remember these letters? These are the letters c and h. Together they make the sound /ch/. Say the sound with me /ch/. Now you say the sound.** Point to the letters ch on the board but do not say the sound.

The action for /ch/ is this. Do the action, flapping your arms as if they are chicken wings, at the same time as saying the sound.

Let's sing the /ch/ song. Remember to do the action when you say /ch/.

Charlie chicken ate some chips.
Ch, ch, ch, ch, ch, ch.
Charlie chicken ate some chips.
Ch, ch, ch, ch, ch.

Today we have a new sight word 'good'. Show the card with the word 'good'. **Say the word with me 'good'. Now you say it on your own.**



3 DECODABLE TEXT ⌚ 20 min

Write this short story on the board:
Mitch and Rich are best pals. They sit and chat in the sun. "Come and help us," said Mitch's Mama and Papa. "You will not get rich if you sit!"



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading
Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading
Read the story together as a whole class.

Writing
Get the children to copy down the story. Ask them to draw and label something from the story.

**Who are Mitch and Rich?
What will not happen if they sit?**



4 CONCLUSION ⌚ 10 min

Which sound did we practise today? I am going to start reading a story now. Listen for the sound /ch/. Try to remember some of the words you hear with the /ch/ sound.

Charlie and his chicken Chicky
Charlie has a chicken named Chicky. Chicky is a chunky chicken, who likes to eat at every chance. Every time Charlie wants to take a walk, he calls out, "Here Chicky, Chicky, Chicky." Chicky will come running out. Everywhere Charlie goes, Chicky is sure to go too.



**Why is Chicky a chunky chicken?
Why does Charlie call to Chicky when he takes a walk?
How many words with /ch/ can you remember?**



1 SPEAKING & LISTENING

🕒 10 min

Tell me

*Tell me what you're doing,
tell me how you're doing,
tell me how you're doing,
tell me what you're doing.*

Follow-up activity

We are going to play a game called 'Tell me'. In pairs, ask your partner to tell you five things about themselves. Ask questions starting with 'Tell me' Here's an example, 'Tell me your favourite colour.' Then ask some of the children to share the answers they got with the class.



2 PHONICS & LANGUAGE

🕒 20 min

Write the letters ch on the board. Point to the letters. **What are the names of these letters?**

The letters ch make the sound /ch/. Say the sound with me /ch/. Now you say the sound.

Point to the letters ch on the board but do not say the sound.

Write the word 'chat' on the board. Sound out the word pointing at each sound as you do it. **I am going to sound out this word. /ch/ /a/ /t/ chat. Now let's do it together, /ch/ /a/ /t/ chat. Now it is your turn.**

Write the word 'lunch' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Write the word 'church' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Ask **Which word has the /ch/ sound twice?** [church]. **Where is the ch sound in 'lunch'?** [at the end]

3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:

Mitch and Rich help Mama and Papa. They fetch and they chop. "Good," said Papa. "We can have banana chips, pitpit and eggs for lunch."



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**What do Mitch and Rich do?
What do they have for lunch?**



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /ch/. Try to remember some of the words you hear with the /ch/ sound.

Charlie and his chicken Chicky
One Sunday Charlie went to church. Chicky followed him. Charlie sat on a bench right at the back of the church so he could watch Chicky. Chicky saw a chain necklace on the floor. She thought, "Now this would make a good lunch." She swallowed the chain necklace, but she choked herself. She spat out the chain necklace and ran out of the church in search of a better lunch.



**Why did Chicky sit at the back of the church?
What did Chicky see on the floor?
How many words with /ch/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

I'm sending you a message
I'm sending you a message
I'm sending you a note.
I'll write it in a letter or text you on the phone.
I'll shout it from the treetops or whisper it in your ear.
I'm sending you a message of blessings for the year.



Follow-up activity

Divide the class into 2 or 3 groups. Pass a message to the first students in each group. The children pass this message around and the last child repeats the message. For example, 'I love going to school'.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letters **ch** on the board. Point to the letters. **Do you remember these letters? The letters *ch* make the sound /ch/. Say the sound with me /ch/. Now you say the sound.** Point to the letters **ch** on the board but do not say the sound.

The action for /ch/ is this. Do the action, flapping your arms as if they are chicken wings, at the same time as saying the sound.

Let's sing the /ch/ song. Remember to do the action when you say /ch/.

Charlie chicken ate some chips.

Ch, ch, ch, ch, ch, ch.

Charlie chicken ate some chips.

Ch, ch, ch, ch, ch.

Today we have a new sight word 'your'. Show the card with the word 'your'. **Say the word with me 'your'. Now you say it on your own.**



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

*Mitch and Rich catch a bus down to the port.
 They swim to a raft in the river and drift in the sun.
 The raft bobs up and down, up and down.*



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Where do Mitch and Rich go on the bus?
 Where do they swim to?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /ch/. Try to remember some of the words you hear with the /ch/ sound.

Charlie and his chicken Chicky

Charlie did not see Chicky leave the church. He watched a cat trying to catch a cockroach under a chair. He sat on his church bench and dreamed about the beach. He wanted to be at the beach and play catch with other children. He dreamed of the children chasing each other on the beach. And he forgot about Chicky.



Why did Charlie not see Chicky leave the church?

What was Charlie dreaming about?

How many words with /ch/ can you remember?



1 SPEAKING & LISTENING

 10 min

Tell me

*Tell me what you're doing,
tell me how you're doing,
tell me how you're doing,
tell me what you're doing.*

Follow-up activity

We are going to play a game called 'Tell me'. In pairs, ask your partner to tell you five things about themselves. Ask questions starting with 'Tell me' Here's an example, 'Tell me your favourite colour.' Then ask some of the children to share the answers they got with the class.



2 PHONICS & LANGUAGE

 20 min

Write the letters ch on the board. Point to the letters. **What are the names of these letters? The letters ch make the sound /ch/. Say the sound with me /ch/. Now you say the sound.** Point to the letters ch on the board but do not say the sound.

Can you remember the action for this sound?

Do the action, flapping your arms as if they are chicken wings, at the same time as saying the sound.

Write the sentence 'Mitch and Rich catch a bus.' on the board and sound it out together.

Now let's practise some of the sight words we have learnt so far. (Choose from: the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to, do, with, no, out, of, so, come, our, be, her, good, your)

3 DECODABLE TEXT

 20 min

Write this short story on the board:

After lunch Mitch and Rich go to church with Mama and Papa. They are good. They sit still on the bench and do not chat. At the end they stand and go out to sit on the grass.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**Where do Mitch and Rich go after lunch?
Where do they go after church?**



4 CONCLUSION

 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /ch/. Try to remember some of the words you hear with the /ch/ sound.

Charlie and his chicken Chicky
What did Chicky do after she left the church? She wanted her lunch so much. She crept under the church to find her lunch. She crept under a car to find her lunch. All she found was a box of matches. A chubby child saw Chicky. He wanted to catch her and he chased her. Chicky ran away from the child and fell in a ditch. Chicky was stuck in the ditch. "Oh Charlie," she chirped. "Where are you?"



**What did Chicky find under the car?
Why did Chicky fall into the ditch?
How many words with /ch/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

I'm sending you a message
I'm sending you a message
I'm sending you a note.
I'll write it in a letter or text you on the phone.
I'll shout it from the treetops or whisper it in your ear.
I'm sending you a message of blessings for the year.



Follow-up activity

Divide the class into 2 or 3 groups. Pass a message to the first students in each group. The children pass this message around and the last child repeats the message. For example, 'I love going to school'.

2 PHONICS & LANGUAGE

⌚ 20 min

Write the letters c and h on the board. **What are the names of these letters? The letters ch make the sound /ch/. Say the sound with me /ch/. Now you say the sound.** Point to the letter ch on the board but do not say the sound.

Can you remember the action for this sound? Do the action, flapping your arms as if they are chicken wings, at the same time as saying the sound.

Give out the flashcards with the letters a, ch, l, p, t, m, u to 7 children. Ask the children with the cards to stand up in front of the class, holding up their flashcards. Ask the class **What words can we make from these letters?** When a child suggests a word, get the children with the cards to move around to make that word. Then you stand behind the children making the word and touch their heads in turn. As you touch each head, the rest of the class sounds out the word. Repeat until the children can think of no more words.



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Mitch's dog is much bigger than Rich's dog. "My dog can catch frogs," said Mitch. "So can my dog," said Rich. "My dog can catch rats," said Mitch. "My dog cannot," said Rich.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

Whose dog is the biggest?
What can Mitch's dog do that Rich's cannot?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /ch/. Try to remember some of the words you hear with the /ch/ sound.

Charlie and his chicken Chicky
Charlie sat on his bench and suddenly thought of Chicky. "Where did Chicky go?" He left the church to search for her. He searched under the church and under the car. He searched and searched, and finally he found her in the ditch. "Let's go home for lunch," he said. Mama made crunchy chips. Charlie loves banana chips and kaukau chips and potato chips too. He gave some chips to Chicky and together they had a crunchy lunch.



Where did Charlie find Chicky?
What did Charlie and Chicky have for lunch?
How many words with /ch/ can you remember?



SPELLING TEST WORDS

good, best, pals, chat,
church, lunch, fetch,
chop, your, raft

1 SPEAKING & LISTENING

🕒 10 min

Old stories, new stories
Old stories, new stories,
Stories from near and far.
Stories of the land,
Stories of the sea,
Just for you and me.
(Repeat 1 more time)



2 PHONICS & LANGUAGE

🕒 20 min

Write the letters sh on the board. Point to the letters. **Do you remember these letters? These are the letters s and h. The letters s and h make the sound /sh/. Say the sound with me /sh/. Now you say the sound.** Point to the letters sh on the board but do not say the sound.

The action for /sh/ is this. Do the action, with a finger to your lips as though shushing, at the same time as saying the sound.

Let's sing the /sh/ song. Remember to do the action when you say /sh/.

Rush, rush, rush, rush through the bush.

It looks like it's going to rain.

The wind is pushing its way through the bush.

Sh, sh, sh, sh, sh.

Today we have a new sight word 'says'. Show the card with the word 'says'. **Say the words with me 'says'. Now you say it on your own.**



3 DECODABLE TEXT

🕒 20 min

Write this short story on the board:
Sasha sits in her shop. It is a fish shop. "Come and get my fresh fish," she says. Sandra buys seven of her big fresh fish.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**What does Sasha sell in her shop?
How many fish does Sandra buy?**



4 CONCLUSION

🕒 10 min

Which sound did we practise today? I am going to start reading a story now. Listen for the sound /sh/. Try to remember some of the words you hear with the /sh/ sound.

Shelley

Who is that girl walking along the shore? It is Shelley. She lives in Wishing Bay. Shelley likes to sit in the shade under a palm tree and look at the big ships. Sometimes she shuts her eyes and wishes she could swim in the deep sea, just like the fish. But now Shelley walks along the shore. Be careful Shelley. Wear your shoes. There is a lot of rubbish on the beach, and it may be sharp. Shelley sees a funny shape in a pile of rubbish. "Now, what is that?" thinks Shelley.



**Where does Shelley live?
What do you think Shelley might have found?
How many words with /sh/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

Sitting by the fire
Sitting by the fire,
Sitting by the fire.
Listening to a story,
Listening to a story.
A tumbuna story
Full of mysteries.
A funny story full of jokes and laughs.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letters s and h on the board. Point to the letters. **What are the names of these letters? The letters s and h make the sound /sh/. Say the sound with me /sh/. Now you say the sound.** Point to the letters s and h on the board but do not say the sound.

Write the word 'ship' on the board. Sound out the word pointing at each sound as you do it. **I am going to sound out this word. /sh/ /i/ /p/ ship. Now let's do it together, /sh/ /i/ /p/ ship. Now it is your turn.**

Write the word 'shell' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Write the word 'fish' on the board. **Who can sound out this word for me?** Choose a child to sound out the word at the board.

Ask **Where is the /sh/ sound in the words ship and shell?** [at the start] **Where is the /sh/ sound in the word fish?** [at the end]



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:
"I will brush the mat and shut the shop," says Sasha. She puts the rubbish in the bin and sits on the step of the fish shop in the sun.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**What does Sasha do with the rubbish?
 Where does Sasha sit?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /sh/. Try to remember some of the words you hear with the /sh/ sound.

Shelley

Shelley walks towards the pile of rubbish on the shore. She pushes some of the rubbish away and there it is: a beautiful big shell. It has surely washed ashore from the sea. Shelley takes the shell to the river to wash it in fresh water. Now the shell is shining again. She holds the shell to her ear. She listens. Sh, sh, sh. Can you hear the rushing of the sea?



**What does Shelley find?
 What does she hear when she holds the shell to her ear?
 How many words with /sh/ can you remember?**



1 SPEAKING & LISTENING

⌚ 10 min

Stories by the fire
Stories by the fire,
Stories in the bed,
Stories that are told
And stories that are read.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letters s and h on the board. Point to the letters. **Do you remember these letters? The letters s and h make the sound /sh/. Say the sound with me /sh/. Now you say the sound.** Point to the letters s and h on the board but do not say the sound.

The action for /sh/ is this. Do the action, with a finger to your lips as though shushing, at the same time as saying the sound.

Let's sing the /sh/ song. Remember to do the action when you say /sh/.

Rush, rush, rush, rush through the bush.

It looks like it's going to rain.

The wind is pushing its way through the bush.

Sh, sh, sh, sh, sh.

Today we have a new sight word 'was'. Show the card with the word 'was'. **Say the word with me 'was'. Now you say it on your own.**

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:
After lunch, Sasha went down to wash at the river. She puts her tops and dress on the bush in the sun and she swims with her dog, Bob.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

What does Sasha do after lunch?
Who does she swim with?



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /sh/. Try to remember some of the words you hear with the /sh/ sound.

Shelley

Shelley rushes home with her shiny shell. She shows the shell to her bubu. "What a beautiful shiny shell," says Bubu. "Hush, hush, Bubu, and listen," says Shelley. "Can you hear the sea?" Shelley puts the shell on a shelf. She will give it to her brother Shane later. Shelley's brother Shane went fishing.



Who does Shelley show the shell to?
Where does she put the shell?
How many words with /sh/ can you remember?



1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Old stories, new stories', 'Sitting by the fire' and 'Stories by the fire'.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letters s and h on the board. Point to the letters. **What are the names of these letters? The letters s and h make the sound /sh/. Say the sound with me /sh/. Now you say the sound.** Point to the letters s and h on the board but do not say the sound.

Can you remember the action for this sound? Do the action, with a finger to your lips as though shushing, at the same time as saying the sound.

Write the sentence 'Sasha sells fresh fish in her shop.' on the board and sound it out together.

Now let's practise some of the sight words we have learnt so far. (Choose some of the words: the, and, I, in, said, he, we, she, me, on, my, they, you, are, go, to, do, with, no, out, of, so, come, our, be, her, good, your, says, was)



3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:
Sasha swims with Bob and puts shells in her bilum. She spots a big ship. "I wish I was rich and on a big ship," she said to Bob.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**What does Sasha put in her bilum?
What does Sasha wish?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read more of the story now. Listen for the sound /sh/. Try to remember some of the words you hear with the /sh/ sound.

Shelley

Shelley's brother Shane is a fisherman. He pushes his boat off the shore early in the morning. Before he left he washed the boat with a big brush and filled buckets with crushed ice. He needs to rush because time is short. Shane wants to sell his fresh fish at the market today. In the shallow water Shane catches a lot of shellfish. Suddenly he feels a shock. The buckets of fish shift in the boat. What was it? What made his boat shake?



What did Shane do before he went out in his boat?

What does Shane catch?

How many words with /sh/ can you remember?



TERM 2 WEEK 8 FRIDAY STORIES

1 SPEAKING & LISTENING

⌚ 10 min

Sing the songs 'Old stories, new stories', 'Sitting by the fire' and 'Stories by the fire'.



2 PHONICS & LANGUAGE

⌚ 20 min

Write the letters s and h on the board. **What are the names of these letters? The letters s and h make the sound /sh/. Say the sound with me /sh/. Now you say the sound.** Point to the letters s and h on the board but do not say the sound.

Can you remember the action for this sound? Do the action, with a finger to your lips as though shushing, at the same time as saying the sound.

Give out the flashcards with the letters a, f, l o, p, sh, w to 7 children. Ask the children with the cards to stand up in front of the class, holding up their flashcards. Ask the class **What words can we make from these letters?** When a child suggests a word, get the children with the cards to move around to make that word. Then you stand behind the children making the word and touch their heads in turn. As you touch each head, the rest of the class sounds out the word. Repeat until the children can think of no more words.

3 DECODABLE TEXT

⌚ 20 min

Write this short story on the board:

Sasha's dog, Bob, puts a pin on her mat. "A silver pin!" says Sasha. "Good dog! We are rich and can go on the big boat." She is glad she shut the shop.



We can read this story because we know all the letter sounds and we know the sight words.

Paired reading

Read the story to your partner then listen to your partner read the story to you. Remember to help each other.



Walk around the class and listen to the children reading. Each child should read the story twice.

Shared reading

Read the story together as a whole class.

Writing

Get the children to copy down the story. Ask them to draw and label something from the story.

**What does Sasha's dog find?
Where will Sasha and Bob go?**



4 CONCLUSION

⌚ 10 min

Which sound did we practise today? I am going to read the end of the story now. Listen for the sound /sh/. Try to remember some of the words you hear with the /sh/ sound.

Shelley

Shane sits in his boat. There is another shock and the boat shakes again. A shark! A shark hit the boat. Is the shark angry? Does the shark want Shane's fresh fish? Shane throws his big brush at the shark. But the shark comes back. Shane throws the bucket of fresh fish at the shark. The shark eats the fish and swims away. Now Shane has to go back without fresh fish to sell. He feels a bit ashamed. But Shelley is happy that Shane is home. She gives him the shiny shell and Shane listens to the rushing of the waves.



**What attacks Shane's boat?
What does Shelley give to Shane?
How many words with /sh/ can you remember?**



TERM 2 ASSESSMENT

We have reached the end of Term 2 in E1. This is the time to assess what the children have learned in the past 7 weeks. This assessment sheet will give you a few tests to assess the children's level of the following: recognising and saying sounds, doing the sound actions, writing sounds, writing simple decodable words, blending sounds into words and reading sight words.

You should do this assessment with each child individually. Below you will find the tests and some examples of how to keep a record of the children's progress.

Assessment tests

1. Saying and writing sounds, doing sound actions

- Show the child the sounds that are listed in the table
- Tell the child to first say the sound and then do the sound action
- Mark with a tick if the child does it right

- Say the sounds that are listed in the table
- Ask the child to write the sound down
- Mark with a tick if the child writes the sound correctly

End of Term Assessment – Saying, writing sounds and doing sound actions							
Name: _____							
Year: E1							
Term: 2							
	You show it		You say it		You show it		You say it
	Child sounds it	Child does the action	Child writes it		Child sounds it	Child does the action	Child writes it
r				l			
u				v			
h				w			
b				ch			
f				sh			

TERM 2 ASSESSMENT

2. Writing and blending decodable words and reading sight words

- Say the words that are listed in the first column of the table
- Ask the child to write them
- Mark with a tick if the child writes the word correctly
- Say the sounds that are listed in the second column of the table. Just say the sounds, do not blend them into a word
- Ask the child to blend the sounds and make the word
- Mark with a tick if the child says the word correctly
- Write down the words in the third column of the table. Show the words to the child
- Ask the child to say the word
- Mark with a tick if the child says the word correctly

End of Term Assessment – Writing and blending decodable words, reading sight words

Name: _____

Year: E1

Term: 2

Writing decodable words		Blending		Reading sight words	
You say the word	Child writes it	You say the sounds	Child says the word	You show the word	Child says the word
run		/r/ /e/ /d/		with	
hand		/h/ /o/ /t/		out	
drop		/b/ /a/ /n/ /d/		so	
best		/f/ /r/ /o/ /g/		come	
soft		/s/ /e/ /v/ /e/ /n/		her	
left		/ch/ /i/ /p/		your	
visit		/b/ /e/ /n/ /ch/		was	
lunch		/f/ /r/ /e/ /sh/		says	
fish		/r/ /i/ /ch/		our	
shut		/ch/ /a/ /t/		be	

TERM 3 OVERVIEW

WEEK	STORY	OVERVIEW
WEEK 2	Flying fox and parrot	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/</p> <ul style="list-style-type: none"> • Writing words and phrases to describe characters • Reading the sight words: flying fox, one, day, try, today <p>Spelling: says, shell, was, ship, fish, church, visit, plan, raft, banana</p>
WEEK 3	Baby mosquito	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/ tthh/ /ee/ written as y</p> <ul style="list-style-type: none"> • Presenting work to partners and the class through pair and share • Reading the sight words: dirty, water, coconut, place(s), favourite, blood <p>Spelling: parrot, branch, lemon, van, swim, sing, sang, song, brush, rush</p>
WEEK 4	Who will feed the visitors?	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/ tthh/ee/ /ee/ written as e and ee</p> <ul style="list-style-type: none"> • Role playing stories • Understanding and using new words for foods <p>Spelling: thin, brother, this, that, the, with, path, puppy, tummy, mummy</p>
WEEK 5	Spider, spider	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/ tthh/ee/ /l/ written as ll, /oo/ written as oo</p> <ul style="list-style-type: none"> • Reading the sight words: spider, come, mosquito, bird <p>Spelling: he, me, we, she, be, been, green, sheep, see, beep</p>
WEEK 6	I am a big fish	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/ tthh/ee/oo/j/ /ee/ written as ea</p> <ul style="list-style-type: none"> • Reading the sight words: colourful, water <p>Spelling: fell, bell, you, shell, cook, tell, took, are, book, well</p>
WEEK 7	I am a big dog	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/ tthh/ee/oo/j/ar/oa/</p> <ul style="list-style-type: none"> • Reading the sight words: chase, away, wallaby, puppies, fight <p>Spelling: deep, sea, hump, meat, meal, dump, deal, jump, bump, thump</p>

TERM 3 OVERVIEW

WEEK	STORY	OVERVIEW
WEEK 8	Sun and flower	Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/ tth/ee/oo/j/ar/oa/ou/ Spelling: start, boat, bark, float, dark, farm, card, coat, sink, hard
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review

STORY

Flying fox and parrot

Long, long ago flying foxes used to sit on branches. One day a flying fox met a parrot.

Suddenly the parrot swung upside down. "You try," said the parrot to the flying fox. So the flying fox swung upside down.

Then the parrot swung up and sat on the branch. The flying fox swung up but couldn't stay on the branch. Flying foxes still hang like that today.



STORI

Blak bokis na perot (pisin)

Bipo bipo tru, ol blak bokis i save sindaun long han bilong ol diwai. Wanpela taim, wanpela blak bokis i bungim wanpela perot.

Tupela i sindaun i stap na kwik taim tru, dispela perot i tanim em i go daun long han bilong diwai na em tokim dispela blak bokis olsem, "Yu traime." Orait dispela blak bokis i tanim tu i go long han bilong diwai.

Na perot i tanim em i go antap na i sindaun long han bilong diwai. Bihain dispela blak bokis i traime long tanim i bek antap long han bilong diwai no nogat, em i no inap long stap antap long han bilong diwai. Long dispela taim kami nap nau, ol blak bokis i save hangap i go daun long han bilong ol diwai olsem.



TERM 3 WEEK 2 MONDAY FLYING FOX AND PARROT

SPELLING TEST WORDS

says, shell, was, ship,
fish, church, visit, plan,
raft, banana

1 SONG

⌚ 10 min

I can jump, skip and run
I can jump, skip and run,
Run, run, run.
I can hop, kick and bat,
Bat, bat, bat.
I can score lots of goals.
I can score lots of tries.
Let's play together, you and I.
(Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 20 min

Lets play 'sound bingo' together.

Place all the graphemes we have used so far on the board: a, e, i, o, u, b, c, d, f, g, h, k, l, m, n, p, r, s, t, v, w, sh, ch, ng and th. Point to each in turn, say the usual sound and make the action for it.

Get children into pairs. ***This time we are going to choose four of these graphemes and write them in our books. We can choose any four we like.***

Take the flashcards and shuffle them. Place these in a pile face down.

Choose a child to take the top picture and show it to the class, for example sun. The children have to say the word. ***What sound does this start with?*** The children make the starting sound /s/. If any pair of children has the letter s in their book, they can cross it off. ***What sound comes at the end?*** ***If your pair has this sound in your book, cross it off.***

Do this again, choosing a child to show the children each picture in turn. Look at the first sound, and, when you think it is possible, the end sound. The first pair to cross out all of their letters wins the game.

Can we play again?

SOUND BINGO

s	r	m
c	l	sh

3 STORY WORK

⌚ 30 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

Do animals need feathers to fly?

Which animals can fly but do not have feathers?

Our story this week is 'Flying fox and parrot'.

What do you think flying fox and parrot will do in the story?

Read the story twice, slowly and with expression.

What did parrot show flying fox?

What happened to flying fox?

Do any other animals hang upside down?

Can you hang upside down?

How do you do it?



1 SONG

⌚ 5 min

Pass me the ball
 Pass me the ball, the basket ball.
 Kick me the ball, the soccer ball.
 Throw me the ball, the rugby ball.
 Lots of fun and games
 For one and all.
 Bat me the ball, the cricket ball.
 Spike me the ball, the volley ball.
 Roll me the ball, the bowling ball.
 Lots of fun and games
 For one and all.



2 PHONICS & LANGUAGE

⌚ 10 min

**Lets play the 'sound on the back' game.
 I am going to remind us how to play.**



Place the sounds s, a, t, p, i, n, c, m, d, o, g, e, r, u, h, b, f, l, v, w, ch, sh on the board to revise. Point to each one in turn and say the usual sound.

Choose a child to come to the front of the class. Write one of the graphemes on a paper and put it on the child's back. Turn the child round so the others can see the grapheme.

S/he has a letter/some letters on her/his back. We are going to help her/him guess what sound this is. You will need to think what sound we can write using this letter/these letters? Think about this carefully.

Ask children to volunteer to make a sound that can be written using the letter/s on her/his back. Ask them to make the action as well.

The child listens hard to the sound. **Can you write the sound you have just heard the children make?** Help if necessary to sound out the sound, writing it on the board.

Consult the class. **Has s/he written the sound correctly? Is this the sound s/he has on her/his back?**

Turn the child round and remove the paper and give it to her/him. **Well done! You did really well.** Do this again, choosing a new child.

3 DECODABLE TEXT

⌚ 20 min

Can a parrot sit on a branch? Yes, a parrot can sit on a branch.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

⌚ 25 min

**What is the title of the story this week?
 What happened in the story yesterday?
 What noise does a parrot make?
 What noise does a flying fox make?**



Read the whole story again.

Point to the words as you read this part:
Long, long ago flying foxes used to sit on branches.

Put sound dots under the decodables. [sit, on, branches] Ask children to help you sound the words out. If the children remember the sound /ng/ you can sound 'long'.

The sight words that can go on the class list are: flying fox.

CHARACTER

Get children to write words and phrases they have learned or can sound out which describe the flying fox.

Get them to draw a flying fox on a branch.

CHARACTER

1 SONG

⌚ 5 min

I love playing games
 I love playing games,
 Games are lots of fun.
 Playing with my friends,
 We can hop and skip and run.
 Some games are fast,
 Some games are slow,
 Some games we catch and some games we throw.
 I love playing games.
 I'm sure that you do too.
 Playing with my friends,
 Like you and you and you and you.



2 PHONICS & LANGUAGE

⌚ 10 min

Give out flashcards for a, e, i, o, u, and b, c, d, f, g, h, l, m, n, p, r, s, sh, t, v, w, ch, th and mix them up. Ask the children with the flashcards to come to the front of the class. Get them to put the sounds in order to make 'lemon', 'chips', 'shop', 'fish', 'van', 'swim' and any other sounds you think the children need to practise.

Children can come up and move the children holding the flashcards around until the words are made. The rest of the class can help.



3 DECODABLE TEXT

⌚ 20 min

Papa parrot met Mama parrot up on a branch.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week?
What happened in the story yesterday?



Read the whole story again.

How are parrot and flying fox different?

Point to the words as you read this part:

One day a flying fox met a parrot.

Put sound dots under the decodables. [met, parrot]
 Ask children to help you sound the words out.

The sight words that can go on the class list are:
 one, day.

CHARACTER

Get children to write words and phrases they have learned or can sound out which describe the parrot.

Get children to draw a parrot next to the flying fox they drew yesterday.



1 SONG

⌚ 5 min

Sing the songs 'I can jump, skip and run', 'Pass me the ball' and 'I love playing games'.



2 PHONICS & LANGUAGE

⌚ 10 min

I want to write these words: 'sing', 'sang', 'song'. Can you help me?



Say **'sing'** slowly. **How many sounds can you hear?** Encourage the children to count the sounds. **'sing' /s/ /i/ /ng/**. Draw 3 sound dots on the board. The children draw 3 sound dots in their books.

Point to the first sound dot. **What sound starts 'sing'?** /s/ **How can we write this sound?** Choose a child to write s on the board. The children write s in their books.

Do this again to sound out /i/ and /ng/ as **i** and **ng**. The children write i and ng in their books. Blend /s/ /i/ /ng/ as **'sing'**.

Say **'sang'**. **We have written 'sing'. How can we change it to write 'sang'?** Listen carefully. **'sing' 'sang'**. Show that we only need to change the middle sound. Draw 3 sound dots and write the first and last sounds the same as in 'sing'. **What is the middle sound in 'sang'?** /a/ Write a on the first sound dot. Blend as **'sang'**.

Read back the words **'sing'** and **'sang'**. Say the third word **'song'**. **What letter do you think we will need to change to write 'song'?** Encourage the children to hear that it is only the middle sound that has changed.

Point to the a. **We need to change this. What is the middle sound in 'song'?** Choose a child to write the letter for the new middle sound, o. Finish writing 'song' below 'sang'.

Good, we have written 'sing, sang, song'.

s i n g s a n g s o n g
••• ••• •••

3 DECODABLE TEXT

⌚ 20 min

*Mama parrot can swing and has a song to sing.
Papa parrot can swing and has a song to sing.*

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

⌚ 25 min

What happened in the story yesterday?

Read the whole story again.



What do the parrot and flying fox hold on to the branch with?

How are their feet different to ours?

Point to the words as you read this part: **Suddenly the parrot swung upside down. "You try," said the parrot to the flying fox. So the flying fox swung upside down. Then the parrot swung up and sat on the branch.**

Put sound dots under the decodables. [swung, up, sat, on, branch] Ask children to help you sound the words out.

The sight word that can go on the class list is: try.

PLACE

Get children to write words and phrases they have learned or can sound out which describe the setting of the story.



Get the children to draw and label another picture to show what happened to the flying fox.

STORY

Baby mosquito

I am a baby mosquito. I was born in the swamp.

I have different homes. Empty tinfoil tins filled with dirty water, coconut shells lying about, places that are dirty and smell bad are my favourite homes.

I am also happy to see other places and all sorts of things. But I am overjoyed whenever I suck your blood! So yummy!



STORI

Pikinini natnat

Mi wanpela liklik natnat. Mama i karim mi insait long tais.

Mi gat kainkain haus bilong mi. Skin tinpis i pulap long sting wara, sel kokonas i slip nabaut, ples doti na sting, em mi save laikim.

Mi save hamamas tu long lukim ol arapela ples na lukim ol kainkain samting. Tasol, mi save hamamas moa yet sapos mi dringim blut bilong yu! Swit moa!



SPELLING TEST WORDS

parrot, branch, lemon,
van, swim, sing, sang,
song, brush, rush

1 SONG

⌚ 10 min

Mama's going to the market
To the market, to the market,
Mama's going to the market.
To the market, to the market,
Papa's going to the market.
Buying kaukau, buying kumu,
Mama's buying in the market.
Selling taro, selling fish too,
Papa's selling in the market.



2 PHONICS & LANGUAGE

⌚ 15 min

Listen to these sounds: /f/ 'clap' /o/ /th/
How many sounds did you hear? [Four]
Who can make the last sound? Who can
make the first sound? Who can repeat the
sequence? Well done!



Draw the children's attention to the first and last sounds. Show them very clearly how the different sounds are made, using a closed mouth for /f/ and a more open mouth and the tongue pushed out for /th/.

I am going to show you some flashcards. When you see something beginning with the sound /th/ I want you to touch your head and when you see something beginning with the sound /f/ I want you to stand up.

Show the children the following flashcards: three, monkey, thumb, frog, penguin, fire.

Ask the children if they can remember how we write the sound /th/. Write it on the board and ask the children to practise writing it in their books.

Can you remember the action for this sound?
Do the thumbs up action and sing the /th/ song.

Make a class list of words with the /th/ sound. The sound may be at the beginning, end or in the middle of the words. Only include words that use the unvoiced sound. [eg 'three' but not 'that']

Read your list together.

Well done! You have learned to hear that sound really well!

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

Which animals can harm our health?
Can little animals hurt us?
Which ones?

Our story this week is 'Baby mosquito'. What do you think it will be about?

Read the story twice, slowly and with expression.

Where was the mosquito born?
Where does the mosquito live?
Where do you see lots of mosquitoes?





/tthh/

1 SONG

⌚ 5 min

To market, to market
 To market, to market to buy some fresh fish.
 There are big ones and small ones and some
 in a dish.
 Some kumu and carrots and onions too.
 The market has healthy food
 for me and you.



2 PHONICS & LANGUAGE

⌚ 10 min

We are going to learn a new sound today. It's another rude sound where you have to poke your tongue out. That's how you know you're doing it right!



Watch how we make it. Make the sound /tthh/. **If you are making the /tthh/ sound properly you should be able to feel it tickling your tongue (like gili gili).**

Get into pairs to study the mouth shape.

It's a bit like the sound we made yesterday but much more noisy and tickly! We can write two different sounds using the same two letters. Watch how we write it. Sound out /tthh/ as **th**.

Ask the children to write the sound in the air, on their partner's back or in their books.

Now ask the children to suggest words containing the /tthh/ sound, for example 'this', 'that', 'the', 'with', 'brother'. Ask the children whether the target sound is at the beginning, middle or end. Most words end with /th/ rather than /tthh/, like path or myth. Make a list of ideas on the board. Only sound out words containing /tthh/ rather than /th/.

Use the flashcards 'van', 'thumb', 'feather', 'butterfly' to play a sound game. The children should wave when they hear the sound, /tthh/.

Say the words **'This mosquito is faster than that mosquito'**. Ask children to copy you. Write them on the board.

3 DECODABLE TEXT

⌚ 20 min

Three mosquitoes sat on the thin boy.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What was the story we read yesterday called?
Where did the mosquito live?
Would you like to live in those places?
Why/why not?



Ask the class to stand up and show how mosquitos fly and what noise they make.

Read the whole story again.

Point to the words as you read this part:
Empty tinfish tins, filled with dirty water, coconut shells lying about, places that are dirty and smell bad are my favourite homes.

Put sound dots under the decodables: tinfish, tins, filled, with, shells, that, and, smell, bad. Ask children to help you sound the words out.

The sight words that can go on the class list are: dirty, water, coconut, place(s), favourite.

PLACE

Get children to write words and phrases they have learned or can sound out which describe the place and setting of the story.



Ask the children to draw a picture of the mosquito's home and label the tinfish tin and any other words they know.

1 SONG

⌚ 5 min

Today is market day
 Today is market day.
 There's much to do today.
 Pack all the food to sell.
 I'm feeling very well.
 Let's all be on our way.
 There's no need for us to stay.
 We're going to the market
 to buy and sell today.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 10 min

I want to write the phrase 'this and that'. Can you help me?



Ask the children to work with a partner to count the number of sounds in /this/. **Three, /tthh/ /i/ /s/.** Draw 3 sound dots on the board.

Point to the first sound dot. **What sound is this?** /tthh/ (like the 'this' sound). **Who can remember how to write it?** Ask for a volunteer to try writing th on the board.

Point to the second sound dot. **What sound is this?** /i/. Ask for a volunteer to try writing i on the board.

Point to the third sound dot and sound out /s/ as s.

Now point at each grapheme in turn and sound it, blending to read **'this'**.

Say **'and'** and ask the children to count the sounds.

Segment the word as /a/ /n/ /d/ and draw 3 sound dots. Point to each sound dot in turn and sound out the phonemes /a/, /n/ and /d/.

Blend and read **'and'**.

Repeat the counting, sounding out and blending of the three sounds for **'that'**, stressing the voiced /tthh/ sound at the start.

Read the phrase together **'this and that'**.

Thanks! You have worked and thought very hard!

this and that
 ••• ••• •••

3 DECODABLE TEXT

⌚ 20 min

The thin boy said this mosquito is faster than that mosquito.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

PAIR AND SHARE

Get children to describe yesterday's work to their partner. Choose children to come to the front of the class and present their good work.



FLASHCARD WORDS

Give out flashcards for t, i, n, f, i, sh, t, i, n, s and mix them up. Ask the children with the flashcards to come to the front of the class. **How can we put these sounds in order to make tinfish tins?**



Children can come up and move the children holding the flashcards around until the words are made. The rest of the class can help.



/ee/

1 SONG

⌚ 5 min

Sing the songs 'Mama's going to the market', 'To market, to market' and 'Today is market day'.



2 PHONICS & LANGUAGE

⌚ 10 min

Can you hear the sound at the end of each of these words: 'puppy', 'happy', 'lucky'?



Encourage the children to look at your mouth shape as you make the sound /ee/.

It is the sound /ee/. Practise the sound and mouth shape together. Use partners to study mouth shape.

I want to write the sentence 'I am happy.' How many words are there in our sentence? [Three]
Who can remember how we write 'I'? Ask a child to write I on the board.

What was the second word in our sentence? 'am'. Ask children to count the sounds, /a/ /m/, and then sound them out in the usual way on the board and get the children to copy them into their books.

Do this again for the third word 'happy'. **It has four sounds, /h/ /a/ /p/ /ee/.** Ask a child to come and draw 4 sound dots on the board. Sound out /h/ and /a/ as **h** and **a** in the usual way. Sound out the third phoneme /p/ as **pp** and explain that in this word we use 2 letters for this sound.

Point to the fourth sound dot. **What sound is this? /ee/.** Write y above the sound dot. This is one way of writing the /ee/ sound. Do the action rubbing your eyes like a baby crying and make the /ee/ sound.

Blend the sounds to read the word. Read the phrase you have written.

I a m h a p p y .
• • • • •

/ee/ SOUND SONG

Baby's crying softly now.

Ee, ee, ee, ee, is his sound.

Mummy's rocking him to sleep.

I can see them under the tree.



3 DECODABLE TEXT

⌚ 20 min

Mosquito is happy to see lots of things.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week?
What happened in the story yesterday?
What makes you happy?
What makes the mosquito happy?



Read the whole story again.

Point to the words as you read this part:

I am also happy to see other places and all sorts of things.

Put sound dots under the decodables. [am, happy, see, sorts, things] Ask children to help you sound the words out.

CHARACTER

Get children to write words and phrases they have learned or can sound out that describe the mosquito.



1 SONG

⌚ 5 min

Sing the songs 'Mama's going to the market', 'To market, to market' and 'Today is market day'.



2 PHONICS & LANGUAGE

⌚ 10 min

Have the word 'mummy' written on the board. Draw 4 sound dots beneath the sounds.



Point to the first sound dot and ask for a volunteer to sound the letter.

Repeat with the second sound dot.

Ask the children what they think the third sound is and explain **Here we use mm for the /m/ sound.**

Now point to the last sound dot. **What sound can be written this way? We learned it yesterday!**

Now blend again to ensure everyone knows what it says.

Make the word 'mummy' on the board with flashcards.

I want to play a word game. I want to change 'mummy' into 'yummy' but I'm not sure how to do it. Can you help me? Say the 2 words 'mummy' and 'yummy'. **Which sound changes?** Choose a child to remove the m and replace it with the letter y.

Sound out and blend the new word.

What do you notice about the words 'mummy' and 'tummy'? That's right, they rhyme.

How can we write the word 'tummy'. Do the same thing, changing 'yummy' into 'tummy'.

Ask children to think of other words that rhyme with 'mummy', 'tummy', and 'yummy'. Accept silly words as long as they rhyme.

m u m m y y u m m y t u m m y
• • • • • • • • • • • •

3 DECODABLE TEXT

⌚ 20 min

What does the mosquito eat? [Blood] It is yummy in my tummy.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

⌚ 25 min

Why do you protect yourself from mosquitoes?

What happens when a mosquito bites you?



Point to the words as you read this part: **But I am overjoyed when I suck your blood! So yummy!**

Put sound dots under the decodables. [but, am, suck, yummy] Ask children to help you sound the words out.

The sight word that can go on the class list is: blood.

CHARACTER

Get children to write words and phrases they have learned or can sound out that describe the mosquito. [I live.... I suck...]

CHARACTER

STORY

Who will feed the visitors?

Who will feed the visitors? I will bring the bananas. I will bring the sugar cane. I will bring the kaukau. I will bring the pineapple. I will bring the coconuts. I will bring the greens. I will bring the meat. I will bring the taro. I will bring peanuts.

Who will feed the visitors? We will all feed the visitors.

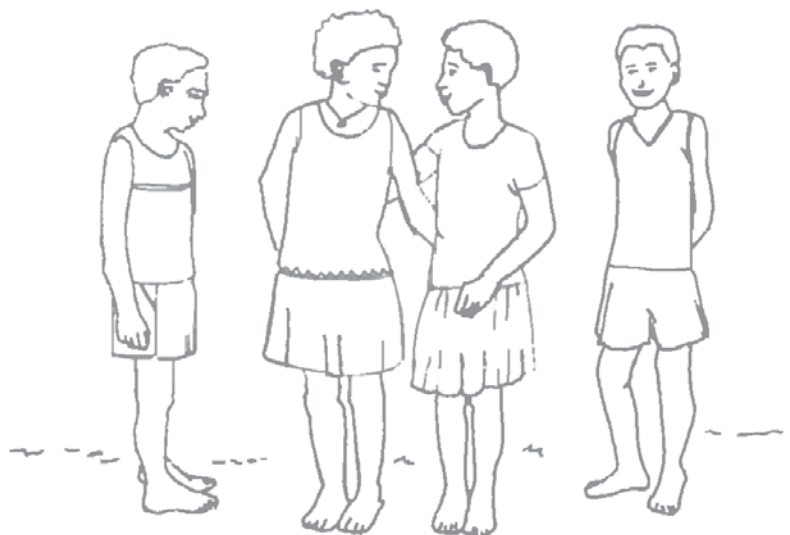


STORI

Husat bai givim kaikai long ol visita?

Husat bai i givim kaikai long ol visita? Bai mi kisim banana i kam. Bai mi kisim suga i kam. Bai mi kisim kaukau i kam. Bai mi kisim painapol i kam. Bai mi kisim ol kokonas i kam. Bai mi kisim ol kumu i kam. Bai mi kisim mit i kam. Bai mi kisim taro i kam. Bai mi kisim sampela pinat i kam.

Husat bai i givim kaikai long ol visita? Bai yumi olgeta i givim kaikai long dispela ol visita.



SPELLING TEST WORDS

thin, brother, this, that,
the, with, path, puppy,
tummy, mummy

1 SONG

⌚ 10 min

What makes you feel glad?
What makes you feel glad?
What makes you feel shy?
What makes you feel sad?
What makes you feel worried?
What makes you feel scared?
What makes you feel brave?
I feel all these things
and I'm sure that you do too.
(Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 15 min

Put s, a, t, p, i, n, c, m, d, o, g, e, r, u, h, b, f,
l, v, w, ch, sh, ng on the board, grouping the
vowels and consonants.



Can you help me remember the sounds on the board? Point to each one in turn. Choose a child to sound each one.

Place three sound dots on the board. **I am going to put a mystery word on the board and I want you to help me finish it.** Put c and a on the first two sound dots. **What sounds have we got here already?** Point to the sound dots and ask the children to tell you the sounds /c/ /a/. **Which sound is missing? The third one. Who can choose a sound from this group** [point to the consonants] **to finish our word?**

Remember to praise any attempts, but point out which are real words and which are nonsense.

When the word is complete, sound out each sound and blend the word as a whole class, for example 'cat', 'cap', 'can', 'cab'.

Do this again, keeping the first two sounds the same.

Now move on to giving the children the last two sounds, for example _ a p. Ask the children **Which sound is missing now? What could we put on the first sound dot to make a new word?** Sound out and blend the word before moving on, for example, 'gap', 'nap', 'tap', 'map'.

Finally, try giving the middle sound only, for example _ i _. Can they provide first and final sounds?

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

What is a visitor?

What visitors have we had to our school?

What do we sometimes do for visitors?

Our story this week is 'Who will feed the visitors?' What do you think the story could be about?

Read the story twice, slowly and with expression.

What is the story about?

Which foods are in the story?

What is your favourite food to have on special occasions?





/ee/

1 SONG

⌚ 5 min

If you're happy and you know it
 If you're happy and you know it clap your hands.
 If you're happy and you know it clap your hands.
 If you're happy and you know it and you really have
 to show it.
 If you're happy and you know it clap your hands.
 If you're happy and you know it stamp your feet.
 If you're happy and you know it stamp your feet.
 If you're happy and you know it and you really have
 to show it,
 If you're happy and you know it stamp your feet.



3 DECODABLE TEXT

⌚ 20 min

This is my visitor. He can sit. We can sit.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it in their books.



2 PHONICS & LANGUAGE

⌚ 10 min

If a visitor comes, he or she can come and sit and tell stories with us. I want to write the words 'He can sit.'



Say the word '**he**'. **How many sounds are there?** Get the children to count the sounds but do not sound out the word for them. Ask them to put up one finger for each sound they hear, /h/ /ee/. Draw 2 sound dots on the board.

Point to the first sound dot. **Which sound comes here? /h/** Encourage the children to remember how we write this sound and practise making it in the air as H. Choose a child to sound out it on the board. Point to the second sound dot. **Which sound comes here?** Say /ee/ and do the action rubbing your eyes like a baby crying. **Today we are going to learn a new way to write this sound.** Write e on the board, describing how you make it as you do so. Encourage the children to finger-write it in the air or on the floor. **We have already learned another way to write this sound, but today we are writing it like this.** Point out to the children that the letter e can be used for the /ee/ sound, as well as the sound /e/ we learned before. Now blend the sounds to read the word '**He**'.

Sound out the words '**can**' and '**sit**' in the same way, drawing 3 sound dots for each word and pointing to each sound dot in turn. Read each word when you finish it. Read the sentence together. **I am very pleased you read that.**

He can sit.
 • • • • •

4 STORY WORK

⌚ 25 min

What was the title of the story we read yesterday?
What foods were in the story?
Who brought the foods for the visitors?



Read the whole story again.

Point to the words as you read this part:
Who will feed the visitors? We will all feed the visitors.

We know how to sound out some of these words. Point to 'visitors' and 'we'. **How can we sound these words out?** Put sound dots under the sounds, v i s i t o r s and w e with e sounded as ee.

Make the sounds when I point to them. Blend the sounds together.

Well done.





/ee/

1 SONG

⌚ 5 min

How do you feel today?
 How do you feel today?
 How do you feel today?
 If you're feeling sad then say boo hoo,
 feeling sad then say boo hoo,
 feeling sad then say boo hoo.
 How do you feel today?
 How do you feel today?
 If you're feeling happy then say hello,
 feeling happy then say hello,
 feeling happy then say hello.
 How do you feel today?



3 DECODABLE TEXT

⌚ 20 min

Who can feed the visitors? He can, she can, we can.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

2 PHONICS & LANGUAGE

⌚ 10 min

Have the words 'me' 'he' 'we' 'she' 'be' written on the board but cover them over to start with.



I want to know if you remember the new way we learned to write the /ee/ sound yesterday /ee/. Can you write it in your books for me now? Children write e in their books.

Look at these words on the board. I need your help. I know they all rhyme but can't remember what they say. Can you help me to read them?

Draw the correct number of sound dots under 'me' to support the children. Point to the first letter.
What is this sound? Ask for a volunteer to tell you and encourage the children to use the action. Repeat for the second sound. Then blend the sounds together /m/ /ee/ 'me'.

Look at the other words 'he', 'we', 'she' and 'be'. Which sound is the same in each word? /ee/ Look at your partner. Look at the shape of their mouth when they make the sound.

Cover the words on the board again. **Now I am going to say one of the words and you have to change one letter in your book to make the new word. Say 'he'. Which letter do we need to change?** Give the children time to try, then ask for various suggestions. Give plenty of praise for their efforts. Uncover 'he' on the board and show the children. Read 'he'. Children write it in their books. Do this for the other words.

m e h e w e s h e b e
 • • • • • • • • • •

4 STORY WORK

⌚ 25 min

Read the story again.

ROLE PLAY

Get children to act out part of the story. Give one child 'I will bring the bananas' to say. Give another 'I will bring the sugar cane' to say. Do this for all the foods. Put them in order of the story and ask **'Who will feed the visitors?'**






/ee/

1 SONG


⌚ 5 min

Sing the songs 'What makes you feel glad?', 'If you're happy and you know it' and 'How do you feel today?'. 



2 PHONICS & LANGUAGE

⌚ 10 min

Who had to bring greens for the visitor yesterday? 

Write up the following question on the board: Have you ____ to ____ the ____? ***I want to write the words 'Have you been to see the greens?' Which words are written? Which words are left out?***

Point to the first gap and say '**been**'. **How many sounds?** [Three] Draw 3 sound dots on the board and ask the children to write it in their books.

Point to the first sound dot. What sound comes here? /b/ Sound out, **b**. The children do the same in books.

Point to the second sound dot. **What sound comes here?** Stress the **/ee/** sound. **We have learned two ways of writing /ee/** (remind the children of y and e) **but today we are learning another way to write this sound.** Write ee on the board. Ask children to write it in their books.

Point to the third sound dot and sound out **/n/** as **n**.

Read the word, running your finger under the sounds.

Do this again for 'see' and 'greens', explaining to the children that all these words have the same way of writing the /ee/ sound. Read each word as you sound it out.

Read the sentence together.

Have you been to see the greens?

3 DECODABLE TEXT

⌚ 20 min

Has she been to see the greens? Yes, she has been to see the greens. She can get the greens from under the tree.


Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

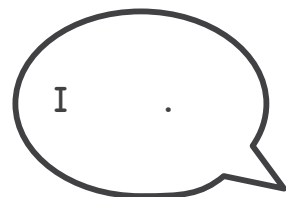


4 STORY WORK

⌚ 25 min

Read the story again.

Draw 2 speech bubbles, one beginning with 'Who ...?' and the second with 'I ...'. Ask children to complete the speech bubbles. 






/ee/

1 SONG


⌚ 5 min

Sing the songs 'What makes you feel glad?', 'If you're happy and you know it' and 'How do you feel today?'. 



2 PHONICS & LANGUAGE

⌚ 10 min

Put the word 'peep' on the board. **Does this word say 'beep'? No! Who can help to get it right?** Choose a child to tell you the correct word. 

Now I want to change the word into 'beep'. How can I do it? How can we change the first sound from /p/ to /b/? Choose a child to come and do this on the board.

Read the new word together by saying the sounds in turn, /b/ /ee/ /p/ and then running your finger under the length of the word and blending the sounds as 'beep'.

What do I need to do to write 'sheep' on the board?

Again choose a child to select the new grapheme to replace the first sound. Then read the word together 'sheep'.

Continue the game. Change it by sometimes asking the children to close their eyes while you change the word by one sound. Then ask them: **Who can make the sounds in this new word? Let's read the word together.**

The game could be continued with these groups of words: 'sleep', 'creep', 'deep', 'weep' and 'bee', 'see', 'three', 'free'.

Well done! You have worked like busy bees and deserve a really good sleep!

3 DECODABLE TEXT

⌚ 20 min

She and he will get the greens from under the tree. I see three sheep, in deep sleep, under the tree. The sheep are asleep on the greens. Oh no!

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.




4 STORY WORK

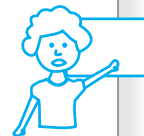
⌚ 25 min

Read the story again.

PLACE

Get children to write words and phrases they have learned or can sound out which describe the place and setting of the story. 

What new words for foods have we learned from the story?

Draw a boy on the board. Draw a girl on the board. 

Write 'He can feed the visitors with ____.' 'She can feed the visitors with ____.'

Ask children to copy this in their books and fill in the foods they have learned.

STORY

Spider, spider

Spider, spider on the web.
 "Bee, bee, come to me."
 "No, no, spider, not me!"
 "Moth, moth, come to me."
 "No, no, spider, not me!"
 "Ant, ant, come to me."
 "No, no, spider, not me!"
 "Caterpillar, caterpillar, come to me."
 "No, no, spider, not me!"
 "Mosquito, mosquito, come to me."
 "No, no, spider, not me!"
 "Grasshopper, grasshopper, come to me."
 "No, no, spider, not me!"
 "Spider, spider, come to me."
 "No, no, bird, not me!"



STORI

Spaida, spaida

Spaida, spaida i stap long umben.
 "Bi, bi, kam long mi!"
 "No, no, spaida, i no mi!"
 "Mot, mot, kam long mi!"
 "No, no, spaida, i no mi!"
 "Anis, anis, kam long mi!"
 "No, no, spaida, i no mi!"
 "Katapila, katapila, kam long mi!"
 "No, no, spaida, i no mi!"
 "Moskito, moskito, kam long mi!"
 "No, no, spaida, i no mi!"
 "Grashopa, grashopa, kam long mi!"
 "No, no, spaida, i no mi!"
 "Spaida, spaida, kam long mi!"
 "No, no, pisin, i no mi!"



he, me, we, she, be, been,
green, sheep, see, beep

1 SONG

🕒 10 min

I am the music man
I am the music man.
I come from far away
and I can play.
What can you play?
I play the piano.
Pia pia piano,
piano, piano.
Pia pia piano, pia, piano.
I am the music man.
I come from far away
and I can play.
What can you play?

I play the garamut.
Gara gara garamut,
garamut, garamut.
Gara gara garamut,
gara gara mut.
I am the music man.
I come from far away
and I can play.
What can you play?
I play the kundu drum.
Kundu kundu
kundu drum.
Kundu drum kundu drum.

Kundu kundu
kundu drum,
kundu kundu
drum.
I am the music man.
I come from far away
and I can play.
What can you play?
I play the panpipe.
Lutu lutu lutu tu,
lutu tu, lutu tu.
Lutu lutu lutu tu,
lutu lutu tu.



2 PHONICS & LANGUAGE

🕒 15 min

Lets play the 'sound on the back' game.
I am going to remind us how to play.



Place flashcards on the board s, a, t, p, i, n, c, m, d, o, g, e, r, u, h, b, f, l, v, w, ch, sh, ng, tthh, ee. Point to each one in turn and say the usual sound.

Choose a child to come to the front of the class. Write one of the graphemes on paper and put it on the child's back. Turn the child round so the others can see the grapheme.

S/he has a letter on her/his back. We are going to help her/him guess what sound this is. Sometimes what I have written may be a way of writing more than one sound – so you may need to choose which sound to say.

Ask children to volunteer to make a sound that can be written using the letter on the child's back. Encourage them to make the action as well.

The child listens hard to the sound. **Can you write the sound you have just heard the children make?** If necessary, help to sound out the sound, writing it on the board.

Consult the class. **Has s/he written the sound correctly? Is this the sound s/he has on her/his back?**

Turn the child round and remove the sound and give it to her/him. **Well done! You did really well.**

Do this again, choosing a new child, and putting a sound on her/his back.

3 STORY WORK

🕒 35 min

Write the story on the board and leave it for the week.

Ask children questions, do not write them on the board.

What is a spider?

What do they eat?

Were do they live?

Can you move like spider?

Our story this week is 'Spider, spider'. What do you think will happen in the story?

Read the story twice, slowly and with expression.

What animals are in the story?

Why did the spider want the animals to come to her?





1 SONG

⌚ 5 min

Can you hear the music playing?
 Can you hear the music playing?
 Beating drums and guitars strumming.
 Voices singing, voices humming.
 Can you hear the music playing?
 Can you hear the music playing?
 Loudly, softly, fast or slowly.
 Dancing to the beat while singing.
 Can you hear the music playing?



2 PHONICS & LANGUAGE

⌚ 10 min

Last night I hurt myself. I don't like spiders and I jumped when I saw a big one. I want to write 'I fell on the step.'



Ask a child to come and write the word 'I' on the board.

How many sounds can you hear in the word 'fell'? Draw 3 sound dots. Point to the first.

What sound is this? /f/. Ask a child to write f. Point to the second sound dot. **What sound is this? /e/.** Ask a child to write e. Point to the third sound dot. **What sound is this? We have learned one way to write this sound, but today we need to learn a new way of writing //.** Show writing // on the sound dot. Ask children to practise writing // in their books. Blend and read the word together.

How many sounds can you hear in the word 'on'? Draw 2 sound dots. Point to each sound dot in turn and ask the children which sound they can hear. Sound out /o/ as **o**, and /n/ as **n**. Blend and read the word together.

Write the word 'the' and read it with the children. Do not attempt to sound it out because it is a common sight word.

How many sounds can you hear in the word 'step'? Draw 4 sound dots. Point to each sound dot in turn and ask the children which sound they can hear. Sound out /s/ as **s**, /t/ as **t**, /e/ as **e** and /p/ as **p**. Blend and read the word together.

Read the sentence together.

I fell on the step.
 ●●● ●●●

3 DECODABLE TEXT

⌚ 20 min

I fell on the step. I will tell mama I am not well.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week?
What happened in the story yesterday?
How many animals did the spider try to eat?



Read the whole story again.

Point to the words as you read this part:

Spider, spider on the web.
"Bee, bee, come to me."
"No, no, spider not me!"

Put sound dots under the decodables. [on, web, bee, not] Ask children to help you sound the words out.

The sight words that can go on the class list are: spider, come.

CHARACTER

Get children to write words and phrases they have learned or can sound out which describe the spider. [This is a ... A spider ...]



1 SONG

⌚ 5 min

I love to play some music
 I love to play some music,
 I love to play some tunes.
 I will strum the guitar,
 you will play the bass drum.
 Playing music together's lots of fun.
 I love to play some music,
 I love to play some tunes.
 I will shake the little tambourine,
 you will play the violin.
 Playing music together's lots of fun.



2 PHONICS & LANGUAGE

⌚ 10 min

I have written a rhyme for one of the words you wrote yesterday. I wonder if you can read it.



Write 'bell' using flashcards on your board using the ll grapheme. Ask the children to count the flashcards you have on the board. **Three. There are three sounds in this word, one for each flashcard.**

Point to the first, b. **What sound is often written this way?** Choose a child to make the sound /b/. Point to the second, e. **What sound is often written this way?** Choose a child to make the sound /e/. Point to the third, ll. **Who can remember what sound can be written this way?** Make the sound, /ll/ together.

Blend the sounds together /b/ /e/ /ll/ and read the word together. **Who can remember the word we wrote yesterday which rhymes with bell? That's right 'fell'.**

I have got another rhyme for 'bell' and 'fell'. Write 'sell' using flashcards on your board. Count the sounds in the same way as above, one for each card. Sound out as above. Repeat for 'shell', 'tell' and 'well'. Read the list.

I have changed one of the sounds in 'well' to make another word. Write 'will' using flashcards.

Count the sounds in the same way as above, one for each flash card. Sound out as above.

Great work! You are listening very carefully. I am really impressed.

b e l l s e l l w i l l
 ● ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

⌚ 20 min

Will the spider kill the bee? We will have to see.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

**What is the title of the story this week?
 What happened in the story yesterday?
 Are you scared of spiders? Why?**



Read the whole story again.

Point to the words as you read this part:

"Moth, moth, come to me."

"No, no, spider, not me!"

"Ant, ant, come to me."

"No, no, spider, not me!"

Put sound dots under the decodables. [moth, not, ant] Ask children to help you sound the words out.

CHARACTER



Get children to write words and phrases they have learned or can sound out which describe the characters.

Write the animal names on the board. Write 'Look, this is a.....'. Ask children to draw and label: bee, moth, ant.

1 SONG

⌚ 5 min

Sing the songs 'I am the music man', 'Can you hear the music playing?' and 'I love to play some music'.



2 PHONICS & LANGUAGE

⌚ 10 min

Humans cook their food. Does a spider cook? Can you cook? If I want to write it I can make this sentence: 'Look I can cook.'



Build the sentence with the flashcards. Use the 'oo' flashcards. Put them on the blackboard. Ask children to read the sentence.

Point to the first word 'Look'. **How many sounds are there in this word? There are three sounds /l/ /oo/ /k/.**

Point to the first card. **What sound is often written this way?** Choose a child to make the sound, /l/. Point to the second card. **What sound can be written this way?** Choose a child to make the sound, /oo/. Make the sound /oo/ together. Point to the third card.

What sound is often written this way? Choose a child to make the sound /c/. Put the sounds together again and read the word 'look'.

Point to the second word 'I' and ask children what it says.

Point to the third word 'can'. **How many sounds are there in this word? Count the flashcards. There are three sounds.** Point to the sounds together again and read the word 'can'.

Point to the third word 'cook'. **How many sounds are there in this word? Count the flashcards.** Sound out 'cook' in the same way as 'look' above using flashcards.

Read the sentence together '**Look I can cook**'. **What do you notice about the words 'look' and 'cook'? That's right – they rhyme.**

Look I can cook.
● ● ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

⌚ 20 min

What does a spider do to get food? A spider would say:

Look, I can hunt. You can look at me hunt good food. I look for ants as food. I look for bees as food. I look for moths as food. All are good food.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

⌚ 25 min

**What do caterpillars eat?
Who does the spider want to eat?
Who wants to eat the spider?
What eats birds?**



PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



PAIR AND SHARE

STORY

I am a big fish

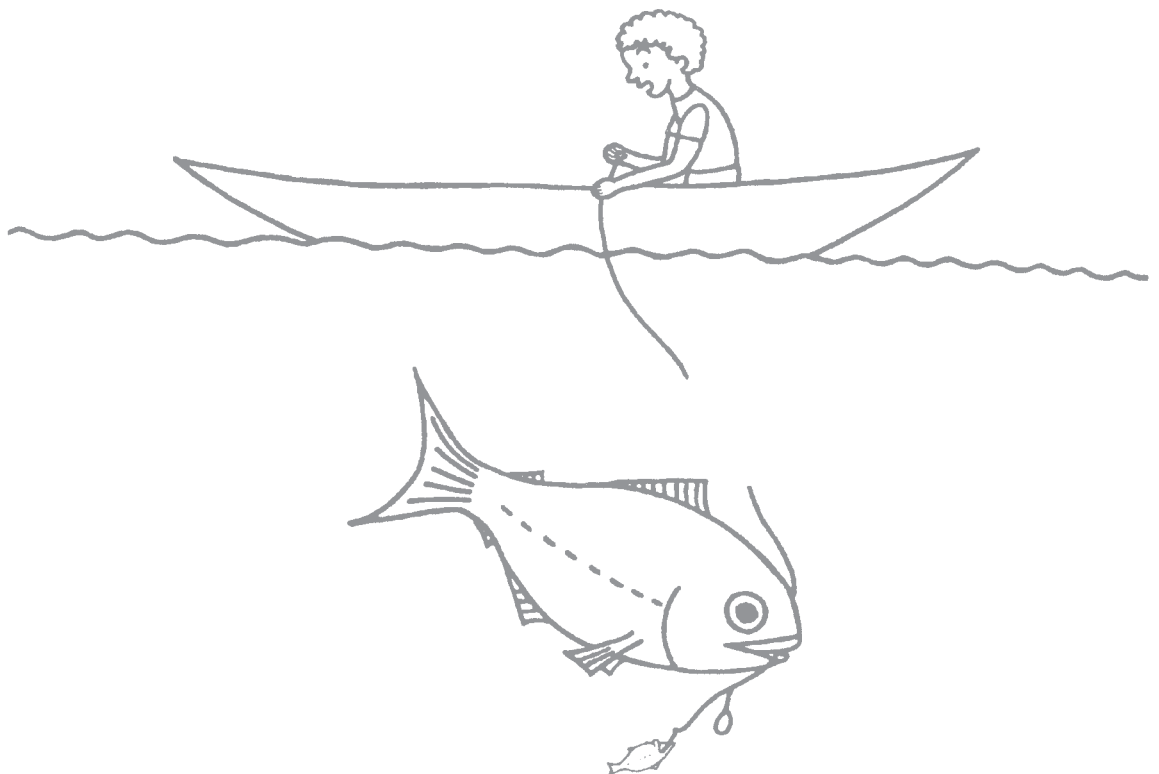
I am a big fish, I am very colourful.
I am a big fish, I live deep in the sea.
I am a big fish, I jump out of the water.
I am a big fish, I will never be caught.
I am a big fish, I break the fishing line.
I am a big fish, I eat the small fish.
I am a big fish, I am king of the sea.



STORI

Mi bikpela pis

Mi bikpela pis, mi i gat kain kain kala.
Mi bikpela pis, mi stap daunbilo long bikpela solwara.
Mi bikpela pis, mi kalap i kam antap long solwara.
Mi bikpela pis, nogat man bai i hukim mi.
Mi bikpela pis, mi brukim huk bilong ol man.
Mi bikpela pis, mi kaikai ol liklik pis.
Mi bikpela pis, mi bosim solwara.



fell, bell, you, shell, cook,
tell, took, are, book, well

1 SONG

⌚ 10 min

Papua New Guinea
Papua New Guinea,
My home and my country.
From the highlands to the seas,
Land of natural beauty.
Papua New Guinea,
Let's sing out clear and strong
As we join our hands and work together
To care for our PNG.



2 PHONICS & LANGUAGE

⌚ 15 min

Give out flashcards for c, e, f, k, l, l, oo, p, s, sh, t and mix them up. Ask the children with the flashcards to come to the front of the class. Get them to put the cards in order to make 'fell', 'step', 'shell', 'took', 'cook' and any other sounds and words you think the children need to practise.

Children can come up and move the children holding the flashcards around until the words are made. The rest of the class can help.



3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

Where does water come from?

Where can we find water?

What is different about the sea and a river?

What animals live in water?

Our story this week is 'I am a big fish'. What do you think will happen in this story?

Read the story twice, slowly and with expression.

Who is the story about?

Where does the big fish live?

What does the big fish eat?





/ee/

1 SONG

⌚ 5 min

Our land is the land
 Our land is the land of high mountains
 Of swaying palms and coral seas.
 Where the people sing
 As the drums are beating.
 Our land is strong and free.
 Papua New Guinea,
 Papua New Guinea, our mother land.
 Every tribe and race
 Let us work together.
 United we shall stand.



2 PHONICS & LANGUAGE

⌚ 10 min

The big fish comes from the 'deep sea'. I want us to write these two words 'deep sea'. Can you help me?



Say the word 'deep'. **How many sounds can you hear?** Choose a child to draw 3 sound dots on the board.

Sound out each sound in 'deep', starting with the first sound /d/ and writing d on the board. The children write d in books. Do this again for the second sound /ee/ after discussing alternatives, and then for the third sound /p/. Read the word.

Say the word 'sea'. **How many sounds can you hear?** Choose a child to draw 2 sound dots on the board.

Point to the first sound dot. **What sound is this? /s/. How can we write this sound?** Write s on the board. The children write s in books.

Point to the second sound dot. **What sound is this? /ee/. I am going to show you another way we can write this sound.** Write ea on the board. The children copy ea into their books. Sound out 'sea' into /s/ /ee/ and blend as 'sea'.

We can write the sound /ee/ like this (point at ea) **and like this** (point at the ee in deep). **Remember there are two ways of writing /ee/, as ee and ea.**

Read both words together 'deep sea'.

deep sea
 ● ● ● ● ●

3 DECODABLE TEXT

⌚ 20 min

The big fish can see the deep sea. I can see the deep sea.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

⌚ 25 min

I know a poem we can say:
A sailor went to sea, sea, sea,
To see what he could see, see, see,
But all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea.



What animals were in the story yesterday?
What can the big fish do?
What were the fishermen trying to do?

Read the story again. Point to the words as you read this part:

I am a big fish, I am very colourful. I am a big fish, I live deep in the sea.

Put sound dots under the decodables. [am, big, fish, deep, in, sea] Ask children to help you sound the words out.

The sight word that can go on the class list is: colourful.

CHARACTER



Get children to write words and phrases they have learned or can sound out which describe the character.

Ask the children to draw a picture of big colourful fish in the deep blue sea.



1 SONG

⌚ 5 min

Children of Papua New Guinea
 Children of Papua New Guinea
 You are the future of our country.
 You are unique and so very special
 To all your parents, your aunties and uncles.
 So, children of Papua New Guinea,
 Strive to be the best that you can be.
 As you work and as you all play
 In your school and your homes each day.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 10 min

When the big fish eats the little fish, that is his meal. Write 'meal' on the board.



Draw 3 sound dots under the three sounds m ea l.

There are three sounds. Point to the first letter, m. **What sound does this letter stand for? Good, it is /m/.**

Write it again on the board to remind children how to write it. Ask the children to write m in their books.

Point to the second sound dot and the letters ea. **We wrote a sound like this yesterday. Can you remember what sound it is? That's right /ee/.** Write ea on the board and ask the children to write ea in their books.

Do this again for the third sound /l/.

Blend the three sounds to read as **'meal'**.

Point to the /ee/ sound written as ea. **Can you think of any other words that have the /ee/ sound?** Only write on the board those where the /ee/ sound is written ea, for example seat, beach, weak, bead. Stress the /ee/ sound, which we sound out here as ea.

Now write the word 'deal'. Draw 3 sound dots and help the children to sound it out as /d/ /ee/ /l/.

Point to 'meal' and 'deal'. **If this is how we write 'meal' and 'deal', how do you think we write the word 'real'?**

meal deal real
 ● ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

⌚ 20 min

I eat meat for a good meal. Small fish is the real deal for a big fish meal.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

Why does the big fish think he is king of the sea?
If the big fish is the boss of the sea, who is the boss of the land?



Read the whole story again.

Point to the words as you read this part:

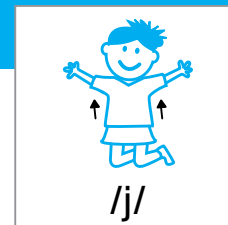
I am a big fish, I eat the small fish. I am a big fish, I am king of the sea.

Put sound dots under the decodables. [am, big, fish, eat, small, king, sea. Ask children to help you sound the words out.

CHARACTER WEB

Get children to place the big fish in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out which describe the character.





1 SONG

⌚ 5 min

Sing the songs 'Papua New Guinea', 'Our land is the land' and 'Children of Papua New Guinea'.



2 PHONICS & LANGUAGE

⌚ 10 min

Ask the class to stand up and jump up and down 3 times. **I want to write the words 'I can jump.'**



Ask a child to come and write 'I' on the board.

How many sounds can you hear in the word 'can'? Draw 3 sound dots.

Point to the first sound dot. **What sound is this? /c/. How can we write it?** Ask a child to write c. Point to the second sound dot. **What sound is this? /a/.** Ask a child to write a. Point to the third sound dot. **What sound is this? /n/.**

Ask a child to write n. Blend /c/ /a/ /n/ 'can' and read the word together.

How many sounds can you hear in the word 'jump'? Be careful not to sound the word for the children. **There are four sounds in 'jump'.** Draw 4 sound dots.

Point to the first sound dot. **What sound is this? /j/. This is a new sound we have not written before. Listen carefully /j/ /j/. Do the jumping action.** Ask children to look at the shape of each other's mouths as they make the sound.

We can write this sound like this: j. Write j above the first sound dot. **This is one way of writing down the /j/ sound.**

Point to the second sound dot. **What sound is this? /u/.** Ask a child to write u. Point to the third sound dot. **What sound is this? /m/.** Ask a child to write m. Point to the fourth sound dot. **What sound is this? /p/.** Ask a child to write p.

Blend and read the word together, 'jump'.

Read the phrase together.

I can jump.
●●●●●

/j/ SOUND SONG

Jump for joy, jump for joy.
Jumping up and down.
Oh how high can you jump?
J, j, j, j, j.



3 DECODABLE TEXT

⌚ 20 min

I can jump, Can you jump? Big fish can jump.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What do we know about the big fish now? What can the big fish do?



Read the whole story again.

Point to the words as you read this part: **'I am a big fish, I jump out of the water.'**

Put sound dots under the decodables. [am, big, fish, jump, of] Ask children to help you sound the words out.

The sight word that can go on the class list is: water.

CHARACTER



Get children to write words and phrases they have learned or can sound out which describe the big fish.

[Use these to help you: Big fish is... Big fish lives... Big fish can... Big fish eats...]

1 SONG

⌚ 5 min

Sing the songs 'Papua New Guinea', 'Our land is the land' and 'Children of Papua New Guinea'.



2 PHONICS & LANGUAGE

⌚ 10 min

I have written some rhymes for one of the words you wrote yesterday. I wonder if you can read them.



Write 'bump' using flashcards on your board.

Ask the children to count the flashcards you have on the board. **There are four sounds in this word, one for each card.**

Point to the first card, b. **What sound is often written this way?** Choose a child to make the sound /b/.

Point to the second card, u. **What sound is often written this way?** Choose a child to make the sound /u/.

Point to the third card, m. **Who can remember what sound can be written this way?** Make the sound /m/ together.

Point to the fourth card, p. **What sound is often written this way?** Choose a child to make the sound /p/.

Blend the sounds and read the word together. **Who can remember the word we wrote yesterday that rhymes with 'bump'? That's right 'jump'.**

I have got another rhyme for 'bump' and 'jump'.

Write 'lump' using flashcards on the board. Count the sounds in the same way as above. Sound out as above.

Do this again for 'dump', 'thump' and 'hump'.

Remove the p flash card. **I have hidden one of the sounds in 'hump' to make another word.** Ask children to read the word to you. If they have difficulty, sound out in the same way as above.

Well done! You are listening very carefully!

bump
••••

3 DECODABLE TEXT

⌚ 20 min

*I can jump, jump and bump.
The big fish can jump, jump and bump.*

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

⌚ 25 min

PAIR AND SHARE

Get children to describe their work to their partner.



Children finish off their work from yesterday. When the big fish description is done, ask a mix of boys and girls to come and show their big fish and read the descriptions.

STORY

I am a big dog

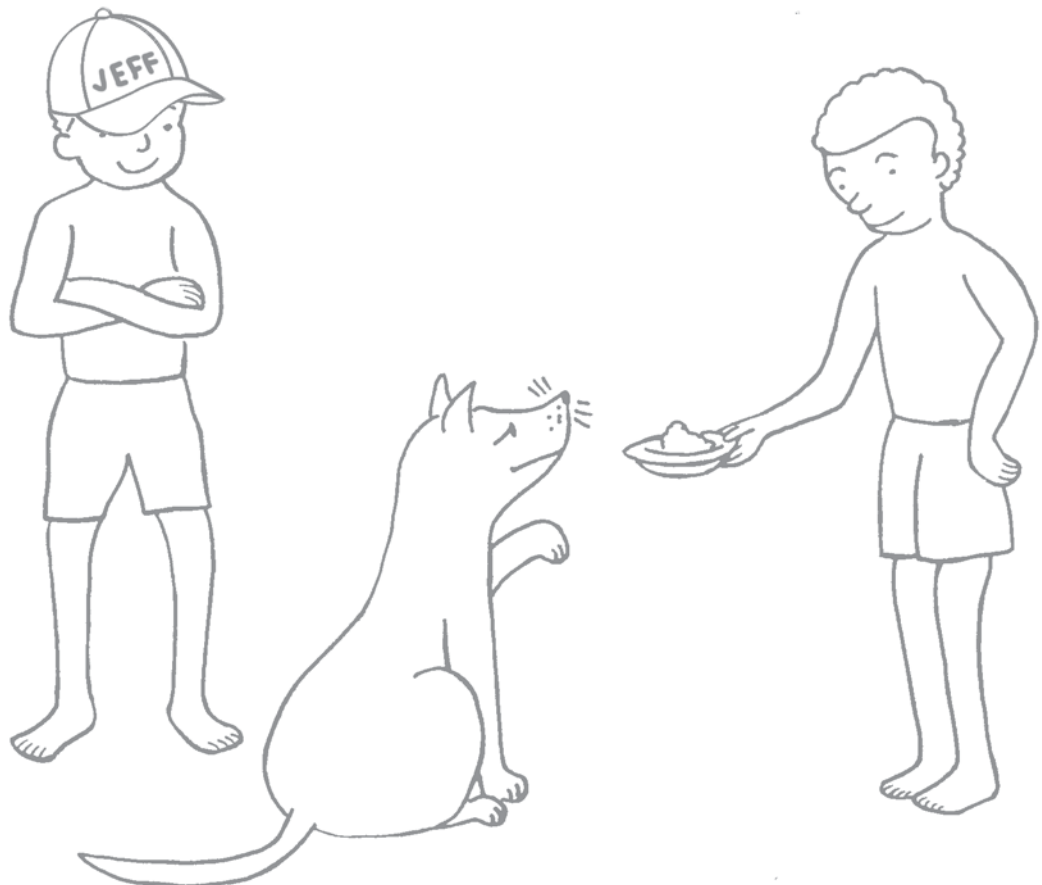
I am a big dog, I chase away robbers.
 I am a big dog, I run after pigs.
 I am a big dog, I help my master.
 I am a big dog, I hunt a wallaby.
 I am a big dog, I look after my puppies.
 I am a big dog, I fight other dogs.
 I am a big dog, people say, "Big dog,
 you are our friend."



STORI

Mi bikpela dog

Mi bikpela dog, mi singaut antap tru na ranim
 ol stilman.
 Mi bikpela dog, mi ronim ol pik.
 Mi bikpela dog, mi bihainim papa bilong mi i
 go long olgeta hap.
 Mi bikpela dog, mi kilim sikau bilong kaikai.
 Mi bikpela dog, mi lukautim ol liklik pikinini
 bilong mi.
 Mi bikpela dog, mi paitim ol narapela dok.
 Mi bikpela dog, olgeta manmeri i tok, "Bikpela
 dok, i nogat narapela gutpela dok olsem yu.
 Yu pren bilong mipela."



deep, sea, hump, meat,
meal, dump, deal, jump,
bump, thump

1 SONG

⌚ 10 min

Across the oceans
Across the oceans,
over the mountains,
there are many countries
for you and me to see.
There are China and Malaysia,
Japan and Indonesia,
Palau, Nauru and Tuvalu,
Samoa and there's Tonga too.
Across the oceans,
over the mountains,
we'll visit these countries,
away across the seas.



2 PHONICS & LANGUAGE

⌚ 15 min

Place all the sounds learned so far on the blackboard s, a, t, p, i, n, c, m, d, o, g, e, r, u, h, b, f, l, v, w, ch, th, sh, ng, tthh, ee, oo, j.



We are going to practise our sounds. Here are all the sounds we have learned so far.

Point to each one in turn, and say the usual sound.

Choose a child and send him/her out of the classroom. Write one of the letters on the blackboard for the rest of the class to see. Rub out or hide the letter and call the child back into the classroom. Ask children to make the sound that they have just seen. Encourage them to make the action as well. The child listens hard to the sound and writes out the letter of the sound he/she has heard. Ask the class **Has s/he written the sound correctly? Is this the sound that was written?** Uncover the sound or write it on the board for the child to see.

Do this again, choosing a new child and a new sound.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

Can a big fish help us humans?

What animals help humans.

What animals help you?

Our story this week is 'I am a big dog'. What do you think will happen in the story?

Read the story twice, slowly and with expression.

Who is the character in the story?

What does the big dog do?

If you have a dog, what does your dog do?





/ar/

1 SONG

⌚ 5 min

Sailing across the sea
Sailing across the sea
To visit a new country.
It will be nice to see
Another land that's new to me.
I'll make new friends
In foreign lands.
Across the sea
In another country.



2 PHONICS & LANGUAGE

⌚ 10 min

At night the dogs 'start to bark'. Can you help me write this?



Say **'start'**. **How many sounds can you hear in 'start'?** [Four.] Count the number of sounds. Put 4 sound dots on the board. Say each of the sounds /s/ /t/ /ar/ /t/. **What is the first sound in 'start'?** Choose a child to say /s/. Say it together. **How can we write this sound?** Place 's' on the first sound dot. Do this again for /t/, placing 't' on the second sound dot. **What is the third sound in 'start'?** Encourage children to sound out the word 'start' again. Say the third sound, /ar/. **This is a new sound /ar/.** Do the action opening your mouth wide as if for the doctor. Ask the children to make the sound /ar/ to each other and to look at the shape their mouths make. **This is one way we can write this sound.** Choose 'ar' and place it on the third sound dot. Write 'ar' on the board and have the children repeat the sound several times. Ask a child to say the final sound, /t/, placing 't' on the fourth sound dot. Read the word **'start'**. Write the word 'to' and read it.

Say the sounds in the word 'bark' as /b/ /ar/ /k/. **How many sounds can you hear?** Put 3 sound dots on the board after the word 'to'. **What is the first sound? /b/.** Write 'b' on the first dot. **What is the second sound? /ar/.** Write 'ar' on the second sound dot. **What is the third sound? /k/.** Write 'k' on the third sound dot. Read the word **'bark'**. Now ask the children to read the phrase: 'start to bark.' **Well done children. This is a good start!**

start to bark

•••• •••

/ar/ SOUND SONG

How far can you throw the jar?
Ar, ar.
How far can you throw the jar, throw the jar?



3 DECODABLE TEXT

⌚ 20 min

It is dark. Bart has a dog. The dog barks and barks and barks. The dog barks in the dark.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

⌚ 25 min

Has your dog ever chased someone? Why? What silly things do dogs do? I want to hear some stories about your dogs.



Choose a child to come and tell a story about their dog.

Read the story again.

Point to the words as you read this part:
I am a big dog, I chase away robbers.

Who can come and read the first part of this for us? Put sound dots under the decodables: am, big, dog, robbers. (The er in robber is one sound, but can be blended as e and r.) Ask children to help you sound the words out.

The sight words that can go on the class list are: chase, away.

CHARACTER WEB

Get children to place the big dog in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out which describe the character.

CHARACTER WEB

1 SONG

⌚ 5 min

From PNG to Africa
 From PNG to Africa,
 From Asia to America.
 That's where many countries are,
 Some are nearer and some are far.
 From Europe to Australia,
 From the UK to Arabia.
 That's where many countries are,
 Some are nearer and some are far.



2 PHONICS & LANGUAGE

⌚ 10 min

Say the word **'card'**. **We are going to write the word 'card'**. **How many sounds can you hear in 'card'?** The children count the number of phonemes, /c/ /ar/ /d/.



Draw 3 sound dots on the board. **I want you all to write the word, 'card'**.

Say the first sound, /c/. **How can we write this sound? Can you write it in your book?** Write c on the board.

Do this again, encoding /ar/ and /d/, with the children writing each grapheme in books and you writing them on the board. Read each sound, /c/ /ar/ /d/ and then blend the sounds, **'card'**.

Point at the second grapheme, ar and say /ar/. **This is the sound we learned yesterday.** Ask children to repeat the sound to each other. Choose a child to come and write the grapheme ar on the board. Repeat the sound, /ar/.

Can you think of any words that have this sound which are spelled like this? Point to the ar. Encourage the children to make words with the /ar/ sound, for example star, part, hard, smart.

Show the children the following flashcards: shark, snake, lion. **Which one of these has the /ar/ sound?**

card
 • • •

3 DECODABLE TEXT

⌚ 20 min

The big dog is on a farm. The big dog barks at pigs.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What would the big dog say if he could talk?
If the big dog was hungry, what would he eat?



Read the whole story again.

Point to the words as you read this part:
I am a big dog, I run after pigs. I am a big dog, I help my master.

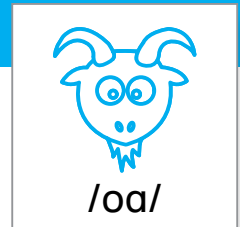
Put sound dots under the decodables: am, big, dog, run. after, help, master. (The er in after and master is one sound, but can be blended as e and r.) Ask children to help you sound the words out.

STORY BOXING

Get the children to break the story so far into 2 boxes (one for 'I run after pigs' and one for 'I help my master'). The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists.



STORY BOXING



1 SONG

5 min

Sing the songs 'Across the oceans', 'Sailing across the sea' and 'From PNG to Africa'.



2 PHONICS & LANGUAGE

10 min

A dog's hair or fur is called a coat.

Can you count the sounds with your partner? [Coat /c/ /oa/ /t/, three] Choose a child to come and put 3 sound dots on the board.

Choose another child to sound the word.

Point to the first sound dot. **What sound can you hear? /c/.** Ask a child to make the sound and write it on the board.

Point to the second dot. **What sound comes here? /oa/** Do the action of your hand under your chin like a goat's beard. **There are different ways to write this sound. Here is one. Watch!** Model writing oa on the second dot on the board. **Can you write it on your friend's back? Say the sound as you do.**

Now point to the third dot and choose children to identify and sound /t/.

Point to each dot in turn. **Can you say each sound? Now put all the sounds together. What have we written?** Blend the sounds as 'coat'.

Let's write a list of all the words with the /oa/ sound written like this. You may be given words such as 'note'. Praise the correct sound but say it is spelled differently and only write down words that use the grapheme oa, for example, goat, float, boat.

coat
• • •

/oa/ SOUND SONG

Oh do you think that boat can float?
Oa, oa, oa, oa, oa, oa.
Oh do you think that boat can float,
with its heavy load?



3 DECODABLE TEXT

20 min

The big dog has a soft coat. Master pats the big dog's soft coat.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

25 min

Read the whole story again.

Point to the words as you read this part:
I am a big dog, I hunt a wallaby. I am a big dog, I look after my puppies. I am a big dog, I fight other dogs.



Put sound dots under the decodables: am, big, dog, hunt, look, after. Ask children to help you sound the words out.

The sight words that can go on the class list are: wallaby, puppies, fight.

STORY TAGGING

The first child says: 'I am a big dog, I chase away robbers' The second child says: 'I am a big dog, I run after pigs' and so on.

The children repeat this until the story is told.



1 SONG

⌚ 5 min

Sing the songs 'Across the oceans', 'Sailing across the sea' and 'From PNG to Africa'.



2 PHONICS & LANGUAGE

⌚ 10 min

Write 'A boat can float.' on the board.

Point to the first word and say it together 'a'.



Point to the second word. **How many sounds can you hear in the word 'boat'?** [Three, /b/ /oa/ /t/] Draw 3 sound dots.

Point to the first sound dot. **What sound is this? /b/. How can we write it?** Ask a child to write b. Point to the second sound dot. **What sound is this? /oa/.** Ask a child to write oa. Point to the third sound dot. **What sound is this? /t/.** Ask a child to write t. Blend, 'boat' /b/ /oa/ /t/ and read the word together.

How many sounds can you hear in the word 'can'? [Three, /c/ /a/ /n/] Draw 3 sound dots. Point to the first sound dot. **What sound is this? /c/.** **How can we write it?** Ask a child to write c. Point to the second sound dot. **What sound is this? /a/.** Ask a child to write a. Point to the third sound dot. **What sound is this? /n/.** Ask a child to write n. Blend, /c/ /a/ /n/ 'can' and read the word together.

Point to the third word. **How many sounds can you hear in the word 'float'?** [Four, /f/ /l/ /oa/ /t/] Draw 4 sound dots. Point to the first sound dot. **What sound is this? /f/. How can we write it?** Ask a child to write f. Point to the second sound dot. **What sound is this? /l/** How do we write it? Ask a child to write l. Point to the third sound. **What sound is this? /oa/.** Ask a child to write oa. Point to the fourth sound dot. **What sound is this? /t/.** Ask a child to write t. Blend, /f/ /l/ /oa/ /t/ 'float' and read the word together.

Which sounds are the same in each of these words? That's right, /oa/ /t/. I am happy at how well you use your sounds.

A boat can float.
● ● ● ● ● ● ● ●

3 DECODABLE TEXT

⌚ 20 min

Can big dog float in a boat? Big dog's soft coat will get wet if the boat sinks.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What do friends do?
Why do people think the big dog is their friend?



Let's look at the last bit of the story:
I am a big dog, people say, "Big dog, you are our friend."

CHARACTER WEB

Get children to place their favourite dog in the middle of their page. Draw lines from the character to words and phrases they have learned or can sound out which describe the character.



STORY

Sun and flower

This is the sun, so big and round.
This is a seed under the ground.
These are the flowers that wave in the breeze.
These are the canoes that sail on the seas.
These are the flowers shut so tight.
This is the sun that shines so bright.
These are the raindrops, down they come.
Open flowers, one by one!



STORI

San na plawa

Dispela em san, em i bikpela na raunpela.
Dispela em i sid aninit long graun.
Dispela em ol plawa win i mekim ol i go i kam.
Dispela em ol kanu i save seil long solwara.
Dispela em ol plawa i pas strong.
Dispela em san em i save lait moa yet.
Dispela em ol rain wara, i pundaun i kamdaun.
Wan, wan ol plawa i op.



SPELLING TEST WORDS

start, boat, bark, float,
dark, farm, card, coat,
sink, hard



/ou/

1 SONG

⌚ 10 min

Do you want to be a teacher?
Do you want to be a teacher?
In a classroom by the sea.
Do you want to be a doctor?
Helping patients who are sick.
Do you want to be a pilot?
Flying planes up in the sky.
Do you want to be a mechanic?
Fixing cars for us to drive.
Whatever you may want to be,
You can do it if you try.
From a teacher to a doctor,
Or a pilot in the sky.



2 PHONICS & LANGUAGE

⌚ 15 min

How many sounds can you hear in the word 'out'? Put up a finger for each sound.
How many fingers? [Two]



Draw 2 sound dots on the board. Children do the same in their books.

What is the first sound? /ou/ Do the action as if pricking your finger with a needle. **Can you say the sound /ou/?** Look at the person sitting next to you and make the sound. Look at the shape of their mouth.

This is one way of writing the /ou/ sound. Write ou above the first sound dot and ask children to do the same in their books.

Point to the second sound dot. **What sound is this?** /t/. Ask a child to say the sound, then say it together. **How can we write this?** Write t above the second sound dot. The children do the same in their books.

Blend the sounds to say the word 'out'.

Make a list of words with an /ou/ sound in. For example, shout, spout. Accept children's suggestions for other spellings of this sound, such as ow in now, but do not list these. Explain to children that you will look at those spellings another day.

out
••

/ou/ SOUND SONG

I hit my hand with a hammer.
Ou, ou, ou, ou, ou, ou.
I hit my hand with a hammer.
Ou, ou, ou.



3 STORY WORK

⌚ 35 min

Write the poem up on the board and leave it for the week.

Ask children questions, do not write them on the board.

What can we see in the sky?
What do plants need to grow?
Where do plants grow?
Where does the sun go at night time?



Our story this week is a poem 'Sun and flower'. Because it is a poem, the words rhyme. Listen for rhyming words.

What do you think the poem will be about?
What will happen in the poem?

Read the poem twice, slowly and with expression.

What shape is the sun?
What is under the ground?
What is waving in the breeze? [Breeze is the wind]



Ask the children to stand up. **I want you to be flowers. I will be the wind.** Hold your hands up above your head. **I will blow and you move in the breeze.**

1 SONG

⌚ 5 min

Working on a farm

When I grow up, I want to work on a farm,
Keep the ducks in a pond and the pigs in a pen.
I'll do some digging and some planting in the
garden as well,
And I'll sell them to the people from miles away.
(Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 10 min

I want to write 'The sun is round.' Can you help me?

How do we write the word 'the'? Ask a child to come and write the word on the board.

How many sounds does 'sun' have? Draw 3 sounds dots on the board. Ask a child to come and write the sounds that make 'sun' on the board.

How do we write the word 'is'? Ask a child to come and write the word on the board.

Say the word 'round'. **How many sounds can you hear?** Let the children try. **Four, /r/ /ou/ /n//d/.** Draw 4 sound dots on the board.

Point to the first sound dot. **What sound is this? /r/.** Ask a child to say the sound. Write r above the first sound dot.

Point to the second sound dot. **What sound is this? /ou/.**

Say the sound together. Write ou above the second sound dot.

Point to the third sound dot. **What sound is this? /n/.** Ask a child to say the sound. Write n above the third sound dot.

Point to the fourth sound dot. **What sound is this? /d/.** Ask a child to say the sound. Write d above the fourth sound dot. Blend the sounds and read the word **'round'**.

Read the sentence you have written together **'The sun is round'**.

The sun is round.
••• ••••

3 DECODABLE TEXT

⌚ 20 min

The sun is round. The sun is big and hot and round.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

⌚ 25 min

What is the title of the poem this week?
What happened in the poem yesterday?
What did we pretend to do?

Show me how a flower waves in the breeze. Get the children to stand up and you blow to be the wind again.

Read the whole poem again.

Point to the words as you read this part:

This is the sun, so big and round. This is a seed under the ground.

Where is the ou sound that we are learning?

Ask a child to show the class where the sound is. [ou in 'round' and 'ground']

Put sound dots under the decodables. [this, is, sun, big, and, round, seed, under, ground] Ask children to help you sound the words out.

Well done everybody.

STORY BOXING

Get the children to break the poem so far into 2 boxes, each with an important event. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists. Start with 'This is ...'.



STORY BOXING

1 SONG

⌚ 5 min

When I grow up
 When I grow up I will fly a plane,
 fly a plane, fly a plane.
 When I grow up I will fly a plane,
 I will go to see the world.
 I'll go to Lae or to Madang,
 I'll go wherever I please.
 To Kavieng or Namatanai,
 I'll go to see the world.
 (Repeat for 'Drive a car' and 'Sail a ship')



2 PHONICS & LANGUAGE

⌚ 10 min

Here is a little rhyme: **'If the sun comes out, we will shout'.** How can we write 'we will shout'? Can you help me?



How many sounds can you hear in the word 'we'? [Two] Draw 2 sound dots on the board. Point to the first. **Which sound comes here?** /w/. **How can we write it?** Ask a child to come and write the w. Repeat for /ee/. Read the word together.

How many sounds can you hear in the word 'will'? Repeat the sounding and blending process.

Say the word **'shout'**. **How many sounds can you hear?** [Three] Now segment 'shout' into /sh/ /ou/ /t/ and draw 3 sound dots on the board.

Sound out each sound in 'shout' starting with the first sound /sh/ and writing sh on the board.

Do the same for the second sound /ou/ and then for the third sound /t/. Blend **/sh/ /ou/ /t/** as **'shout'** and read the word together.

Read the phrase you have written together **'we will shout'**.

we will shout
 ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

⌚ 20 min

If we see the sun out, we will run and shout.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What two parts of the poem did we read and do work on yesterday?
What happened next in the poem?
Two of our words rhymed yesterday.
What were they? [round and ground]



Read the poem again.

Point to the words as you read this part:

These are the flowers that wave in the breeze.
These are the canoes that sail on the seas.

Which two words rhyme? [breeze and seas]

STORY BOXING

Get the children to break the poem into 2 more boxes. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists. Continue with 'This is ...'.



STORY BOXING



1 SONG

⌚ 5 min

Sing the songs 'Do you want to be a teacher?', 'Working on a farm' and 'When I grow up'.



2 PHONICS & LANGUAGE

⌚ 10 min

I saw an animal with an /ou/ sound in its name. Show pictures of cow, horse, sheep.



Which one has an /ou/ sound in its name? That's right, a cow. I want to write this word. Let's see if you can help me.

How many sounds are there in the word 'cow'? [Two, /c/ /ou/] Ask a child to draw the correct number of sound dots on your board.

Point to the first sound dot and ask children which sound they can hear. Discuss how we can write it. Write c on your board.

Point to the second sound dot and ask the children which sound they can hear. Write ow here. Read the word 'cow'. **This is another way of writing the /ou/ sound.**

Point out the two ways, ou and ow of encoding /ou/.

The cow I saw was brown. Can we write the word 'brown'? How many sounds are there in 'brown'? [Four] Ask a child to draw the correct number of sound dots on the board.

Point to the first sound dot. **Which sound comes here? /b/ How can we write it?** Write b on the board. Repeat, sounding each of the other three phonemes, /r/, /ou/ and /n/ in turn.

Read the words 'brown' and 'cow'.

cow brown
• • • • •

3 DECODABLE TEXT

⌚ 20 min

The sun is not so round, now it is down near the ground.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

Which rhyming words did we find yesterday?



Read the whole story again.

Point to the words as you read this part:
**These are the flowers shut so tight,
This is the sun that shines so bright.**

What are the two rhyming words? [tight and bright]

STORY BOXING

Get the children to break the poem into 2 more boxes. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists. Continue with 'This is ...'.



STORY BOXING

1 SONG

⌚ 5 min

Sing the songs 'Do you want to be a teacher?', 'Working on a farm' and 'When I grow up'.



2 PHONICS & LANGUAGE

⌚ 10 min

Write the words 'loud' and 'shout' on the board. Ask children to read them to you. If they get stuck, ask them to try to sound out the words one sound at a time, and then blend, putting the sounds together to make the words.



Make the word 'shout' on your board. Remove the sh. **What is the word that is left?** [out]

Make 2 columns on your board. Write ou at the top of one column and ow on the other.

Give me as many ou and ow words as you can. Ask children to help you to write each one in the correct column.

[ou words could be spout, sprout, trout, round, ground, found]

[ow words could be now, how, brown, cow, sow]

Read the words together.

Well done!

3 DECODABLE TEXT

⌚ 20 min

Seeds need the sun to sprout out of the ground.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

Which rhyming words did we find yesterday?



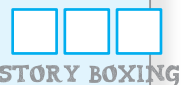
Read the whole story again.

Point to the words as you read this part:
**These are the raindrops, down they come.
Open flowers, one by one!**

Pretend to be the raindrops. Pretend to be the flowers opening.

STORY BOXING

Get the children to break the poem into 2 more boxes. The children draw and write what is happening using sounds and words they have learned. Monitor the children, guiding them to useful words and phrases on the board and in class lists. Continue with 'This is ...'.



STORY BOXING

PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



PAIR AND SHARE

TERM 3 ASSESSMENT

We have reached the end of Term 3 in E1. This is the time to assess what the children have learned in the past 7 weeks. This assessment sheet will give you a few tests to assess the children's level of the following: recognising and saying sounds, doing the sound actions, writing sounds, writing simple decodable words, blending sounds into words and reading sight words.

You should do this assessment with each child individually. Below you will find the tests and some examples of how to keep a record of the children's progress.

Assessment tests

1. Saying and writing sounds, doing sound actions

- Show the child the sounds that are listed in the table
- Tell the child to first say the sound and then do the sound action
- Mark with a tick if the child does it right

- Say the sounds that are listed in the table
- Ask the child to write the sound
- Mark with a tick if the child writes the sound correctly

End of Term Assessment – Saying, writing sounds and doing sound actions							
Name: _____							
Year: E1							
Term: 3							
	You show it		You say it		You show it		You say it
	Child sounds it	Child does the action	Child writes it		Child sounds it	Child does the action	Child writes it
ng				ar			
tth				oa			
j				ou			

TERM 3 ASSESSMENT

2. Writing and blending decodable words and reading sight words

- Say the words that are listed in the first column of the table
- Ask the child to write them
- Mark with a tick if the child writes the word correctly

- Say the sounds that are listed in the second column of the table. Just say the sounds, do not blend them into a word
- Ask the child to blend the sounds and make the word
- Mark with a tick if the child says the word correctly

- Write down the words in the third column of the table. Show the words to the child
- Ask the child to say the word
- Mark with a tick if the child says the word correctly

End of Term Assessment – Writing and blending decodable words, reading sight words					
Name: _____					
Year: E1					
Term: 3					
Writing decodable words		Blending		Reading sight words	
You say the word	Child writes it	You say the sounds	Child says the word	You show the word	Child says the word
sang		/r/ /i/ /ng/		which	
thump		/p/ /a/ /th/		where	
empty		/l/ /u/ /c/ /ee/		going	
tree		(lucky)		over	
book		/d/ /ee/ /p/		under	
meat [protein]		/t/ /oo/ /k/		away	
dark		/s/ /ee/ /t/		home	
boat		(seat)		play	
round		/s/ /t/ /ar/		find	
down		/g/ /oa/ /t/		live	
		/s/ /ou/ /n/ /d/			
		/b/ /r/ /ou/ /n/			
		(brown)			

TERM 4 OVERVIEW

WEEK	STORY	OVERVIEW
WEEK 2	The village tree	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/ /or/ written as or</p> <p>Spelling: out, round, shout, cow, brown, loud, ground, found, how, spout</p>
WEEK 3	I am a mother cat	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ /ay/ written as ay and a_e</p> <p>Spelling: port, ship, sport, visit, thin, brother, puppy, green, jump, dark</p>
WEEK 4	Floating and sinking	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ /ie/written as i_e</p> <p>Spelling: we, pay, play, Sunday, made, shade, came, late, fish, sleeps</p>
WEEK 5	I am a butterfly	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ie/ /ie/written as y and ie</p> <p>Spelling: day, way, name, may, say, blame, kite, I, dive, sorry</p>
WEEK 6	I am a rooster	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ie/q/ /ie/ written as igh</p> <p>Spelling: try, hard, my, fly, by, cry, like, pie, time, shine</p>
WEEK 7	I am a mother pig	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ie/q/x/ /oa/ written as o</p> <p>Spelling: sight, queen, three, day, night, light, flight, bee, fight, take</p>
WEEK 8	The seed	<p>Sounds: /c/t/a/d/g/o/s/m/i/n/r/sh/l/h/e/b/f/u/p/w/ch/th/ng/v/tthh/ee/oo/j/ar/oa/ou/or/ay/ie/q/x/ /oa/ written as ow and o_e</p> <p>Spelling: exit, Sunday, box, name, no, kite, go, three, so, sight</p>
WEEK 9	-	Assessment
WEEK 10	-	Feedback and review

STORY

The village tree

There's a big, old tree in my village.

The children play under the big, old tree.

The women sing and the children play under the big, old tree.

The young men rest, the women sing and the children play under the big, old tree.

The old men talk, the young men rest, the women sing and the children play under the big, old tree.

Everybody likes to be under the big, old tree in my village. What a wonderful tree!



STORI

Dispela diwai bilong viles o ples

I gat wanpela olupela, bikpela diwai i save stap long viles o ples bilong mi.

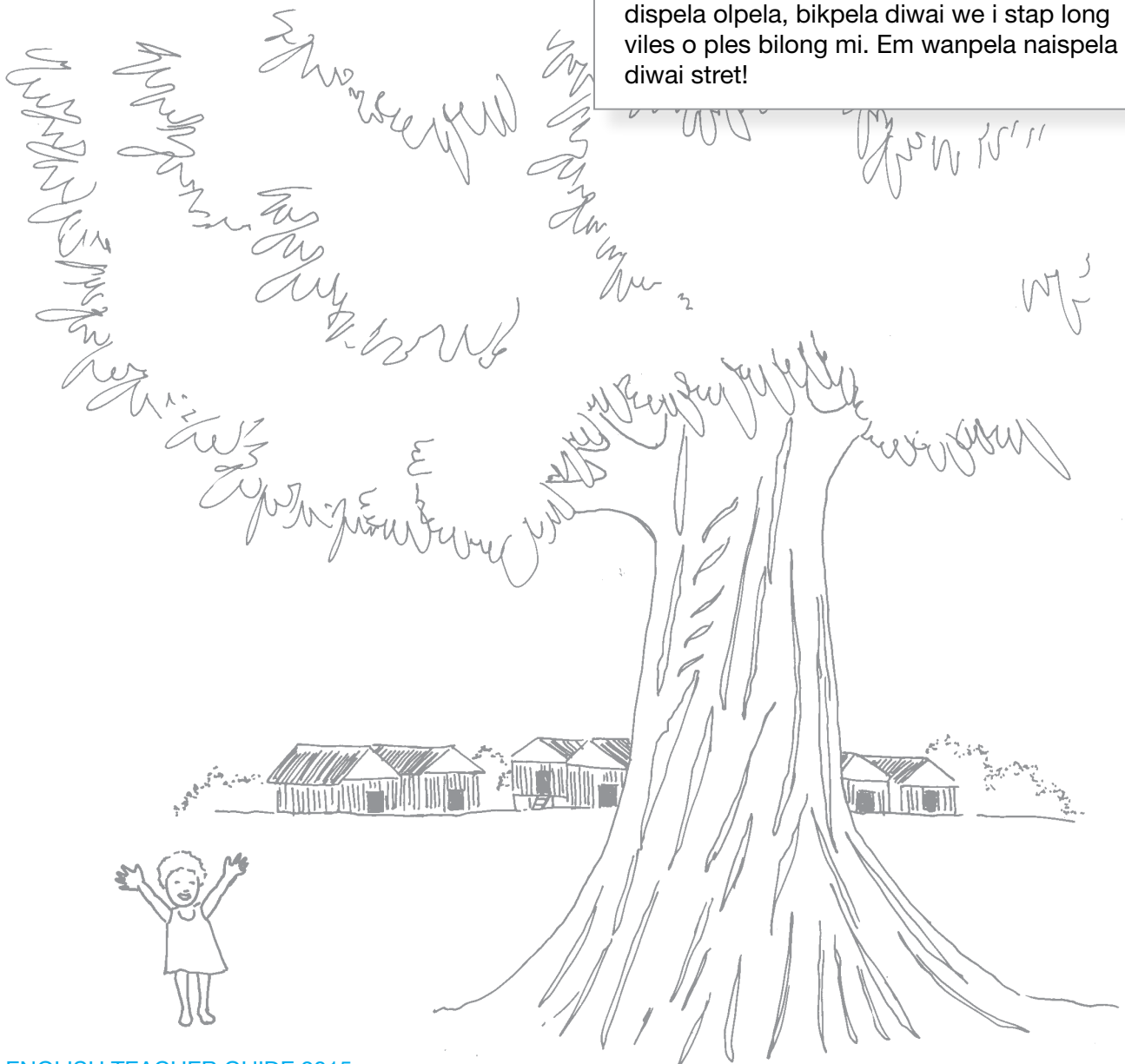
Ol pikinini i save pilai aninit long dispela olupela, bikpela diwai.

Ol meri i save singsing na ol pikinini i save pilai aninit long dispela olupela, bikpela diwai.

Ol yangpela man i save kam malolo, ol meri i save singsing na ol pikinini i save pilai aninit long dispela olupela, bikpela diwai.

Ol lapun man i save toktok, ol yangpela man i save kam malolo, ol meri i save singsing na ol pikinini i save pilai aninit long dispela olupela, bikpela diwai.

Olgeta lain i save laik tru long stap aninit long dispela olupela, bikpela diwai we i stap long viles o ples bilong mi. Em wanpela naispela diwai stret!



out, round, shout, cow,
brown, loud, ground,
found, how, spout

1 SONG

⌚ 10 min

Co-operation

Co-operation is a big word.
It means to help each other.
When you help someone else at school
or help someone in the home,
you really make a big difference.



2 PHONICS & LANGUAGE

⌚ 15 min

Let's play 'sound bingo' together.

Place all the graphemes we have used so far on the board: a, e, i, o, u, b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, w, sh, ch, th, ng, ee, oo, ar, oa, ou.

SOUND BINGO

s	r	m
c	l	sh

Point to each in turn, say the usual sound and make the action.

Put children into pairs. **Choose four sounds and write them in your books.**

Take the flashcards and shuffle them. Place these in a pile face down.

Choose a child to take the top picture and show it to the class, for example 'thumb'. **What sound does this start with?** The children have a go at identifying the starting sound /th/. **If your pair has this sound in your book, cross it off.**

Repeat choosing a child to show the children each picture in turn. Look at the first sound, and, if you think it is possible, the end sound. The first pair to cross out all of their letters wins the game.

Can we play again?

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

- What is the biggest plant you can think of?**
- What do trees need to live?**
- What do we get from trees?**
- What animals live in trees?**

This week's story is called 'The village tree'. What do you think might happen in the story?

Read the story twice, slowly and with expression.

- Where was the tree?**
- What kind of tree was it?**
- What did some of the people do under the tree?**



1 SONG

⌚ 5 min

When we all help together
 When we all help together, together, together.
 When we all help together, that's co-operation.
 We'll dig so much faster, we'll clean so much better.
 When we all help together, that's co-operation.



2 PHONICS & LANGUAGE

⌚ 10 min

My sister likes to sit under the big, old tree in my village and not do exercise. She says 'Sport is not for me.' Write it on the board.



Say the word 'sport' together. **How many sounds are there?** The children work in pairs to sound out the word /s/ /p/ /or/ /t/ [four]. Draw 4 sound dots on the board.

Point to the first sound dot. **What sound is this?** Say /s/ together. **How can we write it?** Write s above the first sound dot.

Point to the second sound dot. **What sound is this?** Choose a child to say /p/. Write p above the second sound dot.

Point to the third sound dot. **What sound is this?** Say /or/ together. Write or above the third sound dot.

Point to the last sound dot. **What sound is this?** Ask children to say /t/ together, and write t above the last sound dot. Blend to read the word 'sport' together. Ask children to write the word in their books.

Write the word 'is' on the board and read it to children.

Sound out 'not' as /n/ /o/ /t/ and write n, o and t. Read the word together. Repeat this process, helping the children to sound out and write 'for' and 'me'. Read the sentence.

Point to the word sport. Generate a list of /or/ words on the board. Accept all correct suggestions, but only list words where the /or/ sound is spelled 'or', such as corn, fort, lord, for, form, etc.

Sport is not for me.



3 DECODABLE TEXT

⌚ 20 min

Sport is not for me, I just sing at the tree. I sing and sing under the big, old tree.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week?
What happened in the story yesterday?
Read the whole story again.
Can you tell me four different types of tree?



Point to the words as you read this part:
The women sing and the children play under the big, old tree. The young men rest, the women sing and the children play under the big, old tree.

Put sound dots under the decodables. [sing, children, under, big, old, tree, men, rest] Ask children to help you sound out the words.

The sight words that can go on the class list are: women, young.

PLACE

Add to the drawing you did yesterday of the village tree and put the words you know now under it.



Who is under the tree?
What are they doing under the tree?

1 SONG

⌚ 5 min

Sing the songs 'Co-operation', 'You help me and I help you' and 'When we all help together'.



2 PHONICS & LANGUAGE

⌚ 10 min

My bro is coming to visit when he gets off the boat. He will have to get the PMV to the village.



Say 'visit'. **How many sounds can you hear in 'visit'? Listen carefully.** [Five] Draw 5 sound dots on the board.

Point to the first sound dot. **Which sound comes here? /v/** Show the children the shape of your mouth. Ask them to make the sound and show their partner.

Remind the children how to write the sound /v/ as v on the board. Ask them to have a go at writing v on the back of the person in front.

Point to the second sound dot. **What sound comes here? /i/ How can we write this sound?** Ask a child to write the grapheme i above the second sound dot.

Point to the third sound dot. **What sound comes here? /s/** Ask a child to write the grapheme you need.

Point to the fourth sound dot. **What sound comes here? /i/ How can we write this sound?** Ask a child to write the grapheme i above the fourth sound dot.

Point to the fifth sound dot. **What sound comes here? /t/.** Ask a child to write the grapheme you need. Read the word 'visit' together.

Ask children to write v in their books. Hide the word 'visit' on your board and ask the children to try writing it for themselves.

Ask children to practise writing v on your board.

visit
●●●●●

3 DECODABLE TEXT

⌚ 20 min

Visit us and rest at the big old tree.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week? What happened in the story yesterday? Which seeds from trees can we eat? Why do you think everybody goes under the tree?



Read the whole story again.

Point to the words as you read this part: **The old men talk, the young men rest, the women sing and the children play under the big, old tree.**

Put sound dots under the decodables. [men, rest, sing, children, under, big, old, tree] Ask children to help you sound the words out.

The sight words that can go on the class list are: old, talk.

PLACE

Add to your drawing of the village tree and put the words you know now under it. Who is under tree? What are they doing under the tree?



1 SONG

⌚ 5 min

Sing the songs 'Co-operation', 'You help me and I help you' and 'When we all help together'.



2 PHONICS & LANGUAGE

⌚ 10 min

Listen carefully as I say my bro's name 'Victor'. How many sounds are there? Do not sound out the word for the children to start with, but you may need to give guidance if the children are confused.



There are five sounds /v/ /i/ /c/ /t/ /or/. Ask a child to put the correct number of sound dots on your board.

Point to the first sound dot. **Which sound comes here? /Victor/ /v/** Ask a child to choose the correct grapheme.

Point to the second sound dot. **What sound comes here? /Victor/ /i/** Ask a child to choose the grapheme you need and place it above the second sound dot.

Repeat for the remaining phonemes /c/ /t/ and /or/.

Read the word together. Remind the children of the need for a capital letter for a name.

Victor
●●●●●

3 DECODABLE TEXT

⌚ 20 min

Victor visit us, Victor visit us and rest at the big, old tree.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week?
What happened in the story yesterday?
What would you do under the big, old tree?



Read the whole story again.

Point to the words as you read this part:
Everybody likes to be under the big, old tree in my village. What a wonderful tree.

Put sound dots under the new decodables. [everybody with y as the ee sound, wonderful] Ask children to help you sound out the words.

PAIR AND SHARE

Get children to show their tree and read what they have under it to their partner. If they finish, ask the children to write about what they would do under the big, old tree. 'I would ... under the big, old tree.'



STORY

I am a mother cat

I am a mother cat, I sleep during the day.
 I am a mother cat, I have only one kitten.
 I am a mother cat, I go chase a rat for food,
 and then get quite fat.
 I am a mother cat, I hide in the grass and try to
 catch a bird.
 I am a mother cat, I eat lots of food.
 I am a mother cat, I steal some smoked fish.
 I am a mother cat, my owner says,
 "You are a bad cat!"



STORI

Sapos mi mama pusi

Mi mama pusi, mi silip long dei.
 Mi mama pusi, mi gat wanpela pikinini pusi
 tasol.
 Mi mama pusi, mi i ronim rat na kilim bilong
 kaikai. Na mi i kamap pat tru.
 Mi mama pusi, mi i hait long gras na traim
 long holim wanpela pisin.
 Mi mama pusi, mi i kaikai planti kaikai.
 Mi mama pusi, mi i stilman pis ol i smokim
 long paia.
 Mi mama pusi, papamama bilong mi i tok,
 "Yu pusi nogut."



port, ship, sport, visit, thin,
brother, puppy, green,
jump, dark

1 SONG

⌚ 10 min

Our environment

Let's care for our oceans

Let's care for our forests

Let's look after our animals

In our environment.

Don't throw your rubbish on the ground

Don't throw your rubbish in the rivers.

Let's care for our environment

For now and for our future.



2 PHONICS & LANGUAGE

⌚ 15 min

I went to town with my family and it started to rain and we got wet. I want to know if you can write the words 'We got wet.' How many words are there?

What is the first word? How many sounds can you hear in the word 'we'? That's right, two.

Draw 2 sound dots on the board.

Point to the first sound dot. ***Which sound comes here? /w/***

How can we write this sound? Ask a child to come and write the grapheme w.

Point to the second sound dot and repeat for /ee/. Read the word together.

How many sounds can you hear in 'got'? Draw 3 sound dots on the board.

Point to the first sound dot. ***What sound comes here?*** Choose a child to say the sound. Say /g/ together. ***How can we write this sound?*** Write g on the board.

Point to the second sound dot. What sound comes here?

Choose a child to say the sound /o/. ***How can we write it?*** Write o on the board.

Point to the third sound dot. ***What sound comes here?*** Choose a child to say the sound /t/. ***How can we write the sound /t/?*** Write t on the board.

Blend the sounds /g/ /o/ /t/ to read the word 'got'.

Do this again for the word 'wet'.

Read the phrase together. ***Well done!***

We got wet.

•• ••• •••



3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

What animals do people keep to help them? What ways do animals help us?

Our story this week is 'I am a mother cat'. What do you think will happen in the story?

Read the story twice, slowly and with expression.

What did mother cat do?

If you have a cat, does it do the same things as the cat in the story?

Tell me the things you have seen cats do.





1 SONG

⌚ 5 min

Clean around your homes
 Let's work together to clean around our homes. [x2]
 Sweeping, dusting, washing dirt away.
 Let's work together to clean around our homes. [x2]
 It makes the place look good each day
 Because that's where we stay.
 Let's work together to clean around our homes.



2 PHONICS & LANGUAGE

⌚ 10 min

The owner of the mother cat might be a bit worried. She needs to pay for the fish the cat stole. She can write a note saying 'I can pay now.' Can you help me write it?



Choose a child to write the word 'I' on the board.

Say 'can'. **How many sounds can you hear in 'can'? Count them on your fingers.** Draw 3 sound dots on the board. **What is the first sound? /c/ How can we write it?** Choose a child to write c on the board while the rest of the class practises writing c on the floor with their fingers. Do the same with /a/ and /n/. Blend /c/ /a/ /n/ to read 'can'.

Then say 'pay'. **How many sounds?** Sound out the word. [Two /p/ /ay/] Draw 2 sound dots on the board and choose a child to encode /p/ as p on the first sound dot. Remind them how to form the letter correctly if necessary. **What is the next sound?** Say /ay/ and do the action sweeping your arms over your head like the new day. **Say the sound /ay/. Look at the person sitting next to you and make the sound. This is one way of writing the /ay/ sound.** Write ay on the board and ask children to do the same in their books. Write ay above the second sound dot to complete 'pay'. Read it together 'pay'.

Do the same for 'now', reminding the children how we can write /ou/ as ow. Read the sentence together.

I can pay now.
 ●●● ●●● ●●●

/ay/ SOUND SONG

I love to play all day, ay, ay.
 I love to play all day.
 Playing every day.



3 DECODABLE TEXT

⌚ 20 min

Bad cat. I can pay now for the fish. Mother cat is a bad cat.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week? What happened in the story yesterday? Why did the owner think mother cat was bad?



Read the whole story again.

Point to the words as you read this part:

I am a mother cat, I sleep during the day. I am a mother cat, I have only one kitten.

Put sound dots under the decodables. [am, cat, sleep, day] Ask children to help you sound the words out.

The sight words that can go on the class list are: during, kitten.

CHARACTER



Ask the children to draw mother cat and to write words and phrases they have learned or can sound out which describe the character. 'This is ...'.



1 SONG

⌚ 5 min

Care for your school
 How can I care for my school?
 I'll follow some very simple rules,
 I'll plant some flowers and I'll plant some trees
 And I'll sweep and I'll pull some weeds.
 I'll help pick up all the rubbish,
 Because there's really no place for garbage.
 That's how I can care for my school.



2 PHONICS & LANGUAGE

⌚ 10 min

I noticed that these words rhyme: 'play', 'say', 'Sunday'.



Say 'play'. **How many sounds can you hear in 'play'? Listen carefully.** [Three, /p/ /l/ /ay/] Draw 3 sound dots on the board.

Point to the first sound dot. **Which sound comes here? /p/ How can we write it?** Ask a child to write p on the board. The rest write it in their books.

Repeat for the next sound /l/, writing this as l on the board with the children writing it in their books.

Say the word 'play' again. What is the last sound? /ay/ Listen carefully. /ay/ We learned to write this yesterday. Choose a child to write it on the board as ay and the rest of the children write it in their books.

Do the same to sound out and then write the word 'say'. **This is only two sounds, /s/ and /ay/.** The children can write both sounds in their books.

Repeat to sound out 'Sunday' into 5 sounds. Ask children to use their fingers to count the sounds, /s/ /u/ /n/ /d/ /ay/.

Now write each sound on the board, with the children writing them in their books. Tell the children that the days of the week need a capital letter.

Read the three words together.

Try to think of some more rhyming words. Make a list on the board.

play say Sunday
 ●●● ●● ●●●●●

3 DECODABLE TEXT

⌚ 20 min

Cat sleeps in the day. She gets up and plays. She sleeps and plays all day on Sunday.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week? What happened in the story yesterday? How many kittens does mother cat have? Show me with your fingers.



Read the whole story again.

Point to the words as you read this part:

I am a mother cat, I go chase a rat for food, and then get quite fat. I am a mother cat, I hide in the grass and try to catch a bird.

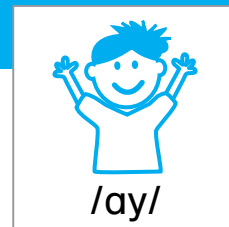
Put sound dots under the decodables. [am, cat, rat, food, then, get, fat, in, grass] Ask children to help you sound out the words.

The sight word that can go on the class list is: catch.

CHARACTER

Now you can add the bird and rat to your drawing of mother cat and write 'This is ...'.





1 SONG

5 min

Sing the songs 'Our environment', 'Clean around your homes' and 'Care for your school'.



2 PHONICS & LANGUAGE

10 min

I want to write 'made' and 'shade'.

How many sounds can you hear in the word 'made'? The children use fingers to count the sounds. [Three, /m/ /ay/ /d/] Draw 3 sound dots on the board.

Point to the first sound dot. **What sound comes here? /m/ How can we write it?** Ask a child to come and write m.

Point to the second sound dot. **What sound is this? /ay/ This time we have a new way of writing the /ay/ sound. We write a and then the next sound, and then we put an e on the end of the word.** Demonstrate, writing a on the second sound dot and then e after the third sound dot.

Point to the third sound dot. **What sound is this? Listen carefully 'made'. /d/ How can we write /d/?** Choose a child to write d on the board and the rest of the children write it on the floor with a finger.

Point at 'made'. Read it together **'made'**. Point at the a and the e. **So this is another way of writing the /ay/ sound.**

Repeat for the word 'shade', being careful not to sound out for them. Remind the children how to write the /ay/ sound as an a and then an e at the end.

Read the words together.

made shade
••• •••

3 DECODABLE TEXT

20 min

Mother cat made a bed in the shade. She made a bed in the shade, out of the sun's rays.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

25 min

**What is the title of the story this week?
What happened in the story yesterday?
What does mother cat want to eat?**



Read the whole story again.

Point to the words as you read this part:

I am a mother cat, I eat lots of food. I am a mother cat, I steal some smoked fish. I am a mother cat, my owner says, "You are a bad cat!"

Put sound dots under the decodables. [am, cat, eat, lots, food, steal, fish, says, bad] Ask children to help you sound out the words.

The sight words that can go on the class list are: steal, some, smoked, owner.

CHARACTER

**Why is the mother cat a bad cat?
Can you write it down in a simple sentence?
The mother cat ...**



1 SONG

⌚ 5 min

Sing the songs 'Our environment', 'Clean around your homes' and 'Care for your school'.



2 PHONICS & LANGUAGE

⌚ 10 min

Mother cat stole the fish so they had to cook some more. People were angry because their fish came late. I want us to write 'The fish came late.'



Write 'the' on the board. Do not sound it out.

Say 'fish'. **How many sounds can you hear in 'fish'? Count the sounds on your fingers.** Draw 3 sound dots on the board and choose a child to write each sound /f/ /i/ /sh/ as f i sh. Blend and read 'fish'.

Say the word 'came'. **How many sounds can you hear in 'came'? Count them on your fingers. Three, /c/ /ay/ /m/.** Draw 3 sound dots on the board.

Point to the first sound dot. **What sound comes first? /c/ How can we write it?** Write c on the board.

Point to the second sound dot. **What sound comes next? /ay/ How can we write it?** Write a on the second sound dot and the e at the end, after the third sound dot.

Remind them that we have learned how to write /ay/ as a_e.

Help children to sound out 'late' into 3 sounds // /ay/ /t/. Draw 3 sound dots on the board.

Point to the first sound dot and write // as l in the usual way.

Point to the second sound dot. **Which sound comes next? Yes /ay/ again.** Write a on the second sound dot and the e at the end, after the third sound dot.

Point to the third sound dot and write /t/ as t. Read the whole word together. Point at the a and e. **This is one way to write the /ay/ sound.**

The fish came late.

••• ••• •••

3 DECODABLE TEXT

⌚ 20 min

The fish came late. Cat took the fish and ate it in the shade.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

PAIR AND SHARE

Get children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



CHARACTER

Children that finish can do this. Ask children to draw their own cat or a cat they know and write some words about what it does.



STORY

Floating and sinking

Fill a dish with water and put a lemon in the dish. What happens? The lemon floats.

Put a leaf in the dish. What happens?

The leaf floats.

Put a small stick in the dish. What happens?

The stick floats.

Put a small piece of foil in the dish.

What happens? The foil sinks.

Make a boat out of foil. What happens now?

The boat floats. Put a small stone in the boat.

What happens? The boat floats. Put another stone in the boat, and another, and another, until, bye, bye, sinking boat.



STORI

Drip drip na kapsait

Pulimapim wanpela dis wantaim wara na putim pait muli i go insait long dispela dis.

Wanem samting i kamap? Dispela pait muli

em i drip drip antap long wara insait long dis.

Putim wanpela lip bilong diwai o plawa insait

long dispela dis wantaim wara. Wanem

samting i kamap? Dispela lip em i drip drip

antap long wara insait long dis.

Putim wanpela liklik stik i go insait long

dispela dis. Wanem samting i kamap? Dispela

stik i drip drip antap long wara insait long dis.

Putim wanpela liklik hap foil o plastik samting

i go insait long dispela dis. Wanem samting i

kamap? Dispela foil o plastik samting i kapsait

i go daun long wara.

Mekim wanpela liklik sip long dispela foil

o plastik samting na putim i go insait long

dispela dis. Wanem samting i kamap? Dispela

liklik sip i drip drip long antap long wara

insait long dis. Putim wanpela liklik ston i go

insait long dispela liklik sip. Wanem samting i

kamap? Dispela liklik sip i drip drip antap long

wara insait long dis. Putim narapela liklik ston

i go insait long dispela liklik sip, na narapela,

na narapela gen. Mekim olsem i go na i no

longpela taim, dispela liklik sip bai kapsait i go

daun long wara.



SPELLING TEST WORDS

we, pay, play, Sunday,
made, shade, came, late,
fish, sleeps

1 SONG

⌚ 10 min

Hello my friend
Hello my friend
Hello my friend
I'm glad to see you once again.
We've games to play and lots to learn
Hello my friend
Hello my friend.



2 PHONICS & LANGUAGE

⌚ 15 min

Write day, way, may, say and blame, tame, fame, name on the board in two columns.



I have been looking at some words on the board. I wonder if you can help me to read them?

Choose a child and ask them to point to the word 'day'.

How do we know this word is 'day'? Say 'day' slowly. **How many sounds in 'day'?** Ask children to work it out with a partner. **That's right, two.**

Place 2 sound dots on the board.

What is the first sound? Choose a child to say the sound /d/ and select the correct flashcard d. Place d on the first sound dot.

Repeat this for the second sound dot, choosing a child to select ay. Point to 'day' on the board. **Yes, this word is 'day'.**

Repeat this, asking a child to point to the word 'way', and then writing it on the board.

Do the same for the other words in this column. Now start on the second column and do the same again, asking a child to point to a given word, then sound out the word, and then write it on the board.

Can you think of any more words to rhyme with these words? Generate a list of words in each column with the sound /ay/, but only record words with a spelling of ay or a_e. Stress that we have learned to write /ay/ in two ways, ay and a_e.

3 STORY WORK

⌚ 35 min

Don't write anything on the board today. Just talk and ask questions.

What does float mean?

What does sink mean?

What things float in water?

Can stones float?

This week we are going to do some science experiments. The science story we are going to read tomorrow is called 'Floating and sinking'. What do you think the science story will be about?

Let's do the experiments together. Have the class sit in a circle. Fill a dish with water. **What will happen if we put a lemon in it? What will happen if we put a leaf in it? What will happen if we put a stick in it?** Continue with the predictions from the story for foil, foil boat and foil boat with stones.

Ask some of the children to place the objects in the water for you.





/ie/

1 SONG

⌚ 5 min

I'm happy that you are my friend
 This is my friend.
 My very best friend.
 We share our lunch. We share our books.
 We share our toys and share our blocks.
 That's why you are my friend.
 My very best friend.



2 PHONICS & LANGUAGE

⌚ 10 min

We made a foil boat float. What can we make to fly in the sky? We could make a kite from plastic that flies in the air on the end of a string. I want to write the word 'kite'. It has a new sound to write down.



How many sounds can you hear in the word 'kite'? Ask children to use fingers to count the sounds. Three, /c/ /ie/ /t/. Draw 3 sound dots on the board.

Point to the first sound dot. **What sound comes here? /c/** Revise the 2 ways of writing this sound. Explain that here we need to use k. Ask a child to write the k. Point to the second sound dot. **What sound is this? /ie/** Explain that we use 2 letters to make this sound, but they don't come together. **We write i above the second sound dot and then we put an e after the last sound dot, just like we did with the /ay/ sound spelled with a_e.** Demonstrate, writing i on the second sound dot and then e after the third sound dot. Point to the third sound dot. **What sound is this? Listen carefully 'kite' /t/. How can we write /t/?** Ask a child to write t on the board. The rest of the children write it in the air. Point at 'kite'. Read it together, 'kite'. Point to the i and the e. **This is one way of writing the /ie/ sound.**

Generate a list of words with /ie/, e.g. wide, mice. Again, show the children how to encode the /ie/ sound as an i and then an e at the end. Read the words on your list together.

kite
 ●●●

/ie/ SOUND SONG

The children made a pie.
 The children made a pie.
 Hurry now and eat it quick.
 The children made a pie.



3 DECODABLE TEXT

⌚ 20 min

You can make a kite from a big plastic bag.
 You can make it wide so it will glide.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

Write the science story on the board today and leave it for the rest of the week.



What did we do yesterday?
What floated?
What sank?
Our foil boat could carry stones. Why is that useful for us?
Think about big boats, what do they carry?

Read the science story twice, slowly and with expression.

Point to the words as you read this part:
Fill a dish with water and put a lemon in the dish. What happens? The lemon floats.

Put sound dots under the decodables. [fill, dish, with, and, lemon, happens, floats] Ask children to help you sound the words out.

Let's put a title at the top of our page 'Floating and sinking'. Draw a lemon under the title and write whether it floats or sinks. 'A lemon ...'

1 SONG

⌚ 5 min

I've got a friend
 I've got a friend
 Just sitting next to me.
 Do you know who it is?
 Is it Mary, Fred or Chris?
 I've got a friend
 Who's always kind and true
 Who's sitting next to me
 And I think that it just could be you.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 10 min

Can you float in the water like a stick or a leaf? Can you dive into the water? Can you help me to write 'I can dive.'?



How do we write the word 'I'? Ask a child to write this on the board for you.

How many sounds are there in the word 'can'?
 Draw 3 sound dots on the board.

Point to the first sound dot. **What sound comes here? /c/ How can we write it?** Ask a child to come and write c on the board. Point to the second sound dot. **What sound comes here? /a/ How can we write it?** Ask a child to come and write the letter on the board. Point to the third sound dot.

What sound comes here? /n/ How can we write it? Ask a child to come and write the letter on the board.

Read the words **'I can'** together.

How many sounds are there in the word 'dive'?
 Draw 3 sound dots on the board.

Point to the first sound dot. **What sound comes here? /d/ How can we write it?** Ask a child to come and write the correct letter on the board. Point to the second sound dot. **What sound comes here? /ie/** Remind the children how we write i then the third sound, and put an e on the end after the last sound dot. Point to the third sound dot. **What sound comes here? /v/** Ask a child to write the correct sound on the board.

Read the words together **'I can dive.'**

I can dive.
 ● ● ● ● ● ●

3 DECODABLE TEXT

⌚ 20 min

Can a stick swim? I can swim. Can a stick float? I can float. Can a stick dive? I can dive.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

⌚ 25 min

What is the title of the story this week?
What part of the experiment did we look at yesterday?
What other things can float?



Read the whole story again.

Point to the words as you read this part:
Put a leaf in the dish. What happens? The leaf floats. Put a small stick in the dish. What happens? The stick floats.

Put sound dots under the decodables. [small, stick, dish, happens, floats] Ask children to help you sound out the words.

The sight word that can go on the class list is: put.

Now to what you wrote in your book yesterday you can add: 'A leaf ...' 'A small stick ...'

1 SONG

⌚ 5 min

Sing the songs 'Hello my friend', 'I'm happy that you are my friend' and 'I've got a friend'.



2 PHONICS & LANGUAGE

⌚ 10 min

My little neighbour splashed her mum with water. She was practising floating and diving. She wants to write a note to say 'I am sorry I was cheeky.' [cheeky means naughty]



Ask a child to come and write the word 'I' on the board.

How many sounds can you hear in the word 'am'? Draw 2 sound dots. Point to the first. **What sound is this? /a/** How can we write this? Ask a child to write a. Point to the second sound dot. **What sound is this? /m/.** How can we write it? Ask a child to write m. Blend the sounds /a/ /m/ as 'am' and read the word.

How many sounds can you hear in the word 'sorry'? Draw 4 sound dots. Point to the first sound dot. **What sound is this? /s/** Ask a child to write the letter s. Point to the second sound dot. **What sound is this? /o/** Ask a child to write the letter o. Point to the third sound dot. **What sound is this? /r/** We have learned how to write this sound before, but today we need to learn a new way of writing /r/. Model writing rr on the sound dot. Children practise writing rr in their books. Point to the fourth sound dot. **What sound is this? /ee/** Ask children to discuss how they think they should write the sound /ee/. Write y above the fourth sound dot. Blend /s/ /o/ /r/ /ee/ as 'sorry'.

Ask a child to write the word 'I'.

Write 'was' for the children. Do not attempt to sound it out.

Repeat the sounding out and writing process for the word 'cheeky'. Read the phrase together.

I am sorry I was cheeky.

••••• •••••

3 DECODABLE TEXT

⌚ 20 min

Sorry for the splash. I am sorry I was cheeky when we went for a dive and a swim.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week?
What part of the experiment did we look at yesterday?
Would a whole tree float?



Read the whole story again.

Point to the words as you read this part:
Put a small piece of foil in the dish. What happens? The foil sinks. Make a boat out of foil. What happens now? The boat floats.

Put sound dots under the decodables. [small, in, dish, happens, sinks] Ask children to help you sound out the words.

The sight words that can go on the class list are: piece, foil.

Now to what you wrote in your book yesterday you can add: 'A small piece of foil ...' 'A boat made from foil ...'

TERM 4 WEEK 4 FRIDAY FLOATING AND SINKING

1 SONG

⌚ 5 min

Sing the songs 'Hello my friend', 'I'm happy that you are my friend' and 'I've got a friend'.



2 PHONICS & LANGUAGE

⌚ 10 min

Write 'sorry' on the board, using the rr grapheme. ***I have made a word you wrote yesterday. Can you read it?***



Ask the children to count the sounds you have on the board. ***There are four sounds in this word.*** Write 4 sound dots on the board.

Point to the first sound, s. ***What sound can be written this way?*** Choose a child to make the sound /s/.

Point to the second sound, o. ***What sound is often written this way?*** Choose a child to make the sound /o/.

Point to the third sound, rr. ***What sound can be written this way?*** Make the sound /r/ together.

Point to the fourth sound, y. ***What sound can be written this way?*** Make the sound /ee/ together. Blend the sounds to read the word 'sorry'.

Replace the s with l. ***I have changed one of the sounds. If it was 'sorry' and we have changed /s/ to /l/, what will it say now?*** Sound out if necessary.

Replace the l and the o with m and a, to make marry. ***Now we have changed two of the sounds. Can you read the word now?***

I want to change the word into 'merry'. Which sound do I need to change? Ask a child to replace the a with e. Read the word together.

Now I want to change the word into 'berry'. Which sound do we need to change? Ask a child to replace the m with b. Read the word together.

Well done, you have worked really hard!

3 DECODABLE TEXT

⌚ 20 min

A stick can float. A boat can float, but a boat with lots of stones cannot float, sorry.

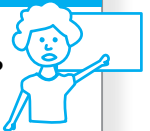
Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week?
What part of the story did we do yesterday?
Why did the foil boat sink?



Read the whole story again.

Point to the words as you read this part:
Put a small stone in the boat. What happens? The boat floats. Put another stone in the boat, and another, and another, until, bye, bye, sinking boat.

Put sound dots under the decodables. [boat, and, until, sinking] Ask children to help you sound out the words.

The sight words that can go on the class list are: another, bye.

Now to what you wrote in your book yesterday you can add: 'A foil boat with one stone ...' 'A foil boat with lots of stones ...'

PAIR AND SHARE

Get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



Well done, you have been good scientists!

STORY

I am a butterfly

I am a butterfly, I look very beautiful.
 I am a butterfly, I used to be on a one toea coin.
 I am a butterfly, the children see me and follow me.
 I am a butterfly, I smell a sweet flower.
 I am a butterfly, I drink dew from a leaf.
 I am a butterfly, I lay lots of eggs. The eggs turn into caterpillars, with plenty of legs. The caterpillars change and then hang from a leaf. And one day you would see some more butterflies just like me.



STORI

Mi bataplai

Mi bataplai, mi gat kain kain kala na mi smatpela tru.
 Mi bataplai, piksa bilong mi bin stap long wan toea moni.
 Mi bataplai, ol pikinini i lukim mi na bahainim mi.
 Mi bataplai, mi painim naispela plaua na kisim kaikai long en.
 Mi bataplai, mi i dringim wara long lip olgeta moning.
 Mi bataplai, mi karim planti kiau. Bihain ol kiau bai i bruk na planti liklik binatang i kamap. Bai ol i gat planti liklik lek. Na bihain ol binatang bai i wokim ol liklik haus na hangamap nabaut long lip. Sampela taim bihain ol binatang bai i senis na i kamap smatpela bataplai olsem mi.



day, way, name, may, say,
blame, kite, I, dive, sorry

1 SPEAKING & LISTENING

⌚ 10 min

I may be short, you may be tall
I may be short. You may be tall.
We may be very different.
But we are still much the same.
We both live under the same blue sky.
And breathe in the same fresh air.
So let's be kind and respectful friends.
To show how much we care.
I may be from the Highlands.
You may be from the coast.
We may be very different.
But we are still much the same.
We both live under the same blue sky.
And breathe in the same fresh air.
So let's be kind and respectful friends.
To show how much we care.



2 PHONICS & LANGUAGE

⌚ 15 min

I want to play the 'sound on the back' game. Can you remember how to play?



Write the sounds up on the board.

s, a, t, p, i, n, c, m, d, o, g, e, r, u, h, b, f, l, v, w, ch,
th, sh, ng, tthh, ee, oo, j, ar, oa, ou, or, v, ay, ie

Point to each one in turn and say the usual sound.

Choose a child to come to the front of the class.
Write one of the graphemes on paper and put it on the child's back. Turn the child round so that the other children can see the grapheme.

S/he has a letter on her/his back. We are going to help her/him guess what sound this is. Sometimes what I have written may be a way of writing more than one sound, so you may need to choose which sound to say.

Ask children to volunteer to make a sound that can be written using the letter on the child's back. Encourage them to make the action as well.

The child listens hard to the sound. **Can you write the sound you have just heard the children make?** If necessary, help to encode the sound, writing it on the board.

Consult the class. **Has s/he written the sound correctly? Is this the sound s/he has on her/his back?**

Turn the child round and remove the paper and give it to the child. **Well done! You did really well.**

Repeat this process, choosing a new child, writing a grapheme on a paper and putting it on her/his back. **Play again!**

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

**Which animals can fly?
Can we fly?
Why can we not fly?**

The title of our story this week is 'I am a butterfly'. What do you think will happen in the story? Let's find out.

Read the story twice, slowly and with expression.

**Where could we see a picture of a butterfly?
Did you know PNG has the biggest butterfly in the world? Does anyone know the name of it?
It is called a Queen Alexandra Birdwing.
Join your thumbs together and move your hands like the wings.**





/ie/

1 SONG

5 min

It's OK to be different
 It's OK to be different,
 It's just fine to be you.
 You're special because you're different,
 That's how God has made you.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

10 min

Our beautiful butterfly tries hard to fly. She might say, 'I try hard.' Let's write 'I try hard.'



If necessary, remind the children how we write the word 'I'. Ask the children to write I in their books.

Say the word 'try'. How many sounds? How many sound dots will we need? Three, /t/ /r/ /ie/. Draw 3 sound dots on the board. The children do the same in their books.

Point to the first sound dot. **What sound comes here? /t/** Ask the children to have a go at writing it. Remind them how to write t if necessary.

Point to the second sound dot. **What sound comes here? /r/ How can we write it?** Write /r/ as r on the board. The children do the same in their books.

Point to the third sound dot. **What sound comes here?** Stress the /ie/ sound. **We have written this sound before like this.** Demonstrate writing i_e and remind them of words such as 'kite'. **But in the word 'try' the /ie/ sound is written like this.** Demonstrate writing y above the third sound dot. Read the word **'try'** together, running your finger under each letter as you say the sounds.

Say the word **'hard'**. Ask the children to count the sounds on their fingers. They draw 3 sound dots. Then help them to write each sound, /h/ as h, /ar/ as ar and /d/ as d. Read the whole sentence.

I try hard.
 ●●● ● ●●

3 DECODABLE TEXT

20 min

I try hard. I try hard to fly fast. I flap and flap to try to fly fast.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

25 min

What is the title of the story this week? What happened in the story yesterday? What colour butterflies have you seen?



Read the whole story again.

Point to the words as you read this part:
I am a butterfly, I look very beautiful. I am a butterfly, I used to be on a one toea coin.

Like in the word 'try', we have an /ie/ sound in the word 'butterfly'. Can someone come and show us where it is?

Put sound dots under the decodables. [am, look, very, on] Ask children to help you sound out the words.

The sight words that can go on the class list are: beautiful, coin.

CHARACTER



Ask the children to paint, draw or fold paper with paint to make a symmetrical butterfly. Get the children to label the picture 'Beautiful butterfly'.

1 SONG

⌚ 5 min

Care and respect
 Learning to show one another
 Care and respect for each other,
 Helping to build trust through friendship,
 Are lessons to value through our lives.
 (Repeat 1 more time)



2 PHONICS & LANGUAGE

⌚ 10 min

Little butterfly will say 'I will try my best to fly.' Write 'my best' on the board.



Point to the first word and draw 2 sound dots, one under each grapheme. **There are two sounds in this word.**

Point to the first sound dot, m. **What sound can we write using this letter?** Choose a child to make the sound /m/. Repeat this process for the second sound, choosing a different child to sound out y as /ie/. Ask the children to blend the sounds and say the whole word, **'my'**.

Point to the second word 'best'. Ask the children to work in pairs to sound out the four graphemes b, e, s and t, and then to blend these sounds as **'best'**. Read the two words together **'my best'**.

Point to the word 'my'. Revise with children that we can write the /ie/ sound as y, as well as writing it as i_e.

Generate a list of /ie/ words where the sound is written as y, e.g. fly, try, by, cry.

Ask children to choose one word from the list and to try writing it in their books without looking at the board.

my best
 •••••

3 DECODABLE TEXT

⌚ 20 min

I will try my best to fly. I will try my best to fly fast up in the sky.

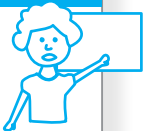
Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

**What is the title of the story this week?
 What happened in the story yesterday?
 What do butterflies eat?**



Read the whole story again.

Point to the words as you read this part:

I am a butterfly, the children see me and follow me. I am a butterfly, I smell a sweet flower.

Put sound dots under the decodables. [children, see, me, and, smell, sweet, flower, (with /ou/ as ow)] Ask children to help you sound out the words.

The sight word that can go on the class list is: follow.

PLACE

Ask the children to add a flower and a leaf to the butterfly picture and to label them.





/ie/

1 SONG

5 min

Sing the songs 'I may be short, you may be tall', 'It's OK to be different' and 'Care and respect'.



2 PHONICS & LANGUAGE

10 min

My Papa was dressed up smartly today. His bubu is getting married. He is wearing a tie with butterflies on it. He said 'I like my tie.' Can we write 'I like my tie'?



Ask a child to come and write the word 'I' on the board. **Say the word 'like'. How many sounds can you hear? Three, /l/ /ie/ /c/.** Draw 3 sound dots on the board.

Point to the first sound dot. **Which sound comes here? /l/ How can we write it?** Ask a child to write the letter l.

Point to the second sound dot. **What sound is this? /ie/** Ask children how we can write this sound. If necessary, remind children how to write i above the second sound dot, and then an e after the last sound dot.

Point to the third sound dot. **What sound is this? Listen carefully, 'like' /c/. How can we write /c/?** Discuss how we write this sound in this word. Ask a child to write the k on the board. Read the word together. Point to the i_e. **This is one way of writing the /ie/ sound.**

Repeat this process for the word 'my', writing it as my, stressing that here we use y for the /ie/ sound.

Say the word 'tie'. **How many sounds can you hear in the word? Two.** Draw 2 sound dots on the board.

Point to the first sound dot. Write /t/ as t in the usual way.

Point to the second sound dot. **What sound is this? /ie/** Explain to children that there is another way of writing /ie/. **We can write it like this. Write ie over the second sound dot. It is like i_e, but here the letters come together. Now we have learned three different ways to write /ie/!**

I like my tie.



3 DECODABLE TEXT

20 min

I like my tie, it is my best tie. I like my tie a lot. Look at the butterfly on my tie.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

25 min

What happened in the story yesterday? Can we eat butterfly eggs? Why not?



Read the whole story again.

Point to the words as you read this part:

I am a butterfly, I drink dew from a leaf. I am a butterfly, I lay lots of eggs. The eggs turn into caterpillars, with plenty of legs.

Put sound dots under the decodables. [drink, from, leaf (ea as /ee/) eggs, turn, into] Ask children to help you sound out the words.

The sight words that can go on the class list are: dew, lay, plenty.

STORY BOXING

Draw 3 boxes in a circle on the board.



What are the different parts of the butterfly's life? Ask children to talk in pairs about what happens first, then second and then last. Get them to draw the boxes. Ask a pair to tell the class what goes in the boxes.

STORY BOXING

1 SONG

⌚ 5 min

Sing the songs 'I may be short, you may be tall', 'It's OK to be different' and 'Care and respect'.



2 PHONICS & LANGUAGE

⌚ 10 min

I have found some more /ie/ words that I want you to help me read.



Divide the board into 3 columns. Write pie, lie, tie in one column; cry, fly, fry, dry, shy in a second column; and line, shine, fine, fire, time in a third column.

Choose a child and ask them to point to the word 'pie' on the board. **How do we know this word is 'pie'?** Say 'pie' slowly. **How many sounds in 'pie'?** Let each child tell a partner how many sounds they think there are in the word. Place 2 sound dots on the board.

What is the first sound? Choose a child to say the sound. Select the flashcard p and place it on the first sound dot. Repeat this for the second sound dot, choosing a child to select ie. **Yes, this word is 'pie'.**

Repeat this, asking a child to point to the word 'lie' and then write it on the board. Repeat for the other words in this column. Now do the same with the words in the second column. Work through the third column in the same way.

Can you think of other words that rhyme with any of these words? Generate a list of words in each column, using the sound /ie/, but only recording words with a spelling of ie, y or i_e.

Stress that we have learned to write /ie/ in three ways, y, ie and i_e.

3 DECODABLE TEXT

⌚ 20 min

My kite can fly up in the sky. My kite can fly just like a butterfly, it is not a lie.

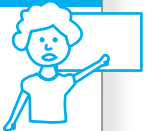
Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

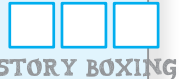
⌚ 25 min

What are the different parts of a butterfly's life?
Do we have a life like a butterfly?
Do any other animals change in their lives? Think about a frog.



STORY BOX

On the board show how the life cycle looks and join the 3 stages with arrows. **STORY BOXING**
 Ask children to copy the stages and write in what they know to label the lifecycle. 'Eggs turn into ...'
 'Caterpillars turn into ...'



PAIR AND SHARE

Children can present their butterfly life cycles to their partner. Choose children to come to the front of the class and present their good work.



STORY

I am a rooster

I am a rooster, I have beautiful feathers.
I am a rooster, I sleep on the branch of a tree.

I am a rooster, I have a beautiful voice.
I say “Koki Ko Ko!” and wake up the people very early in the morning.

I am a rooster, the people like to eat me.
I am a rooster, hens follow me.

I am a rooster, I am good at fighting. And the people say, “Look at him! This rooster is the pride of our village.”



STORI

Mi kakaruk man

Mi kakaruk man, mi gat naispela gras tru.
Mi kakaruk man, mi slip antap long han bilong diwai.

Mi kakaruk man, mi gat gutpela nek tru. Mi save singaut, “Koki ko ko!” na kirapim olgeta lain long moning taim tru.

Mi kakaruk man, ol manmeri i laik kilim mi bilong kaikai. Mi kakaruk man, ol kakaruk meri i bihainim mi.

Mi kakaruk man, mi pait gut tru. Na ol manmeri i tok, “Lukim em! Em i nambawan kakaruk tru insait long ples.”



try, hard, my, fly, by, cry,
like, pie, time, shine

1 SONG

⌚ 10 min

Honesty
H O N E S T Y
That spells honesty.
It means don't fib or tell a lie
H O N E S T Y.



2 PHONICS & LANGUAGE

⌚ 15 min

My Papa wanted to build a new chicken house. He liked my back garden because it was flat. How many words are there in 'it was flat'? What is the first word?



Say the word 'it'. Ask the children to count the number of phonemes. Don't sound it out for them. **How many sounds can you hear in 'it'?** Sound out 'it' into /i/ /t/. **Two sounds.** Then blend as 'it'. Choose a child to place 2 sound dots on the board. The children draw 2 sound dots in their books.

What is the first sound in 'it'? Choose a child to say the sound /i/. Say /i/ together. **How can we write this sound?** Write i on the board. Children do the same in their books.

What is the next sound in 'it'? Encourage the children to sound out 'it' again: /i/ /t/. Choose a child to say the second sound, /t/. Remind the children how we can write /t/ as t. Write t on the board and ask the children to do the same in their books.

Write the word 'was' on the board [do not sound it out] and read 'it was' together, pointing to the words as you go.

Repeat the sounding out and blending process for 'flat'.

Read the phrase together: **'it was flat'**.

Well done!

it was flat
●● ●●●●

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

What animals wake people up in the morning?

Why do you think a rooster crows?

Is a rooster a boy or a girl chicken?

How can you tell the difference between a hen and a rooster?

Our story this week is called 'I am a rooster'.

What things do you think rooster will do in the story?

Read the story twice, slowly and with expression.

Where does the rooster sleep?

Do any of you have a rooster?

Where does it sleep?

What noise does the rooster make in the morning? Ask the children to make their best rooster crow.





/q/

1 SONG

⌚ 5 min

It's OK to say "I'm sorry"
When you're hurt and when you're angry
There are times when we all get grumpy.
But my friend don't you really worry
Because it's OK to say "I'm sorry".



2 PHONICS & LANGUAGE

⌚ 10 min

You can get eggs from chickens. Where does honey come from? Bees need a queen. My friend has a queen bee in his bee hive. I went to see the queen bee. Let's write 'I went to see the queen bee.'



Ask a child to come and write the first word 'I' on the board for you. Sound out the word 'went' as /w/ /e/ /n/ /t/ and then write as w e n t. Add 'to' as a sight word. Read the words 'I went to'.

Sound out the word 'see' as /s/ /ee/ and write as see. Write the word 'the' on the board. Do not sound it out. Read the sentence so far together 'I went to see the'.

How many sounds can you hear in the word 'queen'? Count them together. **Four, /c/ /w/ /ee/ /n/.** Draw 4 sound dots on the board.

What is the first sound? /c/ What is the second sound? /w/. Here is a new way of writing the /c/ and /w/ sounds when they are next to each other as /q/.

Push the first two sound dots together and write qu above them.

Point to the third sound dot. **What is the third sound? /ee/** Ask children to have a go at writing the /ee/ sound. Show them the correct spelling if they are unsure. Write the /n/ as n. Sound out the word 'bee' as /b/ /ee/ and write as bee.

Read what you have written together. Ask the children to practise writing the word 'queen' in their books. **Fantastic writing, well done!**

I went to see the queen bee.

• • • • • • • • • • • •

/q/ SOUND SONG

The little yellow duck says
qu qu qu, qu qu qu, qu qu qu.
The little yellow duck says
qu qu qu, quack quack where's my mummy?



3 DECODABLE TEXT

⌚ 20 min

Hens need a rooster, but bees need a queen. Hens sleep in a pen or a tree. Bees sleep in a hive.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week? What happened in the story yesterday? What colours have you seen on a rooster?



Read the whole story again.

Point to the words as you read this part:
I am a rooster, I have beautiful feathers. I am a rooster, I sleep on the branch of a tree.

Put sound dots under the decodables. [am, rooster, sleep, on, branch, tree] Ask children to help you sound the words out.

The sight word that can go on the class list is: feathers.

CHARACTER

CHARACTER

Ask children to draw the rooster in their books. Get children to write words and phrases they have learned or can sound out which describe the rooster. **What would you call your rooster?**

1 SONG

⌚ 5 min

Sharing

Sharing is caring, caring is loving
Loving is caring, caring is sharing.
When your friend's plate is bare
When you share, you show you care.
Share your toys or your fruits too
And the blessings will come back to you.



2 PHONICS & LANGUAGE

⌚ 10 min

Write 'Take three times a day.' on the board.

My bro has lots of chickens to look after.

The feed bag says 'Take three times a day.'

How many words have I written? Point to each word.

Point to the first word. **What does this say?** Draw 3 sound dots under the graphemes t, a and k to mark the sounds /t/ ay/ /c/. Do not put a sound dot under the e. Remind children that the a_e grapheme is one sound. Discuss alternative ways of writing /c/ and explain we need to use k here. Blend the phonemes. Read the word.

Point to the second word 'three'. Draw 3 sound dots under the three sounds. **The /ee/ sound which we write here is ee.** Sound out /th/ /r/ /ee/, then blend as **'three'**. Read the words sounded out so far: **'Take three'**.

Point to the third word 'times'. Draw 4 sound dots under the four sounds /t/ /ie/ /m/ /s/, treating s as /s/ rather than /z/ to help with sounding.

Sound out the word, reminding children that the i_e grapheme is one sound if they are unsure. Blend the phonemes and read the word together.

Point to the fourth word 'a'. Ask children to read it.

Point to the fifth word. Draw 2 sound dots under the 2 sounds. Sound out and blend them as above /d/ /ay/ **'day'**. Read the whole sentence **'Take three times a day'**.

Well done!

Take three times a day.

••• ••• ••• • ••

3 DECODABLE TEXT

⌚ 20 min

Keep the hens fit to lay eggs and play. Take food to them three times a day.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week?
What happened in the story yesterday?
What good names for a rooster did we have?



Read the whole story again.

Point to the words as you read this part:

I am a rooster, I have a beautiful voice. I say "Koki Ko Ko!" and wake up the people very early in the morning.

Put sound dots under the decodables. [am, rooster, say, up, very (y as /ee/), wake (like 'made' and 'shade' from week 3), up, in, morning] Ask children to help you sound out the words.

The sight words that can go on the class list are: voice, people, early.

CHARACTER

Let's look at the roosters you drew yesterday. What does the rooster say in the story? Koki Ko Ko. Use the sounds you know to write what your rooster says. It might be 'Kee kiree kee' for example. 'My rooster sings ...'

CHARACTER



/ie/

1 SONG

5 min

Sing the songs 'Honesty', 'It's OK to say "I'm sorry"' and 'Sharing'.



2 PHONICS & LANGUAGE

10 min

My nephew used to be afraid of the dark. Then his papa bought him a night light to help him feel safe. Say the words 'night' and 'light'. **I want to show you another way of writing the /ie/ sound.**

Listen to the word 'night'. How many sounds can you hear? Listen carefully 'night'. Don't sound it out for them. **Three, /n/ /ie/ /t.** Draw 3 sound dots on the board. The children do the same in their books.

Point to the first sound dot. **Which sound comes here? /n/** Write as n. Ask the children to write the letter in their books.

Point to the second sound dot. **What sound comes here? /ie/** Show the children how to write igh for the /ie/ sound above the second sound dot. Ask them to write igh in their books.

Point to the third sound dot. **What sound comes here? /t/** Ask a child to write the grapheme you need, t. The children write t in their books. Read the word together.

Leave 'night' on the board and ask the children to try writing the word 'light'.

Generate a list of rhymes for 'light' on the board and write down those with the same spelling pattern.

Ask children to try writing the words 'fight' and 'flight'.

What good writers you are!

night light
● ● ● ● ● ●

3 DECODABLE TEXT

20 min

Rooster sleeps at night. Rooster sings at the sight of light. Rooster runs to fight.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.

4 STORY WORK

25 min

What happened in the story yesterday?

Choose some of the class to make their rooster noise.

Read the whole story again.

Point to the words as you read this part:

I am a rooster, the people like to eat me. I am a rooster, hens follow me. I am a rooster, I am good at fighting.

Put sound dots under the decodables. [eat, me, (ea and e as /ee/), hens, good, at] Ask children to help you sound the words out.

The sight words that can go on the class list are: like, fighting.

CHARACTER

Let's look at the roosters you named and gave sounds to this week.

In pairs, get children to talk about what colour feathers their rooster has, where their rooster lives and what their rooster does. Ask the children to start to add their own detail about their rooster.

This is ... the rooster.

... the rooster has ... feathers.

... the rooster lives ...

... the rooster likes to ...

CHARACTER

1 SONG

⌚ 5 min

Sing the songs 'Honesty', 'It's OK to say "I'm sorry"' and 'Sharing'.



2 PHONICS & LANGUAGE

⌚ 10 min

The white chickens that we give stock feed and hariap to can't fly.



Write 'The hen is too fat for flight.' on the board. Ask the children to read the sentence to you. Ask them to sound out the words one sound at a time and then put the sounds back together to make the words. Treat 'the' and 'too' as sight words.

Ask a child to come and point to the word 'hen' and then make the word on the board.

Remove the h and ask a child to come and choose another sound to write on the board to place in front of 'en' to make a word, e.g. pen, Ben, men. You can accept even nonsense words as long as they can read the word they have made.

Repeat for the word 'flight'.

Ask the children to replace the first letter sounds with others to create new words, e.g. sight, light, bright.

Well done! I am pleased you can read the note and can make new words just by changing one of the sounds in a word.

3 DECODABLE TEXT

⌚ 20 min

The hen is too fat for flight, too fat for a fight, but not too fat to eat tonight.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

***What was our story this week?
And what did you do in your books?
Let's share our good work.***



PAIR AND SHARE

Get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY

I am a mother pig

I am a mother pig, I make a nest in the kunai grass.

I am a mother pig, I eat lots of food.

I am a mother pig, I stay inside the fence.

I am a mother pig, I have only one piglet.

I am a mother pig, I dig up a garden.

I am a mother pig, I sleep under my owner's house on the ground.

I am a mother pig, my owner says,
"You are the best mother pig in the village."



STORI

Mi mama pik

Mi mama pik, mi wokim naispela haus long kunai.

Mi mama pik, mi kaikai planti kaikai.

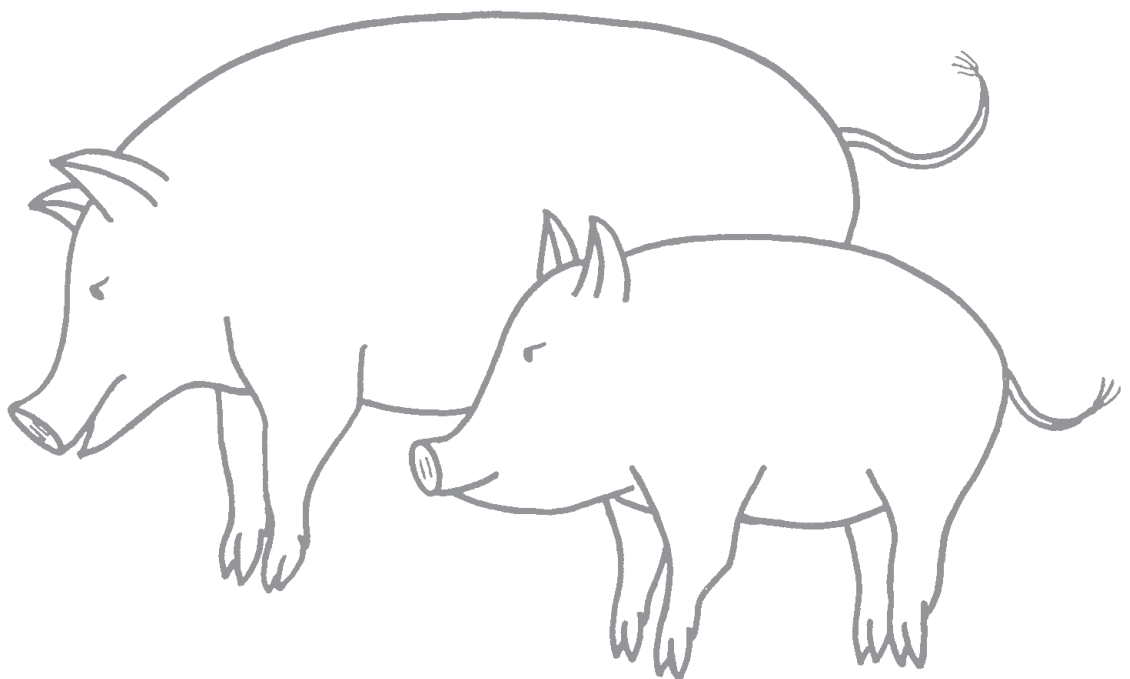
Mi mama pik, mi stap insait long banis tasol.

Mi mama pik, mi karim wanpela pikinini tasol.

Mi mama pik, mi digim graun long painim kaikai.

Mi mama pik, mi slip long graun.

Mi mama pik, mamapapa bilong mi i tok, "Yu nambawan mama pik insait long ples."



sight, queen, three, day,
night, light, flight, bee,
fight, take

1 SONG

⌚ 10 min

Biodiversity

From the kumul to the kokomo
From the mumut to the birdwing
From the guria to the tilapia.
We are a rich and a blessed country,
With such biodiversity.
From the smallest, tiniest insect,
To the largest, tallest tree.
From creeping vines to bright coloured birds.
We are a rich and a blessed country,
With such biodiversity.



2 PHONICS & LANGUAGE

⌚ 15 min

Give out flashcards for a, e, ee, f, i, g, h, l, n, q, r, t, th, u, w and mix them up. Ask the children with the flashcards to come to the front of the class. Get them to put the cards in order to make 'flat', 'went', 'queen', 'three', 'night' and any other sounds and words you think the children need to practise.

Children can come up and move the children holding the flashcards around until the words are made. The rest of the class can help.



3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

Rat /r//a//t/ has three sounds. What other animals have three sounds in their name?

Tell me some of the animals that are important to humans in PNG. The animal I am thinking of can be used for feasts, bride price, compensation and gifts.

Our story this week is called 'I am a mother pig'. What things do you think the mother pig will do in the story?

Read the story twice, slowly and with expression.

Where does the mother pig sleep?

Do any of you have a pig?

Where does it sleep?

What noise does a pig make?

Ask the children to make their best pig noise.





1 SONG

5 min

In our oceans
 In our rivers, lakes and oceans
 There are sharks and whales and seals.
 There are turtles, crabs and shellfish
 Prawns and crayfish swim so free.
 In our rivers, lakes and seas.



2 PHONICS & LANGUAGE

10 min

Mother pig is inside the fence. There is no exit. Exit means the way out. [The sound /x/ is really two sounds, /c/ and /s/ together]



Say the word 'exit'. **How many sounds can you hear in 'exit'? Listen carefully.** Don't sound it out for them. /e/ /c/ /s/ /i/ /t/ **Five.** Draw 5 sound dots on the board.

Point to the first sound dot. **Which sound comes here? /e/.** Write the grapheme e above the first sound dot.

Point to the second sound dot. **What sound comes here? 'exit' /c/.** Do not write the grapheme yet! Point to the third sound dot. **What sound comes here? 'exit' /s/** Again, do not write the grapheme yet! Explain to the children that we have a new way of writing the two sounds /c/ and /s/ in some words. Push the 2 sound dots together to form one sound dot and write the grapheme x above it.

Practise saying /cs/ together as you point to the letter x.

Continue to write the rest of the word 'exit' in the usual way. Read the word together.

Ask children to practise writing x in their books using the correct formation.

Now you know how to read the word 'exit'.

exit
 ●●●●

/x/ SOUND SONG

Ks, ks, flying fox.
 Ks, ks, flying fox.
 Ks, ks, flying fox.
 Eating bananas.



3 DECODABLE TEXT

20 min

Pig in the pen. No exit for pig from the pen. Pig must stay and dig the ground in the pen.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

25 min

**What is the title of the story this week?
 What happened in the story yesterday?
 Does anyone have a mother pig at home?**



Read the whole story again.

Point to the words as you read this part:

I am a mother pig, I make a nest in the kunai grass. I am a mother pig, I eat lots of food.

Put sound dots under the decodables. [am, pig, make, pig, nest, in, grass, eat, lots, of, food] Ask children to help you sound the words out.

The sight word that can go on the class list is: kunai

CHARACTER AND PLACE

Get children to draw the mother pig and write words and phrases they have learned or can sound out which describe the mother pig and the setting of the story.

CHARACTER



What food do pigs eat?

How is a pig's nest different to a bird's nest?

What would happen if a pig tried to get into a bird's nest?

1 SONG

⌚ 5 min

Jungles, rivers and rolling plains
 Jungles, rivers and rolling plains
 Housing creatures great and small.
 Bright green beetles, creeping bugs,
 Gentle turtles, flying cranes.
 Our land is rich with plants, trees and so many
 animals.
 Jungles, rivers and rolling plains
 Housing creatures great and small.



2 PHONICS & LANGUAGE

⌚ 10 min

I wanted to bring some avocado for mother pig. To carry them I put them in a box.



Write 'The box is best.' on your board.

Point to the first word and ask children to tell you what it says. Do not encourage them to sound it out. Read the word to the class if necessary.

Point to the second word. Draw 1 sound dot under each of the first two graphemes, but 2 under the x. **There are four sounds in this word, but only three letters.**

Point to the first sound dot, b. **What sound is often written this way?** Choose a child to make the sound, /b/.

Point to the second sound dot, o. **What sound is often written this way?** Choose a child to make the sound, /o/.

Point to the third and fourth sound dots. **What two sounds can be written this way?** Make the sounds /cs/ together and push the 2 sound dots together.

Continue to sound out the sentence in the same way, drawing sound dots beneath the graphemes to mark the sounds.

Read the sentence together: **'The box is best.'**

The box is best.
 ● ● ● ● ● ● ● ●

3 DECODABLE TEXT

⌚ 20 min

A big pig can eat lots of food. A big pig can eat six boxes of food.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week?
What happened in the story yesterday?
Why does a mother pig need to eat lots of food?



Read the whole story again.

Point to the words as you read this part:

I am a mother pig, I stay inside the fence. I am a mother pig, I have only one piglet. I am a mother pig, I dig up a garden.

Put sound dots under the decodables. [stay, piglet, dig, up, garden] Ask children to help you sound the words out.

The sight word that can go on the class list is: fence.

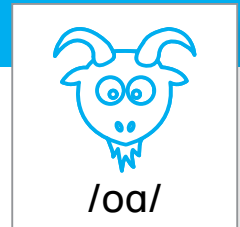
CHARACTER

How many piglets do you think a pig can have?

What colour can piglets be?

Use the new words you have to describe your picture of the mother pig and piglet. 'The mother pig ...'





1 SONG

⌚ 5 min

Sing the songs 'Biodiversity', 'In our oceans' and 'Jungles, rivers and rolling plains'.



2 PHONICS & LANGUAGE

⌚ 10 min

Do you think the owner would like to trade her pig? She would say 'no thanks' because she likes her pig.



How many sounds are there in 'no'? Do not sound out the word for the children. **That's right, two, /n/ /oa/.** Ask a child to put the correct number of sound dots on your board.

Point to the first sound dot. **Which sound comes here? 'no' That's right /n/.** Ask a child to choose the correct grapheme to place above the first sound dot.

Point to the second sound dot. **What sound comes here? 'no' That's right /oa/. Practise making the sound together /oa/.**

Place the o grapheme above the second sound dot and explain that this is one way of writing the /oa/ sound.

Point out that when we see o written down, it could represent the sound /o/ or the sound /oa/ so we need to be careful. It is mainly used for the sound /oa/ in a few useful little words like 'no'.

Encode the second word 'thanks' in the same way. Read the phrase together **'no thanks'**. **Thanks for helping me!**

no thanks
●● ●●●●●

3 DECODABLE TEXT

⌚ 20 min

No pig is as good as my pig. No pig is as big as my pig. No pig can dig ground as good as my pig.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week? What happened in the story yesterday? What did mother pig do to the ground? Show me how she would do that.



Read the whole story again.

Point to the words as you read this part:

I am a mother pig, I sleep under my owner's house on the ground. I am a mother pig, my owner says, "You are the best mother pig in the village."

Put sound dots under the decodables. [sleep, under, on, ground, best] Ask children to help you sound out the words.

The sight word that can go on the class list is: house.

Why do you think the owner says "You are the best pig in the village"?

CHARACTER

Use the new words you have to describe more of your picture of the mother pig. 'The mother pig ...'



1 SONG

⌚ 5 min

Sing the songs 'Biodiversity', 'In our oceans' and 'Jungles, rivers and rolling plains'.



2 PHONICS & LANGUAGE

⌚ 10 min

I have been looking at the work you did yesterday. If you can write the word 'no', then you can write two more words that are very similar.



Ask the children to have a go at writing the word 'no' from yesterday in their books. Show them how to form the graphemes correctly if they need help. Write 'no' on your board.

Ask the class how many sounds there are in the word 'go'. ***That's right – two. What are the two sounds? That's right – /g/ and /oa/.***

Point to the word 'no' on your board. ***If we write 'no' like this, how do you think we will write the word 'go'?*** Ask children to try this in their own books.

Afterwards, choose one child to come to the board and show the others.

Read the words you have written together.

Ask the class how many sounds there are in the word 'so'. ***That's right – two. What are the two sounds? That's right – /s/ and /oa/.***

Point to the words 'no' and 'go' on your board. ***If we write 'no' and 'go' like this, how do you think we will write the word 'so'?*** Write it on your board, referring to the other words.

Read the words you have written together: ***'no', 'go', 'so'. All these useful little words have o for the /oa/ sound.***

Ask the children to write the words in their books and say the words as they do so.

Well done! What good writers you are!

3 DECODABLE TEXT

⌚ 20 min

Piglet will go with mother pig so that mother pig can help piglet look for good roots and food.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

***What was our story this week?
And what did you do in your books?
Let's share our good work.***



PAIR AND SHARE

Get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



STORY

The seed

Molong and Boe were given a seed.

First the boys dug the soil and made a hole. Then they planted the seed. They watered it but it didn't grow. They raked it but it didn't grow.

"It's not going to grow," said Molong.

"It's not going to grow," said Boe.

Many weeks later Mother said, "Boys go and check the seed you planted." The seed had grown into a big vine. It had a great big watermelon on it. Molong and Boe were very happy.



STORI

Dispela sit

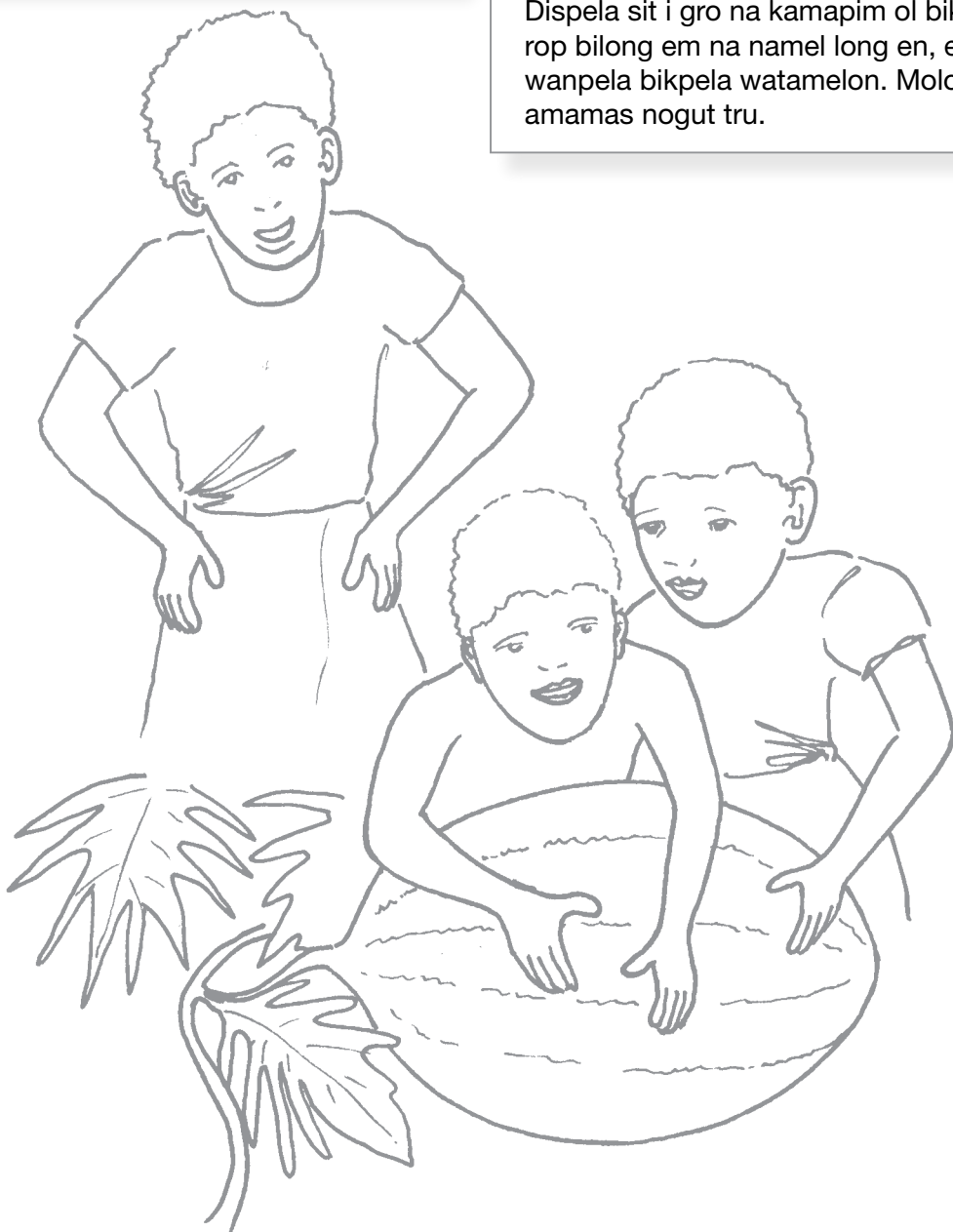
Molong na Boe i bin kisim wanpela sit.

Nambawan samting tupela i mekim em tupela i digim wanpela hul long graun na bihain tupela i planim dispela sit i go insait long dispela hul long graun. Tupela i wok long kam givim wara long dispela sit tasol em i no gro. Tupela i klinim dispela hap we tupela i planim sit tasol em i no gro.

Molong tok, "Em bai no inap long gro."

Boe tok, "Em bai no inap long gro."

Planti wik i go pinis na mama bilong tupela mangi i tokim tupela olsem, "Yutupela go sekim dispela sit yutupela i planim long em." Dispela sit i gro na kamapim ol bikpela han rop bilong em na namel long en, em i karim wanpela bikpela watamelon. Molong na Boe i amamas nogut tru.



exit, Sunday, box, name,
no, kite, go, three, so, sight

1 SONG

⌚ 10 min

The time has come to say goodbye
The time has come to say goodbye
The time has come to say goodbye
The year has been long
The year has been good
We have sung new songs
We have shared our food
We have learnt new things
We have.



2 PHONICS & LANGUAGE

⌚ 15 min

**I want to play the 'sound collection' game.
We are going to play a bit differently today.**



Have some small stones ready to give out. Place target graphemes on the board. Point to each one in turn and say the usual sound. You should include some that you know your class needs to practise, but also include qu, igh, x, rr, ay, th, y, a, t, d, g, o, m, s, l, sh. Remember that for some of these graphemes there is more than one correct phoneme, e.g. o may represent /o/ as in 'dog', or /oa/ as in 'no'.

Each pair of children chooses a sound. They then choose a grapheme to represent that sound and write it in their books.

Draw 3 sound dots on the board. Say a nonsense word to the children, for example 'thad'. Explain that this is a nonsense word and it doesn't mean anything. Say it slowly 'thad' and write it on the board with /th/ as th, /a/ as a, and /d/ as d.

Is the sound you have written in your books in this word? If it is, then take one stone.

Do this again with a new nonsense word and allow the children to decide before you sound it out whether it has their letter in it. Then sound it out and check to see if they were right.

The first pair to collect three stones wins.

3 STORY WORK

⌚ 35 min

Write the story up on the board and leave it for the week.

Ask children questions, do not write them on the board.

**Where do plants come from?
How long does a flower live for?
How long does a tree live for?**



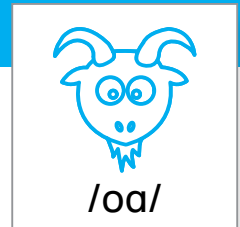
Our story this week is called 'The seed'. What kind of seed could the story be about?



Read the story twice, slowly and with expression.

**Who were the characters in the story?
What did the seed turn into?
What seeds have you planted?
What happened to the seeds you planted?**





1 SONG

⌚ 5 min

Farewell my friends
 Farewell my friends, farewell my friends.
 Finally, the term has come to an end.
 I'll go back home and so will you.
 We won't meet again until the holiday's through.
 Take care my friends, take care my friends.
 I'll see you when the term begins again.



2 PHONICS & LANGUAGE

⌚ 10 min

I have been doing some gardening. I have planted some seeds. I want to write to my uncle and tell him about it. Can you help me? I want to write 'My seeds will grow.'



Ask the children how many sounds there are in the first word 'my'. Sound out 'my' into /m/ /ie/ and draw 2 sound dots on the board. Encode as my.

Sound out 'seeds' as /s/ /ee/ /d/ /s/ and draw 4 sound dots on your board. Encode one phoneme at a time as the graphemes seeds. Read what you have written so far 'My seeds'.

Sound out 'will' as /w/ /i/ /ll/. Draw 3 sound dots and encode as will. Remind children that the correct spelling for 'will' has a double ll, though the sound is the same as l.

How many sounds can you hear in the word 'grow'? Three /g/ /r/ /oa/ Draw 3 sound dots.

Point to the first sound dot. ***What is the first sound? Say the sound /g/.*** Write the grapheme g.

Point to the second sound dot. ***What is the second sound? /r/ How can we write this?*** Write the grapheme r.

Point to the third sound dot. ***What is the third sound? /oa/*** Explain that we have a new way of writing the /oa/ sound in this word. Write ow above the third sound dot. Read what you have written together 'My seeds will grow'.

Well done. Your writing and reading are really fantastic!

My seeds will grow.



3 DECODABLE TEXT

⌚ 20 min

My seeds will grow. I will dig the ground to plant them. The seeds will grow slow.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week? What happened in the story yesterday? What are the biggest and the smallest seed you know?



Read the whole story again.

Point to the words as you read this part: ***Molong and Boe were given a seed. First the boys dug the soil and made a hole. Then they planted the seed.***

Put sound dots under the decodables. [Molong, given, seed, first, dug, planted] Ask children to help you sound out the words.

The sight words that can go on the class list are: soil, hole.

Why did the boys make a hole? Do all plants live in the ground?

STORY BOXING

Draw a seed at the bottom of your page. This is a It grows in It needs



STORY BOXING

1 SONG

⌚ 5 min

It's time to go home
 It's time to go,
 But don't be sad
 We've learnt new things
 We've made new friends.
 Don't cry, don't fret
 O just be glad
 We'll come back soon.



2 PHONICS & LANGUAGE

⌚ 10 min

I have been looking at the words you wrote yesterday. If you can write the word 'grow' then there are other words you can write that are very similar.



Ask the children to try writing 'grow' in their books. Show them how to form the graphemes correctly if necessary. Write 'grow' on your board.

How many sounds are there in the word 'show'?
Two. What are the two sounds? /sh/ and /oa/.

Point to the word 'grow' on your board. **If we write 'grow' like this, how do you think we will write the word 'show'?**

Ask children to try writing 'show' in their books. Choose one child to come to the board and show the others.

Read the words you have written together **'grow'** and **'show'**.

How many sounds are there in the word 'throw'? That's right – three. What are the sounds? /th/ /r/ and /oa/

Point to the words 'grow' and 'show' on your board. **If we write 'grow' and 'show' like this, how do you think we write the word 'throw'? Which sounds do we need to change?**

Write 'throw' on the board. Ask the children to copy it into their books. Read the words you have written.

3 DECODABLE TEXT

⌚ 20 min

Grow seeds grow! When will you show us a stem or a leaf?

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week?
What happened in the story yesterday?
Where did the boys put the seed?



Look out for the word we learned with the sound /oa/.

Read the whole story again.

Point to the words as you read this part:
They watered it but it didn't grow. They raked it but it didn't grow. "It's not going to grow," said Molong. "It's not going to grow," said Boe.

Put sound dots under the decodables. [it, but, grow] Ask children to help you sound out the words.

The sight words that can go on the class list are: watered, raked.

Why did the boys think their seed was not going to grow?

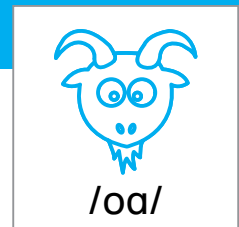
STORY BOXING

Draw a stem on the seed, and roots.



Ask children to sound the words seed, stem and roots out themselves, to label their picture.

STORY BOXING



1 SONG

⌚ 5 min

Sing the songs 'The time has come to say goodbye', 'Farewell my friends' and 'It's time to go home'.



2 PHONICS & LANGUAGE

⌚ 10 min

I want to make a wood carving for my house saying 'home sweet home'. How many sounds can you hear in the first word 'home'? Ask children to use fingers to count the sounds. **Three, /h/ /oa/ /m/.** Draw 3 sound dots on board.



Point to the first sound dot. **What sound comes here? /h/** How can we write the /h/ sound? Ask a child to write the letter h on the board.

Point to the second sound dot. **What sound is this? /oa/.** We write o and then the third sound, and then we put an e on the end. Demonstrate, writing o on the second sound dot and then e after the third sound dot.

Point to the third sound dot. **What sound is this? Listen carefully, 'home' /m/.** How can we write /m/? Ask a child to write m on the board and the rest of the children write it in the air.

Point to home. Read it together. Point to the o and the e. **This is another way of writing the /oa/ sound.**

Ask the class how many sounds there are in the second word 'sweet'. Sound out the word 'sweet' as /s/ /w/ /ee/ /t/, **four sounds.** Draw 4 sound dots on your board.

Write one phoneme at a time as the correct graphemes: s w ee t. Read what you have written so far.

Do not sound out and blend the third word, 'home', but refer to your earlier work. Read the phrase together.

home sweet home
● ● ● ● ● ●

3 DECODABLE TEXT

⌚ 20 min

Let's go home. The seeds did not grow. No shoots or stems to show.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

What is the title of the story this week? What happened in the story yesterday? Why do plants make seeds?



Read the whole story again.

Point to the words as you read this part: **Many weeks later Mother said, "Boys go and check the seed you planted." The seed had grown into a big vine. It had a great big watermelon on it. Molong and Boe were very happy.**

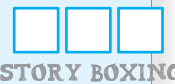
Put sound dots under the decodables. [weeks, check, seed, planted, had, grown, into, big, on, it, very, happy] Ask children to help you sound out the words.

The sight words that can go on the class list are: vine, watermelon.

How long did the seed take to grow? What do watermelon seeds look like? How many do you think are inside one watermelon?

STORY BOX

Draw leaves and a flower on the picture from this week. Now the labels, leaf and flower can be added.



Get children to write 'This is a It has'

1 SONG

⌚ 5 min

Sing the songs 'The time has come to say goodbye', 'Farewell my friends' and 'It's time to go home'.



2 PHONICS & LANGUAGE

⌚ 10 min

I read the writing you did yesterday. If you can write the word 'home' then you can write another word that is very similar, the word 'bone'.



Ask the children to try writing the word 'home' in their books. Show them how to form the graphemes correctly if they need help. Write 'home' on your board.

How many sounds are there in the word 'bone'? Three. What are the sounds? /b/ /oa/ /n/.

Point to the word 'home' on your board. ***If we write 'home' like this, how do you think we will write the word 'bone'? Which letters do we need to change?***

Ask children to try this on their own in their books. Then choose one child to demonstrate on the board.

Read the words '**home**' and '**bone**' together.

3 DECODABLE TEXT

⌚ 20 min

If you see a big stone, you must dig the stone from the ground. Then the melon seeds will grow well.

Write this text on the board and sound it out together. Get the children to read it twice in pairs and once as a whole class and to write it out in their books.



4 STORY WORK

⌚ 25 min

***What was our story this week?
And what did you do in your books?
Let's share our good work.***



PAIR AND SHARE

Get the children to describe their work to their partner. Choose children to come to the front of the class and present their good work.



TERM 4 ASSESSMENT

We have reached the end of Term 4 in E1. This is the time to assess what the children have learned in the past 7 weeks. This assessment sheet will give you a few tests to assess the children's level of the following: recognising and saying sounds, doing the sound actions, writing sounds, writing simple decodable words, blending sounds into words and reading sight words.

You should do this assessment with each child individually. Below you will find the tests and some examples of how to a keep record of the children's progress.

Assessment tests

1. Saying and writing sounds, doing sound actions

- Show the child the sounds that are listed in the table
- Tell the child to first say the sound and then do the sound action
- Mark with a tick if the child does it right

- Say the sounds that are listed in the table
- Ask the child to write the sound
- Mark with a tick if the child writes the sound correctly

End of Term Assessment – Saying, writing sounds and doing sound actions							
Name: _____							
Year: E1							
Term: 4							
	You show it		You say it		You show it		You say it
	Child sounds it	Child does the action	Child writes it		Child sounds it	Child does the action	Child writes it
or				q			
ay				x			
ie				oa			

TERM 4 ASSESSMENT

2. Writing and blending decodable words and reading sight words

- Say the words that are listed in the first column of the table
- Ask the child to write them
- Mark with a tick if the child writes the word correctly
- Say the sounds that are listed in the second column of the table. Just say the sounds, do not blend them into a word
- Ask the child to blend the sounds and make the word
- Mark with a tick if the child says the word correctly
- Write down the words in the third column of the table. Show the words to the child
- Ask the child to say the word
- Mark with a tick if the child says the word correctly

End of Term Assessment – Writing and blending decodable words, reading sight words

Name: _____

Year: E1

Term: 4

Writing decodable		Reading decodable		Reading sight words	
You say the word	Child writes it	You say the sounds	Child says the word	You show the word	Child says the word
sport		/p/ /or/ /t/		talk	
day		/s/ /ay/		women	
make		/l/ /ay/ /t/ (late)		some	
side		/k/ /ie/ /t/ (kite)		put	
sky		/f/ /l/ /ie/ (fly)		bye	
light		/q/ /i/ /c/ (quick)		coin	
queen		/n/ /ie/ /t/ (night)		people	
six		/b/ /o/ /x/		house	
go		/s/ /oa/ (so)		away	
grow		/sh/ /oa/ (show)		come	
home		/b/ /oa/ /n/ (bone)		bird	

SD-card

- Speaking and listening songs (mp3)
- Sound songs (mp3)
- Sound action videos (mp4)
- Sound action videos (3gpp)
- Teacher training videos (mp4)
- Teacher training videos (3gpp)
- Singing na stori tambuna CD (mp4)

3 booklets

- Speaking and listening song texts
- Sound song texts and sound story texts
- Decodable texts

Set of 142 flashcards

3 A1 posters

- Phoneme example words
- Sight words
- Nouns, adjective and verbs

23 readers

Shell Books, E1

- Butterfly story
- I am a bird
- I am a butterfly
- I'm bigger than you are
- My rooster
- My turtle
- Party time
- Sun and flower
- The runaway pig
- What am I?
- Who sank the boat?

Shell Books, E2

- Art of Papua New Guinea
- Duck and Rooster
- Stone boy
- The crane
- Vagi and Tatoi at home

School Journals, E2

- Bridge 6
- Bridge 7
- Bridge 8
- Bridge 9

Our English series for Melanesia, E2

- Something for me
- Something for you
- Something for them

