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

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

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| **September: Weeks 3 & 4**  **Unit 2: my friends** | | | | |
| **STRAND: Oral Language** | **STRAND: Reading** | | | **STRAND: Writing** |
| **Elements**  Communicating: LO1, LO2, LO3  Understanding: LO4, LO5, LO6  Exploring and Using: LO7, LO8, LO9, LO11, LO12 | **Elements**  Communicating: LO1  Understanding: LO3, LO4, LO5, LO6  Exploring and Using: LO7, LO8, LO9, LO10 | | | **Elements**  Communicating: LO1, LO2  Understanding: LO3, LO4, LO5,  Exploring and Using: LO7, LO8 |
| **Oral Language: Key Learning Experiences** | **Reading: Key Learning Experiences** | | | **Writing: Key Learning Experiences** |
| The child should be able to…  Initiate and take turns in conversations on the theme of myself and my hobbies.  Work in pairs/groups using gestures, expressions, signs and language style where appropriate. **(LO3)**  Acquire and understand new vocabulary and phrases from an oral text about hobbies. Understand and use nouns, adjectives, verbs and adverbs to describe their hobbies. **(LO5)** | The child should be able to…  Recognise and identify phonemes, onset-rime and syllables in spoken words **(LO4)**  Read and understand a recount about school friends  Identify the main ideas and key points in a recount and put them in sequence **(LO8)** | | | The child should be able to…  Enjoy planning a recount with and for others **(LO1)**  Use consonants and vowels in approximate spelling  Spell high-frequency and familiar words  Use a range of decoding and spelling strategies for unfamiliar words **(LO4)** |
| **Oral language poem** | **Reading Genre** | **Book Band** | | **Writing genre** |
| ‘With a friend’ by Vivian Goulad | Recount | Core: Turquoise  Foundation: Orange | | Recount |
| **Oral Vocabulary** | **Vocabulary strategy** | **Focus Words** | | **Grammar** |
| Tier 1 examples: schoolyard, mural, paint, skipping, accident, bench, teacher, game, upset, football  Tier 2 examples: nutritious, discussing, support, debate, pleasant, supervising, popular  Tier 3 examples: compliment, considerate, trustworthy, respectful | Text 2a: Inflected endings – ‘ing’  Text 2b: Homophones | Text 2a: principal, mural, interested, explained, discussing, idea, sketch, paintbrushes, heavily, fabulous, pose, photo  Text 2b: awful, horrible, rudely, unpleasant, voice, tissue, suggested, accent, actually, ruin | | Text 2a: Capital letters – names of people and places  Text 2b: Capital letters – days, months and special occasions |
| **Phonics Focus** | **Comprehension Strategies** | |
| Magic ‘e’ with ‘a’ | Making connections, Visualising, Inferring, Self-questioning, Comparing (prompts), Predicting (Skills Book p. 18) | |
| **Content** | **Content** | | | **Content** |
| Oral language poster  *My School Friends*  Week 1  *Lesson 1*  Digital poster (Explore mode): Talk and discussion  Digital poster (Story mode)  Who says?  Pair talking task: Turn and tell  Blurt it out!  *Lesson 2*  Digital poster: Recap  Digital poster (Question mode)  Listen and say  Oral recount  Talking tennis  Week 2  *Lesson 3*  Digital poster (Explore mode): Talk and discussion  Group talking task: Best buddies?  Digital poster (Activity mode): Choose the activity  Storytime  Group talking task: What Would You Do If …  *Lesson 4*  Digital poster (Label mode)  Digital poster (Poem mode): *With a Friend*  Group talking task: Imaginary friend | Core / Foundation Reader  Unit 2a – The School Mural; Unit 2b – In the Schoolyard (p. 12 - 19)    2nd Class Skills Book  Comprehension Activities (p.14, 18)  Vocabulary Activities (p.15, 19)  Digital  Digital: Unit 2a Grammar activity: Capital letters for names and places; Unit 2b Grammar activity: Capital letters for days, months and special days  Phonics printable worksheet – 02. My School friends  Below-level printable worksheet – 2a The School Mural  Above-level printable worksheet – 2a The School Mural  Below-level printable worksheet – 2b In the Schoolyard  Above-level printable worksheet – 2b In the Schoolyard | | | 2nd Class Skills Book  Grammar Activities (p.16, 20)  Recount Writing (p.17, 21) |
| **Interactive Readers** | | |
| Unit 2: Genre video (Recount)  Unit 2: Comprehension strategy displays  Unit 2a: Vocabulary flashcards  Unit 2b: Vocabulary flashcards  Interactive Reader: Core Reader 2a – The School Mural  Interactive Reader: Core Reader 2b – In the Schoolyard | | |
| **Differentiation** | **Differentiation** | | | **Differentiation** |
| Starter and flyer stories in the digital posters  Below-, on- and above level questions in the digital poster | Teachers can differentiate by using either the Foundation or the Core reader.  Please see page 222 of the Teacher’s Guide for a list of levelled readers from a variety of publishers organised by theme and genre. | | | All children carry out the same writing task (Skills Book pp.17 and 21). Writing is differentiated by outcome. |
| **Assessment** | **Assessment** | | | **Assessment** |
| Oral language assessment checklist | Reading and writing assessment checklist  Teacher designed tests and tasks: Teachers could create a running record for the Unit 2 texts  Questioning: Use the Interactive Reader prompts  Conferencing  Teacher observation | | | Reading and writing assessment checklist  Think, Pair, Share: Children discuss the important features of recount writing |
| **Integration** | | | **Games/Activities** | |
| **SPHE** – Myself and others – My friends and other people  **Visual Arts** – Painting and colour – Painting  **Drama** – Drama to explore feelings, knowledge and ideas, leading to understanding | | | In pairs, paint a picture of some of the favourite things you like to do in school.  Discuss with the class how it feels to be the new person in a group or class.  Dramatise the events in the two recounts.  Use a conscience alley activity or a teacher-in-role activity to explore the feelings of those involved in the stories.  Draw up a class inclusivity contract to help children to remember to include others in their games.  Read the story The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers – discuss how each of the crayons feel about being left out or not used. Make connections with the story in Unit 2b. | |