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| **4 WAYS TO LITERACY PLAN 2018****Class: High School 11 Term: 1 Week: 1-2** |
| **Outcomes: Life Skills English:**1.1 gives attention to another person, an object or an event in their environment1.6 gives information, comments, asks questions spontaneously or on request1.8 utilises appropriate technology, and a range of age-appropriate aids, to facilitate communication 2.4 answers questions and gives explanations2.8 recounts stories, personal experiences and jokes3.4 listens to and responds appropriately to a variety of presentations in a variety of media4.1 recognises individual photographs, pictures, symbols or words for personal use5.5 writes to communicate information for a variety of purposes6.2 views images and interprets their meaning, information and content |
| **Differentiation:****XX** types responses on Keedogo Keyboard. Some written responses can be done using magnetic letters – real ones or on iPad and IWB. He can also use large writing tools such as whiteboard markers. Pryce is able to use conventional pencils but his motor skill and legibility with these tools is restricted.**XX, XX, and XX** use conventional writing materials and can form all letters of the alphabet. **XX** also uses conventional writing tools and is learning to form all his letters. **XX** can form letters using conventional pencils, but they are difficult to decipher.**All** students have speech limited to phrases of 2-3 words. They respond more fully to questions when given visual supports such as on Proloquo2Go, photographs and icons. |
| **EMERGENT: Shared reading: Greetings from Sandy Beach by Bob Graham** | **CONVENTIONAL: Guided reading** |
| 1. **Before reading –** Class discussion- Did you go anywhere in the holidays? What did you do? What do you do at the beach?
2. Read to find out how everyone felt when they were leaving. Why? **Proloquo2Go-home-feelings**
3. Read to find out what the family did in the car. **Proloquo2Go-home-actions**
4. Describe the people they met at the campsite. **Proloquo2Go-home-describe p2-positive, negative**
5. Read to find out what mum and dad thought about the Disciples. Why? Proloquo2Go-home
6. What do you think about the Disciples? **Proloquo2Go-home-feelings**
7. Read to find out how the family got the tent up? Proloquo2Go-home-help
8. Read to find out what happened to dad on the sand. **Proloquo2Go-home-actions**
9. Read to find out what they did with the school kids on the sand. **Proloquo2Go-home-actions**
10. Read to find out what the family did at night. What did they have for dinner? **Proloquo2Go-home-food**
11. Read to find out what the family did on the second day.
12. Read to find out what the children got on the last day. **Proloquo2Go-home-food p2-dessert**
13. Why did dad change his mind about the Disciples?
14. Read to find out what souvenirs did the boy get from his holiday?
 | **XX, XX, XX, XX:**Sunshine Classics Level 4: My home **XX:** Sunshine Classics Level 10: Don’t you laugh at me**XX:**Sunshine Classics Level 20: Three wishes* **Reading the text** questions

See Sunshine Classics  teaching notes attached* **Complete the activities related to the book:** alphabet, words, thinking, record the story.
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| **Conventional writing:**1. Sign in each day, name on work
2. Name, address, phone number daily
3. Predictable writing chart:
4. When I go on holidays I like to …
5. At the beach they …
6. Write a recount about your holiday using Clicker 6.
7. Answer questions from the story.
8. Type or write sentences from sight words – using Proloquo2Go to choose content words
9. Reassemble sentences from predictable writing chart
10. Choose a picture to write about
 | **Self-Selected reading:**Library booksClassroom booksSunshine Readers and ClassicsSong Lyrics with keyword signing: * Caught in the crowd
* Eye of the tiger
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| **Working with words:*** Oxford Sight Words: revision words 1-20
* Dynamic core words: who, what, where, you

 – on Proloquo2Go- making sentences* Personalised spelling
 | * Sight word/ sound bingo
* Sight words into sentence
* Sight word find a word
* Make 3-5 letter words from onset rime: ing, an

 **Systematic Sequential Phonics** lessons 1-5 |
| **Comments/ evaluation:**  |

