**Pudong Primary Literacy Planning**

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| **Unit title:** Labels and Lists | | **Big Idea:** Labels are used to identify parts or what a diagram is | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * That print carries meaning * What a label is and it can label picture * Create a list and know why they are important | | | |
| **YCIS English Standards of this unit:**  **Word recognition/decoding/encoding**   * Recognise automatically an increasing number of familiar high frequency words some high frequency words   **Word structure and spelling**   * Spell new words using phonics as the prime approach * Segment sounds into their constituent phonemes in order to spell them correctly   **Create and shape texts**   * Create short simple texts on paper and screen that combine words with images * Convey information and ideas in simple non-narrative forms   **Text structure and organization**   * (above their level. Will address later) * [Write chronological and non-chronological texts using simple structures](http://webarchive.nationalarchives.gov.uk/20110809091832/http://teachingandlearningresources.org.uk/node/20892/taxonomy/25721/25729/17604) * [Group written sentences together in chunks of meaning or subject](http://webarchive.nationalarchives.gov.uk/20110809091832/http://teachingandlearningresources.org.uk/node/20892/taxonomy/25721/25729/17604)   **Sentence structure and punctuation**   * [Compose and write simple sentences independently to communicate meaning](http://webarchive.nationalarchives.gov.uk/20110809091832/http://teachingandlearningresources.org.uk/node/20892/taxonomy/25721/25726/17604) * [Use capital letters and full stops when punctuating simple sentences](http://webarchive.nationalarchives.gov.uk/20110809091832/http://teachingandlearningresources.org.uk/node/20892/taxonomy/25721/25726/17604)   **Presentation**   * Write with spaces between words accurately * Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip | | | |
| **Guiding Questions:**   1. What is a list and where do we use them/see them? 2. What is a label and where do we use and find them? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Labels**  **Formative: Worksheet**  Are the students able to labels simple pictures correctly?   * Labeling pictures given to them. Use a word bank to help them. Encourage to read by looking for initial sounds   **Lists**  **Formative: Other written assessments**  Are the students able to create a list of animals from a familiar text?   * Children can use list as a reference. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
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**Writing targets embedded within this unit:**

1 I can copy a simple sentence into my book.

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

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| **Unit title:** Traditional Fairy Tales | | **Big Idea:** Fairy tales can be used to retell stories in correct sequence | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * How to retell a fictional story through words and drama * Identify the setting and main characters of a story * Children will attempt to write about what they have drawn using fairy tales using labels and sentences | | | |
| **YCIS English Standards of this unit:**  **(R= reception standards. Due to the nature of our ECE and Y1 program we include some reception standards and Y1 to fit our students needs and abilities.)**   * Retell stories, ordering events using story language * Listen with sustained concentration, building new stores of words in different contexts. * Act out their own and well-known stories, using voices for characters * Ask and answer questions, make relevant contributions, offer suggestions and take turns * Act out their own and well-known stories, using voices for characters * Recognise automatically an increasing number of familiar high frequency words * Spell new words using phonics as the prime approach * Segment sounds into their constituent phonemes in order to spell them correctly * Recognise automatically an increasing number of familiar high frequency words * Make predictions showing an understanding of ideas, events and characters * Find and use new and interesting words and phrases, including story language * Create short simple texts on paper and screen that combine words with images | | | |
| **Guiding Questions (3-5):**  How do you retell a traditional tale?  How do you sequence the events of this story?  Who are the traditional characters in the fairy tale stories?  What is a setting and can you identify the setting in a story? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**   * Observe children retelling traditional tales. Did they tell you the characters? When and where? Something from the beginning, middle and end. Also encourage them to use time words. First, and then, next, finally and last. (formative) * Drama of children acting out traditional tale. Retell of story and voice/drama assessed. (formative) * Children write simple sentence or label pictures of drawing about a traditional tale. Encourage them to have picture showing who and something from beginning, middle and end. (summative) | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
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**Writing targets embedded within this unit:**

1 I can use finger spaces between my words in a sentence.

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| **Unit title:** Poetry – Introduction to Rhyme | | **Big Idea:**  How to rhyme and identify rhyming words | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * What a word family is and how it can help us read and spell. * How to make rhymes for simple word families like –at –op – ip –ot etc. * Identify what words rhyme in story or poem. * How to use word families as a strategy to read unfamiliar words. | | | |
| **YCIS English Standards of this unit:**  **Speaking**   * Interpret a text by reading aloud with some variety in pace and emphasis   **Listen and respond**   * Listen with sustained concentration, building new stores of words in different contexts   **Word recognition/decoding/encoding**   * Recognise automatically an increasing number of familiar high frequency words   **Word structure and spelling**   * Spell new words using phonics as the prime approach * Segment sounds into their constituent phonemes in order to spell them correctly   **Understand and interpret texts**   * Explore the effect of patterns of language and repeated words and phrases * Use syntax and context when reading for meaining   **Presentation**   * Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip * Write with spaces between words accurately | | | |
| **Guiding Questions (3-5):**   * What is a rhyme? * How can you determine rhyming words? * What makes a poem different from a story? * What strategies can we use to rhyme with a given word? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**   * Matching words and pictures * Creating a list of rhyming words from a given word | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
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**Writing targets embedded within this unit:**

1. I can write CVC words using letter sounds (1B - Vocabulary)

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