

Figure 14.10 Overview — KIP Workshops — Shared Reading — P5

Listed words are the focus; italicised words are revisited or optional

Reading Workshop	No Queen Today	Go Green	When Barney Went to the Vet
<b>Text type</b>	narrative - story with a rhyming chorus	information text (report) & persuasive text (poster)	narrative (poem)
<b>Themes</b>	occupations, obligations and responsibilities	environmental problems, causes, and solutions; public messages	occupations, pets, caring for others/animals, cause and effect
<b>Learning experience</b>	shared reading a big book and activities	shared reading a book using projector, viewing samples and doing activities	shared reading a big book and activities
<b>Main task and workshop outcomes</b>	study features of a narrative then retell using readers' theatre with an emphasis on reading accuracy and expression	study an information report about a problem and solutions; analyse examples of persuasive texts to see how they influence people's behaviour to solve the problem	study rhyming narrative features and retell the story through a readers' theatre
<b>Vocabulary</b> <b>Text type focus</b> (student vocabulary in bold)	story, rhyme, rhythm, chorus, fiction, non-fiction, characters, main character, setting, problem, resolution, sequence of events, author's intention, main idea	information - report, photograph, contents page, double page, introduction, paragraph, sub-headings, topic sentence, text structure, label persuasive - poster, think, feel, reason, purpose, persuade, attractive, catchy title	story, rhyme, narrative, <i>alliteration</i> , character, sequence of events, cause and effect, problem/resolution
<b>Reading terminology</b>	title, author, illustrator, picture, synonyms, retell	title, author, photographer, contents page, topic sentence, cause, effect, solution, conclusion, alphabetical order	cover, title, author, illustrator, picture, word, page, contents, blurb
<b>High frequency words</b>	clothes, once, every, heard, those, been, have, foot, must, mustn't, kind, pull, off, some, don't	( <i>revisiting words previously taught</i> ), car, can, are, live, thing, when, know, make, away, water, green, more, help, ride, after, people, many, each, always, use, with + out = without, need	his, mother, her, chair, lady, home, next, close, before, which, round, angry, white
<b>Content words</b>	queen, king, palace, gardener, cook, maid, gate, street, weeds, screeched, flap and fluster, bore, horrendous, weeping, wailing, stamped	recycle, rubbish, fumes, land, air, water, shower, earth, running a bath, a leaking tap, waste, plastic, metal, glass, switch, power, problem, cause, effect, solution	bulldog, poodle, mice, kitten, hen, piglet, wrinkled, bandaged, squawking, sleek, quacking, clucky, plump, barked, wagged, swiped, hissed, chased, nipped, spit, spat
<b>Graphophonic reading strategies focus</b>	<ul style="list-style-type: none"> <li>reading with word accuracy</li> <li>explicit teaching of phonemes: <ul style="list-style-type: none"> <li>'scr'</li> <li>long 'e' sound - been, queen, be, people</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>explicit teaching of phonemes: <ul style="list-style-type: none"> <li>long 'i' sound - i_e, igh, y</li> <li>long 'e' sound - e, ee, ea</li> <li>'ir', 'ur' and 'ear' sound</li> </ul> </li> <li>decoding text using graphophonic strategies</li> <li><i>alphabetical ordering: by 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> &amp; 4<sup>th</sup> initial letters</i></li> <li>repeated arrangement of content/theme in a paragraph</li> <li>repeated arrangement of content/theme on a double page</li> </ul>	<ul style="list-style-type: none"> <li>decoding text using graphophonic strategies especially: <ul style="list-style-type: none"> <li>rhyme - same and different spelling</li> <li>short vowel sound</li> <li>initial vowels - alliteration</li> <li>medial vowel sounds in CVC words</li> </ul> </li> <li>different pronunciation of 'ed' at end of words</li> <li>predicting the next word, next event</li> </ul>
<b>Syntactic reading strategies focus</b>	<ul style="list-style-type: none"> <li>predicting the next word and phrase</li> </ul>		
<b>Semantic reading strategies focus</b>	<ul style="list-style-type: none"> <li>use picture clues</li> <li>understand the purpose of using rhyme and alliteration</li> <li>practise the comprehension strategies of: using prior knowledge, skimming, scanning, predicting, visualising, questioning, making connections, inferring, self-monitoring, summarising and synthesising</li> </ul>		
<b>Grammar items and structures</b>	<ul style="list-style-type: none"> <li>present perfect tense (I have been a queen.)</li> <li>modal verbs: must, mustn't, should, shouldn't</li> <li><i>simple past tense (optional)</i></li> </ul>	<ul style="list-style-type: none"> <li>connectives (cause and effect) - because, so, when</li> <li><i>phrasal verbs - look after, cut down, switch on, turn on, throw away, take away, switch off, turn off</i></li> <li><i>prefixes and root words - re- (again): un-, im-, dis- (not)</i></li> </ul>	<ul style="list-style-type: none"> <li>alliteration (adjectives and nouns)</li> <li>connectives - 'when' and 'because'</li> <li><i>synonyms, e.g. a bandaged paw and injured</i></li> <li><i>word families, e.g. hang, hanging, hung</i></li> <li><i>past tense - '-d', '-ed'</i></li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>actively listen to others</li> <li>spontaneously respond in authentic dialogue</li> <li>listen and speak on cue in a readers' theatre</li> </ul>	<ul style="list-style-type: none"> <li>actively listen to others</li> <li>track/read along</li> </ul>	<ul style="list-style-type: none"> <li>listening to rhyming words</li> <li>track/read along</li> <li>listen to rhythm in text</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>respond orally to questions and express creative ideas orally</li> <li>read aloud a shared text with accurate pronunciation and appropriate expression</li> <li>chant choruses as part of a group</li> <li><i>use natural dialogue in an interview activity (optional)</i></li> <li>speak confidently before the group</li> </ul>	<ul style="list-style-type: none"> <li>respond orally to questions</li> <li>use English in pair and group work</li> <li>create phrases and sentences using familiar and new vocabulary and structures</li> <li>speak confidently before the group</li> <li>express creative ideas orally</li> <li>use accurate pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>accurate pronunciation</li> <li>orally respond to questions and tasks</li> <li>read with expression</li> <li>use English in group work</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li><i>interpreting timetables (optional)</i></li> <li><i>practising multiple choice comprehension questions (optional)</i></li> </ul>	<ul style="list-style-type: none"> <li>thinking skills: see patterns in text structure, using prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>thinking skills: interpreting, predicting, using prior knowledge</li> </ul>

## Overview — KIP Workshops — Shared Reading — 5 (cont'd)

Reading Workshop	No Queen Today	Go Green	When Barney Went to the Vet
<p><b>Objectives - lessons</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>recognise some high frequency words</li> <li>recognise content words in the text of the big book</li> <li>interpret meaning of vocabulary through listening, word and picture clues</li> <li>track text as the teacher reads</li> <li>read along with the teacher</li> <li>develop confidence to respond orally in lesson discussions</li> <li>read a text independently</li> <li>complete activities independently using strategies other than the teacher for help e.g. classroom resources</li> <li>self-assess and reflect on their learning</li> </ul> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>understand book and text type terminology</li> <li>orally use some book and text type terminology correctly</li> <li>infer and make predictions about the story using picture and text clues</li> <li>retell the story by sequencing events</li> <li>practise graphophonic strategies to decode and encode unfamiliar words</li> <li>learn to say and read the sound 'scr'</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>aurally recognise the long 'e' sound</li> <li>analyse the attitudes and behaviour of the main character</li> <li>recognise the problem and solution of the narrative</li> <li>apply modal verbs (must, mustn't, should, shouldn't) when discussing the duties of the characters in the story</li> <li>practise for their role in a readers' theatre</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>clearly read their part of the script</li> <li>understand their character and read with expression</li> <li>use facial expression to show character's feelings</li> <li>follow the script, listen carefully to other students and come in on cue</li> <li>reflect on their performance to know how to improve</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>match synonyms to content words</li> <li>scan pictures and text for information about occupations and duties</li> <li>modify simple phrases to write a rhyme in present perfect tense</li> <li>choral read their rhymes</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>track text as the teacher reads</li> <li>read along with the teacher</li> <li>recognise some high frequency words</li> <li>recognise and understand content words in a shared text</li> <li>use reading strategies to read a familiar text accurately</li> <li>interpret the meaning of a shared information text using reading strategies</li> <li>independently read a familiar text</li> <li>develop confidence to respond orally in lesson discussions</li> <li>complete activities independently using strategies other than the teacher for help e.g. classroom resources</li> <li>use book terminology correctly in discussion</li> </ul> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>respond to questions about an information text</li> <li>develop knowledge relating to 'green' topics</li> <li>interpret, predict and analyse text using picture and context clues</li> <li>respond to questions about the structure of an information text type (contents page, introduction, subheading)</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>identify topic sentence in a short text</li> <li>comprehend key vocabulary in a shared text</li> <li>understand the concepts of problem, cause and effect</li> <li>deconstruct an information text for cause and effect</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>understand problem, cause, effect and solution in a text</li> <li>predict repeated structure of reports in an information text</li> <li>identify solutions in a 'green' report</li> <li>scan text for information</li> <li>organise information in note form</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>identify problem, cause, effect and solution in a text</li> <li>classify persuasive text types</li> <li>observe and discuss persuasive features of 'green' posters</li> <li>use criteria to evaluate how persuasive a 'green' poster can be</li> <li>learn how to 'go green' through posters</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>recognise familiar high frequency words and learn new ones</li> <li>recognise content words in the text of the big book</li> <li>interpret meaning of the story and vocabulary through listening to word, sentence, story and picture clues</li> <li>track text as the teacher reads</li> <li>use accurate pronunciation of phonic sounds</li> <li>apply reading strategies on unknown words</li> <li>reflect on reading strategies used in lessons</li> <li>read along with the teacher</li> <li>develop confidence to respond orally in lesson discussions</li> <li>read a shared reading text independently</li> <li>complete activities independently using strategies other than the teacher for help e.g. classroom resources</li> </ul> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>use book terminology (title, author, illustrator, blurb)</li> <li>interpret and make predictions about the text using picture clues</li> <li>explore rhyming words in a poem</li> <li>respond to questions about the content</li> <li>practise graphophonic strategies when reading - rhyming words</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>build sentences using new adjectives</li> <li>identify alliteration in a poem</li> <li>apply syntactic reading strategies - adjectives and alliteration - when reading</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>practise short vowel sounds</li> <li>identify short vowels in familiar CVC words</li> <li>build CVC words with given short vowel sounds</li> <li>read with expression in the readers' theatre/drama</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>review structure of a narrative text</li> <li>sequence events in a familiar story</li> <li>orally retell events in a familiar story using picture prompts</li> <li>become aware of cause and effect in text structure</li> <li>respond to simple cause and effect questions</li> <li>use 'when' to join cause and effect sentences</li> </ul>
<p><b>Objectives - optional activities</b></p>	<ul style="list-style-type: none"> <li>shows comprehension of new vocabulary (content words)</li> <li>place familiar nouns and verbs appropriately in a past tense text</li> <li>shows comprehension of content words</li> <li>retells events of a story by sequencing pictures</li> <li>retells events of a story by sequencing sentences</li> <li>accurately recognises the corresponding letter or letter combinations to spell words</li> <li>independently reads a shared text</li> <li>uses appropriate intonation and expression to show the meaning of a text</li> <li>self-assesses own reading performance and effort in a reader's theatre</li> <li>makes inferences about the main character's attitudes or behaviours</li> <li>uses the modal verbs 'must', 'mustn't', 'should' and 'shouldn't' to show obligation</li> <li>accurately recognises long 'e' sound when listening to familiar words</li> <li>interprets an information text (timetable)</li> <li>writes a simple character description</li> <li>interprets information texts (timetable and notice)</li> <li>uses a small range of language patterns, such as present perfect tense and simple past tense</li> </ul>	<ul style="list-style-type: none"> <li>identify and spells medial long 'i' sound when listening to familiar words</li> <li>show comprehension of content words</li> <li>order words alphabetically</li> <li>comprehend and use phrasal verbs correctly in a sentence</li> <li>recognise words with medial long 'e' sound</li> <li>show comprehension of causes and effects about environmental problems</li> <li>write logical cause and effect sentences using connectives 'so' and 'because'</li> <li>analyse text structure for problem, cause and effect</li> <li>use labels to illustrate information in a text</li> <li>accurately recognise medial sound 'ir' when listening to familiar words</li> <li>accurately recognise medial sound 'ur' when listening to familiar words</li> <li>accurately recognise medial sound 'ir', 'ur' and 'ear' when listening to familiar words</li> <li>alphabetically arrange words according to initial, second and third letters</li> <li>practise speaking skills using green vocabulary and knowledge</li> <li>show comprehension of catchy use of English words (literary devices) through illustrations</li> <li>interpret information on a poster</li> <li>identify base words and the prefix 're-'</li> <li>use prefix words correctly in sentences</li> <li>identify base words and prefixes (un-, im-, dis-)</li> <li>use prefix words correctly in sentences</li> </ul>	<ul style="list-style-type: none"> <li>match rhyming pairs</li> <li>show comprehension of new vocabulary (content word)</li> <li>read a blurb to understand the main idea of narrative books</li> <li>match and use words of similar meaning</li> <li>read, write and say examples of alliteration</li> <li>build words by adding 'd' or 'ed'</li> <li>build word families</li> <li>use verbs and adjectives to describe characters in a text.</li> <li>show comprehension of new vocabulary (content words)</li> <li>use correct medial vowels to make words</li> <li>skim a text to locate specific information</li> <li>self-evaluate reading performance and interest</li> <li>use content words to show comprehension</li> <li>recognise adjectives</li> <li>recognise (animal) nouns</li> <li>build sentences with accurate placement of adjectives</li> <li>write logical cause and effect sentences using connectives 'when' and 'because'</li> </ul>

Figure 14.11 Overview — KIP Workshops — Reading Aloud — P5

Listed words are the focus: italicised words are revisited or optional

Reading Workshop	On The Way Home	Voices in the Park ( <i>can use in P6</i> )	Lost and Found
<b>Text type</b>	narrative (story)	narrative (story from different / voice points of view)	This workshop is designed for P4 and P5. Details are listed in Figure 14.8 "P4 Reading Aloud Overview"
<b>Themes</b>	friends, family, a neighbourhood, animals, problem-solving, fear	relationships between children and adults, friends, judging others by appearance/ social class etc, park activities, the seasons	
<b>Learning experience</b>	a reading aloud - listening and responding to a story	a reading aloud - listening and responding to a story	
<b>Main task and workshop outcomes</b>	oral comprehension tasks and optional activities on themes, imagination and action verbs	oral comprehension tasks and optional activities on themes, characters' points of view (voices), emotions and setting (mood), readers' theatre	
<b>Vocabulary</b> <b>Text type focus</b> (student vocabulary in bold)	story, true story, fiction, imagination, story plan, main character, characters, setting, sequence of events, problem/resolution (and/or solution), recount, <i>cause/effect</i>	narrative, story, recount, title, fiction, setting - place / time, imagination, main characters, events, voice, mood, (monologue)	
<b>Reading terminology</b>	cover, title, author, illustrator, pictures/ illustrations	title, author, translator, illustrator, illustrations, series, blurb	
<b>High frequency words</b>	—	—	
<b>Content words</b>	<ul style="list-style-type: none"> <li>review or introduce vocabulary related to friends, family, a neighbourhood, animals, problem-solving, fear</li> <li>new vocabulary is scaffolded by the pictures and the teacher's oral expression and gestures</li> </ul>	<ul style="list-style-type: none"> <li>setting words (place) - park, trees, flower, lamp, gate, bench, statues, merry-go-round, frame, slide, <i>see-saw</i></li> <li>setting words (time) - seasons, winter, summer, autumn, spring, cold, warm, sunny, bright, dull, windy etc</li> <li>character names - Charles, Smudge, Charles's mother, Smudge's father, Victoria, Albert</li> <li>feeling / personality words - that arise in discussion e.g. sad, depressed, happy cheerful, friendly, accepting, interested, loving, unfriendly</li> <li>drama terminology - readers' theatre, script, role, 'hotseat'</li> </ul>	
<b>Graphophonic reading strategies focus</b>	<ul style="list-style-type: none"> <li>accurate pronunciation of words when speaking and reading</li> <li>listening to and saying words with consonant blends, e.g. cl, cr, sw, gl, squ</li> </ul>	<ul style="list-style-type: none"> <li>listening to and encoding words</li> </ul>	
<b>Syntactic reading strategies focus</b>	<ul style="list-style-type: none"> <li>syntactic - predicting what will happen next</li> </ul>	<ul style="list-style-type: none"> <li>interpreting story structure</li> </ul>	
<b>Semantic reading strategies focus</b>	<ul style="list-style-type: none"> <li>picture clues and context to infer meaning</li> <li>dramatic words and exclamations</li> </ul>	<ul style="list-style-type: none"> <li>using pictures and context to infer meaning</li> <li>relating fonts and print styles to characters' personalities and feelings</li> <li>inferring, analysing pictures for mood, concluding main ideas</li> </ul>	
<b>Grammar items and structures</b>	<ul style="list-style-type: none"> <li><i>exclamation marks, speech marks</i></li> <li><i>adjective, noun and verb</i></li> <li><i>action verbs - 'ed', 'ing'</i></li> <li><i>simple past tense</i></li> <li><i>adjectives, nouns, verbs and phrases</i></li> </ul>	<ul style="list-style-type: none"> <li><i>conditional sentences: understand when listening / use in oral responses - if, would, can</i></li> <li><i>adjectives: words to describe feelings, emotions and mood</i></li> </ul>	
<b>Listening</b>	<ul style="list-style-type: none"> <li>listening to and encoding dramatic words</li> <li>literature sharing circle</li> <li>discussion - active listening</li> <li>role play</li> </ul>	<ul style="list-style-type: none"> <li>attentively listen to others</li> </ul>	
<b>Speaking</b>	<ul style="list-style-type: none"> <li>discussions - orally respond to the story in phrases and sentences</li> <li>use new book vocabulary in responses</li> <li>literature sharing circle (optional)</li> <li>role play (optional)</li> </ul>	<ul style="list-style-type: none"> <li>respond orally to questions</li> <li>create phrases and sentences using familiar and new vocabulary and structures</li> <li>speak confidently before the group</li> <li>express creative ideas orally</li> <li>spontaneously respond in authentic and drama contexts</li> <li>read aloud with expression and intonation</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>thinking skills: interpreting, predicting, using prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>thinking skills: see patterns in text structure, using prior knowledge</li> </ul>	

## Overview — KIP Workshops — Reading Aloud — P5 (cont'd)

Reading Workshop	On The Way Home	Voices	Lost and Found
<b>Objectives</b>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>enjoy being read to</li> <li>develop listening and speaking skills (see ELCG list last page)</li> <li>feel confident to respond orally to the text when asked</li> <li>apply English skills when doing selected tasks about the text (see objectives on the student activities)</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>retell the story using a story plan template</li> <li>explore the structure of this narrative text (story)</li> <li>identify a narrative text as fiction not fact</li> <li>discuss their relationships with family and/or friends using familiar and new vocabulary in sentences</li> <li>discuss 'fear' using familiar and new vocabulary</li> <li>explore the concepts of problems and solutions</li> <li>discuss their neighbourhood using familiar and new vocabulary in sentences</li> <li>identify the setting in a story</li> <li>identify the problems and solutions in a story through discussion using sentences</li> <li>use familiar and new vocabulary in brainstorming and discussion using sentences</li> <li>create solutions to a problem using sentences</li> <li>analyse the roles of characters in a story</li> <li>discriminate between truth and imagination</li> <li>express personal responses, opinions and judgments about a character</li> <li>analyse and express opinions about a story through oral discussion</li> <li>analyse the text to identify adjectives, nouns and verbs and phrases</li> <li>create oral descriptions using adjectives, nouns, verbs and phrases appropriately</li> <li>are introduced to a literacy device (action verbs) that authors use to make their stories more interesting and exciting</li> <li>identify action verbs and the past tense form ('ed', 'ing')</li> <li>punctuate sentences accurately using speech and exclamation marks</li> <li>discuss the use of exclamations in direct speech and the use of exclamation marks</li> <li>apply the exclamation mark when reading aloud</li> <li>punctuate an exclamation sentence, accurately</li> <li>speak and reflect about a story book</li> <li>express their feelings concerning characters and events in a story</li> <li>respect each others' opinions and take turns in a group setting</li> </ul>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>enjoy being read to</li> <li>develop listening and speaking skills (see ELCG list last page)</li> <li>participate in drama activities</li> <li>apply familiar and new vocabulary in oral and written statements</li> <li>use a range of thinking skills: infer, interpret pictures, create ideas, evaluate</li> </ul> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>listen intensively to a story</li> <li>analyse pictures to discuss the setting (time and place) of the story</li> <li>reconstruct the story setting as a diagram</li> <li>use pictures and discussion to understand the personality, thoughts and feelings of the characters</li> <li>understand how the characters' feelings, personality and actions are intertwined with the setting in the story</li> <li>use context to infer meaning of colloquial phrases</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>develop insights into the main characters' personalities and how they relate to each other</li> <li>understand the author's use of 'voice' in this story and how 'voice' is the inner thoughts in a person's head.</li> <li>use conditional tense to describe how a book can have a number of voices</li> <li>develop an awareness of mood in a setting</li> <li>evaluate the importance of each character to the story</li> <li>infer meaning of colloquial phrases through picture and context clues</li> <li>perform in a readers' theatre with clarity, expression and comprehension</li> <li>consolidate the concept of 'voice' through participation in readers' theatre</li> <li>reflect on and express what he/she has learned</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>read and use new vocabulary</li> <li>match colours to emotions to show the idea of 'mood'.</li> <li>increase their vocabulary of emotion words.</li> <li>create a map that represents the setting of a familiar narrative</li> <li>self-assess their own reading performance and effort in a readers' theatre</li> <li>explore story characters through drama.</li> <li>explore book themes through drama</li> <li>understand and respond to conditional sentences that use "if", "would", "can" and "can't".</li> </ul>	<p>This workshop is designed for P4 and P5. Details are listed in Figure 14.8 "P4 Reading Aloud Overview"</p>

Figure 14.12 Overview — KIP Workshops — Process Writing — P5

Words in bold are a focus; words in italics are revisited or *optional*

Writing Workshop	No Queen Today	Go Green	When Barney Went to the Vet	On The Way Home	Voices in the Park
Text Type	narrative (story with rhyme)	persuasive (brochure) information (fact files)	narrative (story)	narrative (story)	Narrative (personal recount) exchange (email)
Themes	occupations, activities, roles, obligations and responsibilities	environmental problems, causes, and solutions; public messages	occupations, pets, caring for others/animals, cause and effect	friends, family, neighbourhood, animals, problem-solving, fear	relationships between children and adults, friends, judging others by appearance/ social class etc, park activities, the seasons
Learning experience	shared reading 'No Queen Today'	shared reading 'Go Green'	shared reading 'When Barney went to the Vet'	reading aloud of 'On the Way Home'	reading aloud of 'Voices in the Park'
Main task and workshop outcomes	write a letter to the queen that suggests activities she can do when not a queen and give reasons	Write a point of view and supporting arguments to present orally or in a brochure	write a continuation of the Barney story, using cause and effect statements	write a personal recount that adds characters and dramatic language to create a new story	write a recount and include in an email
<u>Vocabulary</u> Text type focus (student vocabulary in bold)	(exchange), envelope, letter, stamp, sender, receiver, date, address, subject/ topic, greeting message, closure	<ul style="list-style-type: none"> <li>title, author, photographer, illustrator, topic sentence, solution, conclusion</li> <li>persuade, change, point of view, opinion, fact, belief, believe, think, feel, reason, argument, author's intention, cause and effect</li> <li>audience, plan of action, introduction, purpose</li> </ul>	story, rhyme, recount, introduction (who, when, where), character, events, cause and effect, ending, details, fact, main idea, feelings, thoughts	recount, events, character, setting; problem, solution, ending, personal comment characters, narrative, imagine, imagination	<ul style="list-style-type: none"> <li>recount: audience, voice, setting, characters, main character, series of events, captions (<i>optional: voice, mood, fonts, illustrations</i>)</li> <li>exchange: email, envelope, letter, stamp, sender, receiver, address, subject/topic, greeting, message, closure, sequence of events, personal comment</li> </ul>
Writing terminology	brainstorm, pre-write, draft, revise, edit, publish, audience, vocabulary, writer, illustrator, reader, little teacher, checker, grammar terms, dictionary	brainstorm, pre-write, draft, revise, edit, publish, audience, vocabulary, writer, illustrator, reader, little teacher, checker, grammar terms, dictionary	brainstorm, pre-write, draft, revise, edit, publish, audience, vocabulary, writer, illustrator, reader, little teacher, checker, grammar terms, dictionary	brainstorm, pre-write, draft, revise, edit, publish, audience, vocabulary, writer, illustrator, reader, little teacher, checker, grammar terms, dictionary	brainstorm, pre-write, draft, revise, edit, publish, audience, vocabulary, writer, illustrator, reader, little teacher, checker, grammar terms, memory organiser, graphic organiser
High frequency words	review HFW from the reading workshop 'No Queen Today'	review HFW from the reading workshop 'Go Green'	revisit HFW from the reading workshop 'When Barney went ...'	as they arise in writing experiences	as they arise in writing experiences
Content words	<ul style="list-style-type: none"> <li>vocabulary brainstorms in Pre-writing tasks and the Word Bank, e.g. activities, jobs (responsibilities)</li> <li>revisit content words from reading workshop 'No Queen Today'</li> <li>see Focus Grammar section below</li> </ul>	<ul style="list-style-type: none"> <li>KWL Chart in Pre-writing.</li> <li>review content words from the reading workshop, 'Go Green'</li> <li>Go Green words: <b>cars, power, trees, water, rubbish</b></li> <li><b>emphatic verbs</b> – <b>should, need to, must</b></li> <li><b>persuasive words</b>: <b>think, wonder, feel, believe, disagree, agree, strongly agree, strongly disagree</b></li> </ul>	<ul style="list-style-type: none"> <li>revisit content words from the reading workshop</li> <li>vocabulary brainstorms in Pre-writing tasks</li> <li>word lists created under headings: <b>when, who, what, cause, effect</b></li> </ul>	<ul style="list-style-type: none"> <li>revisit content words from the reading workshop</li> <li>vocabulary brainstorms in Pre-writing tasks</li> <li><b>action words</b>: e.g. <b>screamed, squashed, dropped, dived, struggled, squeezed, stamped, tickled, slithering, creeping, gliding, lumbering, zooming, soaring, stamping, swooping, sneaking</b></li> <li><b>time and place vocabulary</b>: e.g. <b>after that, finally, then, next, later on</b></li> </ul>	<ul style="list-style-type: none"> <li><b>feeling words</b>: <b>anxious, concerned, worried, depressed, frustrated, disappointed, curious, interested, excited, thrilled, happy, relaxed, bored, angry</b></li> <li><b>action words</b>: e.g. <b>jumped, walked, argued, met</b></li> <li><b>time and place vocabulary</b>: e.g. <b>after that, finally, then, next, later on, then, eventually, finally, at the end, afterwards after, before, the other day, yesterday, during, after lunch, at my house, etc.</b></li> </ul>

## Overview — KIP Workshops — Writing — P5 (cont'd)

Writing Workshop	No Queen Today	Go Green	When Barney Went to the Vet	On The Way Home	Voices in the Park
<p><b>Writing Strategies</b></p> <p>Graphophonic strategies focus</p>	<ul style="list-style-type: none"> <li>encoding and decoding strategies: letter/sound + sound/letter relationships; chunking words; using analogy of sounds; how words look; word building</li> <li>prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>long e family: people, need, trees, green leaking, leave, breathe, recycle</li> <li>encoding and decoding strategies: letter/sound + sound/letter relationships; chunking words; using analogy of sounds; how words look; word building</li> <li>use morphology e.g. base word + prefixes and suffixes</li> <li>prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>onset and rime: air, ail, out, at, or, aw, are, en, ee</li> <li>encoding and decoding strategies: letter/sound + sound/letter relationships; chunking words; using analogy of sounds</li> <li>use morphology e.g. compound words</li> <li>prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>hearing sounds in words and 'chunking' words into meaningful parts</li> <li>using analogy. Knowing one word can help spell another, e.g. black has the same last sound as snack. What letters make that sound?</li> <li>using of morphology e.g. compound words, prefixes, suffixes</li> <li>using My Word Bank to reinforce phonic strategies of encoding</li> <li>and learning visual and morphemic patterns in words</li> </ul>	<ul style="list-style-type: none"> <li>hear sounds in words and 'chunking' words into meaningful parts</li> <li>use analogy: knowing one word can help spell another, e.g. "I know how to spell park so I can spell dark - they have the same last sound".</li> <li>use of morphology,, e.g. compound words, prefixes, suffixes</li> <li>use <i>My Word Bank</i> to reinforce phonic strategies of encoding and learning visual and morphemic patterns in words</li> </ul>
<p><b>Grammar items and structures</b></p> <p>(learning about / practising or applying writing strategies)</p>	<ul style="list-style-type: none"> <li><b>modals</b> to give advice, e.g. should/shouldn't</li> <li><b>cause and effect</b> statements e.g. If ..., you will not...</li> <li><b>connectives</b> 'because', 'so that'</li> <li><b>conditional sentences:</b> If I were..., I would.../ 'If..., I should...</li> <li><b>infinitives</b>, e.g. Use your money to help ...</li> <li><b>reflexive pronouns</b>, e.g. yourself</li> <li><b>1st person voice</b>, e.g. I think....</li> <li><b>adverbs</b> (how), e.g. badly</li> <li><b>adverbs</b> (frequency) e.g. often</li> <li>present perfect tense using 'ever' and 'never' to ask and answer questions in the</li> <li><b>apostrophe</b> for possession and contraction e.g. The Queen's clothes, I won't</li> <li><b>adverb phrases</b> (time): first, in the morning</li> <li><b>conditional clause</b>, e.g. If I were..., I would...</li> </ul>	<ul style="list-style-type: none"> <li><b>emphatic verbs</b> - should, need to, must</li> <li><b>verbs</b> (personal points of view) e.g. agree, believe</li> <li><b>phrasal verbs</b>, e.g. cut down, throw away, turn off</li> <li><b>quantifiers</b>, e.g. some, more, less, all</li> <li><b>adjectives</b>, e.g. unfair, dirty, unhealthy</li> <li><b>comparative adjectives</b>, e.g. important, more important, most important</li> <li><b>connectives</b> to link arguments, e.g., and, so, also, or, but, because, unless, when, then in the same way</li> <li><b>words/phrases</b> to evaluate, e.g. better, worse; It would be better if...</li> <li><b>sentence patterns</b> - do not, need, should/should not</li> <li><b>cause and effect statement</b>, e.g. If..., we will/can/ should...so that...</li> <li><b>pronouns</b>, e.g. I, we, our, they</li> </ul>	<ul style="list-style-type: none"> <li><b>cause effect statements</b>, e.g. What did he do? What happened? What happened next?</li> <li><b>adverbs/adverbial phrases:</b> linking words to do with time - after that, finally, then, next, later on, then, eventually, finally, at the end, afterwards after, before, the other day, yesterday, during</li> <li>past continuous or past tense</li> <li><b>base word and suffixes:</b> -s, -ed, -ing, -y, -ly</li> <li><b>connective 'when' for cause effect statements</b></li> <li><b>choice of person</b> (first, second, third person)</li> </ul>	<ul style="list-style-type: none"> <li><b>adjectives</b> to describe people, places or things, e.g. The brick was huge and had jagged edges.'</li> <li><b>synonyms</b></li> <li><b>dramatic action verbs</b> e.g. squashed, dropped, dived, struggled</li> <li><b>connectives:</b> so, but, and, then, because</li> <li><b>choice of person:</b> first person voice.</li> <li><b>adverbs</b> to describe manner, e.g. 'badly' and frequency, e.g. 'often'(see focus vocabulary)</li> <li><b>verbs (simple past tense):</b> to talk about a past event, e.g. 'on the way home there was a broken brick on the path'(see focus vocabulary)</li> <li><b>direct speech</b> - use of exclamations in direct speech "I fell over the brick and it really hurt!"</li> <li><b>adverbs/adverbial phrases</b> for time and place, e.g. after that, yesterday, during, after lunch, at my house</li> </ul>	<ul style="list-style-type: none"> <li><b>action verbs, simple past tense</b>, e.g. she jumped, he walked, they argued, he met, etc.</li> <li><b>question/answer structures:</b> What did you see / feel / do...? i see/feel, think...; i felt, i thought,</li> <li><b>sequence statements</b>, e.g. what did he do? what happened first / last / next?</li> <li><b>adverbs/adverbial phrases:</b> linking words to do with time and place - e.g. after that, finally, then, next, later on, then, eventually, finally, at the end, afterwards after, before, the other day, yesterday, during, after lunch, at my house, etc.</li> <li><b>adjectives to describe nouns</b></li> <li><b>connectives for opposites, contrasts:</b> so, but, and</li> <li><b>key words and phrases for main idea</b></li> <li><b>similes:</b> use of 'like'</li> <li><b>speech bubbles</b></li> </ul>
<p><b>Other syntactic and semantic strategies focus</b></p>		<ul style="list-style-type: none"> <li>identifying fact and opinion in texts</li> <li>KWL (what I Know, what I Want to know, what I have Learned)</li> </ul>		<p>complex sentences using connectives and adverb phrases and adjective phrases</p>	<ul style="list-style-type: none"> <li>concepts of 'voice' and 'mood' in text</li> <li>use of font and illustrations to create mood</li> <li>see grammar section above</li> </ul>
<p><b>Listening</b></p>	<p>follow instructions, listen to others</p>	<p>follow instructions, listen to others' points of view</p>	<p>follow instructions, listen to others</p>	<p>follow instructions, listen to others</p>	<p>follow instructions, listen to others</p>

## Overview — KIP Workshops — Writing — P5 (cont'd)

Writing Workshop	No Queen Today	Go Green	When Barney Went to the Vet	On The Way Home	Voices in the Park
Speaking	respond orally to questions, brainstorm ideas, read aloud (e.g. re-reading own writing for meaning), discuss and work with a partner, express creative ideas orally, spontaneously respond in authentic dialogue	brainstorm ideas, read sentence strips for KWL, read aloud, e.g. re-read own writing for meaning (revising), discuss with whole class and with group members, use the language and structures of argument and persuasion, speak English in group and pair work, take part in exchanges	brainstorm ideas, write and illustrate a retelling, read aloud (e.g. re-reading their own writing for meaning), discuss and work with a group, take part in exchanges)	brainstorm ideas, write and illustrate a retelling, read aloud (e.g. re-reading their own writing for meaning), discuss and work with a group, take part in exchanges)	brainstorm ideas, write and illustrate a retelling, read aloud (e.g. re-reading their own writing for meaning), discuss and work with a group, take part in exchanges)
Objectives - lessons	<ul style="list-style-type: none"> <li>follow and learn the procedures of the writing process</li> <li>identify the structure of an exchange text</li> <li>use criteria to create a well-constructed letter</li> <li>identify the purpose and audience for writing</li> <li>collaboratively create vocabulary lists to assist their writing</li> <li>use graphic organisers and co-operative activities to organise their thoughts and ideas</li> <li>use appropriate format, conventions and language features when writing an exchange text</li> <li>use knowledge of letter/sound and sound/letter relationships to spell new words</li> <li>extend and use correctly, adjectives, nouns, verbs and adverbs</li> <li>construct sentences using a graphic organiser</li> <li>use revising and editing strategies to refine their written drafts</li> <li>create and write a letter independently</li> <li>use focus conventions (e.g. based on the structure and language features of an exchange)</li> <li>learn and use dictionary skills</li> <li>use revising and editing strategies to refine written drafts</li> <li>apply new and familiar grammar items and language structures</li> </ul>	<ul style="list-style-type: none"> <li>identify the structure of a persuasive text</li> <li>use criteria for an effective persuasive product, e.g. brochure</li> <li>identify the purpose and audience for writing</li> <li>use appropriate format, conventions and language features when writing persuasive text (see Focus Language Items)</li> <li>use knowledge of letter/sound and sound/letter relationships to spell new words</li> <li>extend and use correctly, connectives, verbs, adverbs, nouns and adjectives</li> <li>follow and learn the procedures of the writing process</li> <li>use focus conventions pre-taught and planned for during teacher co-planning</li> <li>use Fact Files to find answers to questions asked in KWL activity</li> <li>discuss statements and decide whether they agree or disagree</li> <li>give opinions with reasons</li> <li>brainstorm 'things they want to know about the environment'</li> <li>find key words in sentences and use key words to create sentences answering questions</li> <li>apply new vocabulary in spoken and written situations</li> <li>work cooperatively to discuss ideas and write</li> <li>categorise information</li> <li>analyse the language features of a brochure</li> </ul>	<ul style="list-style-type: none"> <li>identify the structure of a narrative</li> <li>use criteria for an effective narrative</li> <li>identify the purpose and audience for writing</li> <li>use appropriate format, conventions and language features when writing narrative</li> <li>use story structure that comprises setting, characters, problems, events resolutions and ending</li> <li>work co-operatively using 'cooperative round table' strategy to develop vocabulary bank</li> <li>develop a story board</li> <li>identify and create 'cause and effect' event statements</li> <li>create and write a narrative text independently</li> <li>use knowledge of letter/sound and sound/letter relationships to spell new words</li> <li>extend and use correctly, adjectives, nouns, verbs and adverbs</li> <li>follow and learn the procedures of the writing process</li> <li>use focus conventions pre-taught and planned for during teacher co-planning</li> </ul>	<ul style="list-style-type: none"> <li>identify the structure of a narrative text</li> <li>follow and learn the procedures of the writing process</li> <li>use graphic organisers and cooperative activities to organise their thoughts and ideas and plan their recount and narrative</li> <li>use criteria to create a well-constructed story</li> <li>interview partners about their trip home</li> <li>sequence events and describe details of story</li> <li>develop understanding of dramatic action words</li> <li>develop their recounts through 'stretching' and 'adding' to areas of the story adding characters, thoughts and/or feelings</li> <li>learn how to 'show' or create the impression of an emotion, e.g. 'his heart pounded'</li> <li>identify the purpose and audience for writing</li> <li>ask how they want the reader to feel when reading their story</li> <li>use appropriate language to create a feeling</li> <li>extend and use adjectives, nouns, verbs and adverbs</li> <li>use 'voice' to keep audience interested and engaged</li> <li>use appropriate format, conventions and language features when writing a narrative text</li> <li>use knowledge of letter/sound and sound/letter relationships to spell new words</li> </ul>	<ul style="list-style-type: none"> <li>identify the structure of recount and email texts</li> <li>listen to read aloud text and identify features of narrative/recount text</li> <li>observe and record feelings and events</li> <li>learn about and use labelling and captioning</li> <li>identify the purpose and audience for writing</li> <li>use appropriate format, conventions and language features when writing narrative/recount text and exchanges, e.g. e-mails</li> <li>record an event by pictures, words, labels captions</li> <li>work with a partner to listen and retell and write a recount</li> <li>develop a graphic organiser from data collected on excursion or common experience</li> <li>transfer data collected from initial experience to a recount graphic organiser</li> <li>construct sentences using recount graphic organiser</li> <li>listen to and respond to read aloud stimulus to discuss and develop an understanding of 'voice' and use of similes when writing a personal recount</li> <li>use recount structure that comprises setting (when and where) and characters (who), series of events and ending</li> <li>use knowledge of letter/sound and sound/letter relationships to spell new words</li> </ul>

## Overview — KIP Workshops — Writing — P5 (cont'd)

Writing Workshop	No Queen Today	Go Green	When Barney Went to the Vet	On The Way Home	Voices in the Park
	<ul style="list-style-type: none"> <li>• self-evaluate their work and note what they could and could not do</li> </ul>	<ul style="list-style-type: none"> <li>• self-evaluate their group work skills</li> <li>• self-evaluate their work and note what they could and could not do</li> <li>• practise peer conferencing and provide useful feedback for group members</li> </ul>		<ul style="list-style-type: none"> <li>• use revising and editing strategies to refine their written drafts (e.g. decide on details to keep and details to leave out)</li> <li>• use focus conventions based on the structure and language features of a story (narrative)</li> <li>• learn and use dictionary skills</li> <li>• collaboratively create vocabulary lists to assist their writing</li> <li>• practise using grammar items and language structures</li> </ul>	<ul style="list-style-type: none"> <li>• extend and use correctly, adjectives, nouns, verbs and adverbs</li> <li>• follow and learn the procedures of the writing process</li> <li>• use focus conventions pre-taught and planned for during teacher co-planning</li> <li>• publish final recount using exchange text format of an e-mail</li> </ul>
Objectives - optional activities	<ul style="list-style-type: none"> <li>• Use apostrophes to show contractions</li> <li>• Uses linking word 'because' to connect two parts of a sentence to show cause and effect</li> <li>• Use "If I were..., I would..." to make sentences to talk about imaginary or impossible situations</li> <li>• Uses linking word 'so that' to connect two parts of a sentence to show cause and effect</li> <li>• Use 'ever' and 'never' to ask and answer questions in present tense</li> <li>• Use reflexive pronouns to emphasise that someone does something without help</li> <li>• Use appropriate format and conventions when writing a letter</li> <li>• Use modals "should' or 'shouldn't' to give advice</li> <li>• Apply appropriate adverbs to sentences</li> </ul>	<ul style="list-style-type: none"> <li>• use modal verbs to construct advice sentences</li> <li>• reconstruct the sentences by using the connective 'if' to show cause and effect</li> <li>• use connectives 'because' and 'and' to show cause and effect</li> <li>• use connectives 'but and 'or' to show contrast</li> <li>• identify information as facts or opinions</li> <li>• apply appropriate phrasal verbs to sentences</li> <li>• apply appropriate quantifiers to sentences</li> </ul>	<ul style="list-style-type: none"> <li>• identify and discriminate sounds.</li> <li>• build words using onset and rime.</li> <li>• identify base word in words of different tense</li> <li>• add 'y' and 'ly' to base words</li> <li>• understand the connection between ideas by identifying cohesive device 'when'</li> </ul>	<ul style="list-style-type: none"> <li>• write logical sentences using connective 'so', 'but', and, 'then'</li> <li>• use adjectives to describe people</li> <li>• match synonyms</li> <li>• match and use synonyms</li> <li>• create solutions for problems in a narrative</li> <li>• write dramatic verbs stylistically to show their meaning</li> </ul>	<ul style="list-style-type: none"> <li>• use key words or phrases to label the pictures</li> <li>• use simple sentences or phrases to express main ideas of the pictures</li> <li>• use appropriate adjectives to describe feelings</li> <li>• use connectives to express sequence</li> <li>• use connectives 'and' to add information, 'but' to link contrasting ideas and 'so' to show results</li> <li>• label the structure of an email format</li> <li>• understand story structure</li> </ul>