

TERM 3 ENGLISH PLANNER FOUNDATION/1

<u>Inquiry unit Writing</u>	<u>Inquiry Unit Spelling</u>	<u>Inquiry Unit Reading</u>	<u>Inquiry unit Speaking and listening</u>
<p>Argument</p> <p>Point of view, collecting facts, selection and justification (opinion/fact)</p>	<p>Develop a unit word wall to include all words that are derived from the children’s own learning/inquiries.</p>	<p><i>Informative texts</i> – texts whose primary purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.</p>	<p>Children interview family or friend about their ‘story’ to share with their peers</p>
<p>Narrative</p> <ul style="list-style-type: none"> • What makes a good story? • How does the author create a picture, setting, characters in the readers mind? • Writing from another point of view <p>Write ways- Lesley Wing Jan</p> <p>Writing Trait</p> <p>Voice- the soul of the piece makes the writer’s style singular as his or her feelings and convictions come out through words.</p>	<p>Derivatives and origins of words</p> <p>E.g. tri from the Greek word meaning 3, (page 184-195 Spelling K-8 D. Snowball, F. Bolton)</p>	<p>Oral histories, myths, legends, folk tales, fairy tales, Aussie yarns and Dreamtime.</p> <p>Storytelling traditions stretch throughout time.</p> <p>Where did storytelling originate?</p> <p>What are the benefits of storytelling?</p> <p>What are the key features of a well-told story?</p> <p>How does a storyteller develop a story to prepare it for an audience?</p> <p>How can a storyteller develop and refine his/her storytelling ability?</p> <p>Poetry, chants and songs from ‘around the world’ Sing booklets and CD’s</p>	<p>Listening to music from ‘around the world’</p> <p>What story, feeling, and images do you see and hear?</p> <p>Drama</p> <p>Role play</p> <ul style="list-style-type: none"> • You are new to the school, how do you introduce yourself? <p>Scenario</p> <ul style="list-style-type: none"> • A new student starts in our classroom today. What happens <p>Puppet and Readers Theatre</p> <ul style="list-style-type: none"> • Punch and Judy • 3 Billy Goats Gruff

<p>Grammar-Personal writing</p> <p>Writing for an audience. Sentence structure, order and enough information –‘Does that make sense?’</p> <p>(Language conventions P-10 planning and teaching pages 102-112)</p>	<p>Building word Families/Suffix</p> <p>E.g. play, played playing</p>	<p>Punctuation.</p> <p>Sentence endings</p> <p>How do sentence endings change the voice/how we make sense?</p>	<p>Punctuation</p> <p>Write a sentence/dialogue on the white board x3 with a full stop, question mark and an exclamation mark and have the children read them out loud with the emphasis in the ending.</p>

Throughout the term every opportunity to should be given to allow the children to engage in meaningful and authentic conversation, role play, writing and reading via Developmental Play and Language Experience provided by the classroom teacher. Children will be supported to develop their oral language skills through modelling, experimentation, and rehearsal. See resources pack for ideas and activities