**First Steps**

**Yearly Plan**

**Term 1.2 &3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **September** | | | **October** | | |
| **Writing** | **Reading** | **S&L** | **Writing** | **Reading** | **S&L** |
| **Recount**  Writing Resource  Chapter 4  Pg 44-67 | **Prediction**  Reading Resource  Chapter 4  Pg 133-136  I guess that... | *Text Types:*  **Storytelling and anecdotes**  (pg 94 S&L Resource Book (RB)-creating character profiles, circle stories, that’s good, that’s bad, remembering stories, reader’s theatre, reflection, puppetry, choral speaking, drama) Possible links with History, Drama  **Extended conversations**  (pg 53 S&L RB)  Possible links with SESE, SPHE, Drama, Learn Together, Maths | **Report**  Writing Resource  Chapter 6  Pg 85-110 | **Connecting**  Reading Resource  Chapter 4  Pg 137-140  This reminds me of... | *Text Types:*  **Oral reports**  (pg 64 S&L RB-preparing to speak, presenting formally, news, show & tell)  Possible links with SESE, Visual Arts, Learn Together  **Interviews** (Pg 76 S&L RB-news, TV and radio reports, interviewing grandparents/parents about games they played/their school etc., )  Possible links with SESE (History-interviewing grandparents) |
| **November** | | | **December** | | |
| **Writing** | **Reading** | **S&L** | **Writing** | **Reading** | **S&L** |
| **Narrative**  **(Novel Activities )**  (Pg21-44 WRB)  Writing stories  Imaginative stories, may be based on facts.  Focus on sequencing.  Suggested activities Pg 25-32  Draft plan pages P37-39  Assessment P40-44 | **Creating Images**  Reading Resource  Chapter 4  Pg 133-136 | *Text Types:*  **Revise-Storytelling and anecdotes & Oral Reports (pgs 94 and 64 S&L RB)-See Sept. and Oct.**  **Interest Talks** (Pg 90 S&L RB-sharing topics of personal interest, show and tell, speak about an object) Possible links with SESE | Revision | **Compare**  Reading Resource  Chapter 4  Pg 137-140  This is like... | *Text Types:*  **Storytelling and anecdotes**  (pg 94 S&L RB)-See Sept.  **Interest Talks** (Pg 90 S&L RB)-See Nov. |
| **January** | | | **February** | | |
| **Writing** | **Reading** | **S&L** | **Writing** | **Reading** | ***S&L*** |
| **Explanations**  (Pg 111-125 WRB)  Explain how things come to be, the way they are or how things work.  Suggested activities  Pg 115- 117  Explanation Plan Pg 119 | **Determining Importance**  (Pg120, Pg 163- 165)  Making decisions about what is important in a text and what is not. | **Meetings** (pg 82 S&L RB) Possible links with SPHE  **Partner and small group inquiry**  (pg 56 S&L RB- Think, pair, share/Square, partner conversations, talking circles, circle within a circle, cooperative learning groups, literature conversations/circles, twos to fours, jigsaw, listening triads, critical friends) Possible links with all curricular areas | **Procedural**  (Pg 68-81 WRB)  Recipes  Experiments  Instructions  How Things work  -4 stages of procedural writing pg70  Suggested activities pg69 |  | *Text Types:*  **Questioning and inquiry**  (pg 67 S&L RB-types of questions, questioning tools p.73) Possible links with Maths, SESE  **Partner and small group inquiry**  (pg 56 S&L RB)-See Jan. \*\*\*See ‘Activities’ sheet below |
| **March** | | | **April** | | |
| **Writing** | **Reading** | ***S&L*** | **Writing** | **Reading** | ***S&L*** |
| **Narrative**  (Pg21-44 WRB)  Writing stories  Imaginative stories, may be based on facts.  Focus on sequencing.  Suggested activities Pg 25-32  Draft plan pages P37-39  Assessment P40-44 | **Inferring**  (Pg 117, Pg 144-148 RRB)  Combining text information with own experiences and ideas to create a unique interpretation  Suggested Activities Pg 144 RRB  Use of previous strategies- creating images, connecting, predicting | *Text Types:*  **Storytelling and anecdotes**  (pg 94 S&L RB)-See Sept.  **Discussions**  (pg 46 S&L RB-modelling discussion skills using puppets, offering opinions, elaborating on ideas, seeking clarification, agreeing/  disagreeing ) Possible links with all curricular areas  \*\*\*See ‘Activities’ sheet below | **Expositions**  (Pg 129-141)  Simple debate  Preferences  Persuasion  Compare & contrast  Suggested activities Pg 133-135 WRB  \*\*Using familiar fairy tales- debate red riding hood going through wood alone, Goldilocks breaking into house. | **Self-Questioning**  (Pg155-157, Pg 118 RRB)  Generating one’s own questions before, during or after text.  **Summarising**  (Pg 121, Pg 166-168)  Condensing information to the most important. | *Text Types:*  **Arguments and debates**  (pg 85 S&L RB-giving opinion, brainstorming, take a stand, four corners, formal debates)  **Discussions**  (pg 46 S&L RB)-See Mar.  \*\*\*See ‘Activities’ sheet below |
| **May** | | | **June** | | |
| **Writing** | **Reading** | ***S&L*** | **Writing** | **Reading** | ***S&L*** |
| **Explanations**  (Pg 111-125 WRB)  Explain how things come to be, the way they are or how things work.  Suggested activities  Pg 115- 117  Explanation Plan Pg 119  \*\*\*See ‘Activities’ sheet below | **Determining Importance**  (Pg120, Pg 163- 165)  Making decisions about what is important in a text and what is not. | *Text Types:*  **Questioning and inquiry**  (pg 67 S&L RB)-See Feb.  **Extended conversations**  (pg 53 S&L RB)-See Sept. |  |  |  |

\*\*\*See ‘Activities’ sheet below for suggested activities from the Map of Development book for the above text types.

**SPEAKING & LISTENING ACTIVITIES**

Suggested Activities ( in Map of Development Book) for Each Phase Under Each of the 10 Text Types

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Early** | **Exploratory** | **Consolidating** | **Conventional** |
| Storytelling and Anecdotes | Retell p.64, Props with a purpose p.62, Picture talk p.76 | What comes next? p. 97, Props with a purpose p.98, Picture talk p.117 | To summarise p. 47, What comes next? p. 148, Props with a purpose p. 149, Take a picture p. 168 | What comes next? p. 192, Radio play p.193, Time machine p.203, Say it again p.214, Changing view p.214 | Time machine p.245, Say it again p.255, storytelling p.235 |
| Extended Conversations | What shall I do today? p. 61, What can you hear? p. 77, Sorting and Classifying activities p. 76-Maths | What shall I do today? p. 102, What can you hear? p. 123, Sorting and Classifying activities p. 118-Maths, Telephone Talk p. 119, Role Plays p. 125 | Sorting and Classifying activities p. 168-Maths, Telephone Talk p. 172 | Conversation starters p.190, Let me introduce you p. 213, Role play p.213 | Read between the lines p.246, say it again p. 255, impromptu speech p.257, running commentary p.260 |
| Oral Reports | Talking about speaking and listening p. 68, People I talk to, people I listen to p.71 | Comparison Activities p. 119 | Listen to learn p.145, time for talk p.149, communicating in the community p.156, reviews p. 159, comparison activities p. 169 | Listen to learn p. 191, Time for talk p. 189, communicating in the community p.201, comparison activities p.212 | Listen to learn p. 233, Time for talk p. 233, communicating in the community p.246, the speech of the century p.231, report talk p.235 |
| Interest Talks | Personality phones p.69 | Personality phones p.110 | Time for talk p.149, Personality phones p. 161 | Graffiti groups p.204 | Graffiti groups p.243 |
| Interviews | People I talk to, people I listen to p. 71 | Who can I talk to? Who can I listen to? How do I do it? p.109, Body talk p.126, Analyse a video p. 127, What come next? p. 97 | Who can I talk to? Who can I listen to? How do I do it? p.161, Body talk p.170, Analyse a video p. 171, What come next? p. 148 | Getting to know you p.192, Analyse a video p.216 | Rate the reporter p.232 |
| Partner and Small-Group Work | Talk to teach p.63, Act it out p.71, Taking turns p.78, My grandma went shopping p.78 | Talk to teach p.101, Act it out p.108, Take a turn p.121, My grandma went shopping p.120, Barrier games p. 123, What did you see? P.120 | Talk to teach p.147, Take a turn p.172, Guessing games p. 169, Barrier games p.169, role-plays p. 171 | Talk to teach p.191, Take a turn p.213, Guessing games p. 212, Barrier games p.213, role-plays p. 213, Let’s negotiate p.211, What did you see? P. 212 | Talk to teach p.233, Context game p.244, 212, Barrier games p.258, Take a turn p. 258 |
| Meetings | Class Meetings p. 70 | Class Meetings p.112  Exploring speaking and listening p.111 | Class Meetings p.`167 | Speech pyramid p.202, class meetings p.204 | Class meetings p.243 |
| Questioning and Inquiry | Guessing games p.77, | Listen to learn p.99, Guessing games p.119 | Guessing games p.169, Ask an expert p.172 | Getting to know you p.192, Ask an expert p.216 | Icebreakers and interrogators p. 256, ask an expert p. 257 |
| Discussions | Reflect and respond p.63 | Reflect and respond p.102, Watch your tone p.125, Zoom p.127 | Reflect and respond p. 147, Which words? Which actions? Which voice? P. 160, Watch your tone p. 169 | Reflect and respond p. 192, Speech pyramid p. 202, eye contact p. 41, speaking and listening grid p. 201, who’s listening? P. 215, Watch your tone p. 214 | Reflect and respond p. 253, Speech pyramid p. 245, speaking and listening grid p. 255, who’s listening? P. 258, Come on! P.246, telephone talk p.258, listening matters p.260 |
| Arguments and Debates |  |  | `Persuade me, persuade me not p.159 | What’s my opinion? P.191, mini debate p.193, graffiti groups p.204 | Graffiti groups p.243, mock trial p. 243, adjust my view p.243, advertising avalanche p.248, subjective v objective p.246, consumer quandaries p.247 |