

MONTH G – PROGRAM CONTENT

Phonics	Words & Spelling	Punctuation & Grammar
<p>G-1 12mins.</p> <p>Introduction to lazy vowels</p> <ul style="list-style-type: none"> <li>Introducing “Schwa” vowels in words.</li> <li>Using examples for the letters ‘a’, ‘e’, ‘i’, ‘o’ &amp; ‘y’.</li> </ul>	<p>G-2 15mins.</p> <p>Final Common Words No. 10</p> <ul style="list-style-type: none"> <li>Introducing the final 16 commonly used words.</li> <li>Father, sister, brother, grandma, grandpa, aunty, uncle &amp; cousin.</li> <li>Harder words to learn – said, who, were, how, know, would, put &amp; our.</li> <li>Multisensory lesson for memory retention:                             <ul style="list-style-type: none"> <li>tracing fonts</li> <li>using word walls.</li> <li>using website <a href="http://wordle.com">wordle.com</a></li> </ul> </li> </ul>	<p>G-3 11mins.</p> <p>Good punctuation is powerful</p> <ul style="list-style-type: none"> <li>Using punctuation to see how ‘I have a dream’ by Martin Luther King was used.</li> <li>Using punctuation to see how ‘Bullying Stops Here’ was used.</li> <li>Discussing what a good speech may contain:                             <ul style="list-style-type: none"> <li>Rhetorical questions.</li> <li>Repetition.</li> <li>Lists of three.</li> <li>Contrasts.</li> <li>Emotive language.</li> <li>Direct address.</li> <li>Evidence.</li> </ul> </li> </ul>
<p>G-8 17mins.</p> <p>26 consonant sounds and 19 vowel sounds</p> <ul style="list-style-type: none"> <li>Consonants:                             <ul style="list-style-type: none"> <li>Plosives – explosion or stop.</li> <li>Nasals – through the nose.</li> <li>Fricatives – vibrations.</li> <li>Affricates – stop &amp; vibration.</li> <li>Lateral – airflow side of tongue</li> <li>Glides – smoothly to another sound.</li> <li>Combination of sounds.</li> </ul> </li> <li>Vowels:                             <ul style="list-style-type: none"> <li>Short vowels.</li> <li>Long vowels.</li> <li>Vowel sounds.</li> </ul> </li> </ul>	<p>G-9 15mins.</p> <p>Introduction to double consonants</p> <ul style="list-style-type: none"> <li>Introducing common spelling rules.</li> <li>Short sound vowels used when followed by double consonants.</li> <li>Long sound vowels used when followed by single consonants.</li> </ul>	<p>G-10 12mins.</p> <p>Adding prefixes, suffixes &amp; word endings</p> <ul style="list-style-type: none"> <li>Adding a prefix, the root word stays the same.</li> <li>Adding a consonant suffix or word ending, the root word usually changes.</li> <li>Vowel suffixes and ending often change the base word.</li> </ul>
<p>G-15 18mins.</p> <p>Decoding vowel blends</p> <ul style="list-style-type: none"> <li>5 ways to decode vowels                             <ul style="list-style-type: none"> <li>Look closely at words.</li> <li>Ignore some letters.</li> <li>Use a vowel sound.</li> <li>Recognise patterns.</li> <li>Have a go!</li> </ul> </li> </ul>	<p>G-16 16mins.</p> <p>Vowel combinations up to 4 letters</p> <ul style="list-style-type: none"> <li>Focusing on the ‘a’ combinations.</li> <li>Focusing on the ‘e’ combinations.</li> </ul>	<p>G-17 16mins.</p> <p>Introduction to singular and plural</p> <ul style="list-style-type: none"> <li>Introducing 9 rules to convert singular into plural.</li> <li>Interactive lesson using writing to convert words into plural using each rule.</li> </ul>
<p>G-22 16mins.</p> <p>Introduction to r R following a vowel</p> <ul style="list-style-type: none"> <li>Introducing the controlling ‘r’ after a vowel</li> <li>‘Er’, ‘ir’ &amp; ‘ur’ sound the same.</li> <li>Revising lazy vowels with ‘r’ combinations.</li> </ul>	<p>G-23 14mins.</p> <p>Continuation of r R following vowels</p> <ul style="list-style-type: none"> <li>Focusing on the ‘er’ sound.</li> <li>‘Er’, ‘ir’, ‘ur’ ‘wor’, ‘ear’ &amp; ‘our’.</li> </ul>	<p>G-24 10mins.</p> <p>Introduction to present, future &amp; past tense</p> <ul style="list-style-type: none"> <li>Revising singular and plural on root words and introducing tense using time.</li> </ul>