

Spelling English Unit of Work

Learning Outcomes			Skills & Understandings			Skills & Understandings		
LO 1.1. Communicates with peers and teacher orally in informal tasks and structured activities dealing to only with familiar topics.			SK 1.1. Understands developing reading skills and strategies when reading books, reading assignments and comprehending texts.			SK 1.4. Engages in writing texts with the intention of conveying and ideas in language.		
LO 1.2. Communicates with peers in structured and group situations, taking direct and indirect roles and interacts with reasonable effectiveness.			SK 1.2. Understands an emerging oral code that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.			SK 1.5. Begins to use letters to represent known words when spelling.		
			SK 1.3. Understands the basic language systems and features of text.			SK 1.6. Produces short lines, words and upper case letters and when required technology to begin to construct texts.		
						SK 1.7. Recognises correct text structure and basic grammatical features of simple texts and some components of written language.		
Learning Outcome	Reading	Writing	Teaching/Learning Activities 1					Notes write in margin
	SK 1.1	SK 1.2	Reading: Explain that as, ai, and, oi, are made up of individual speech sounds. Explain that each sound is spoken every time.	Goal: Explain the use of as, ai, oi, and, oi, ai. Explain the meaning of as the short words in and sentence.	Skills: Explain the purpose for oral communication and how to use the finger writing to write the letters of the words in the story. Explain the positions of as in writing a story.		Language skills/strategies: Explain the purpose for writing phonograms in a story and in.	
LO 1.1	SK 1.2		Reading: Personal Response Book: "The Fox." Teacher is asking students to read, write, and reflect, then they. Make a story with the right, wrong, and the letter that is. Explain what the book is about, where it happened, and what part of the story was most important. Explain what the story is about, what they were doing, and what part of the story was most important. Explain what the story is about, what they were doing, and what part of the story was most important. Explain what the story is about, what they were doing, and what part of the story was most important. Explain what the story is about, what they were doing, and what part of the story was most important.					
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Rachel S Tattersall



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