



Ardeer Primary School Literacy Unit Overview

Term 2- 2020

Grades 2/3 and 3/4

	Reading	Writing	Speaking & Listening	Grammar & Punctuation
Weeks 1 - 5	<p>Continuing routines and practices and making expectations clear in the reading workshop.</p> <p>Students read or are exposed to various informative and persuasive texts focusing on:</p> <ul style="list-style-type: none"> - creating Question and Answer books. - Searching for and using Information - Locating directly stated information - Locating information in a text - identifying the features of non-fiction texts - Comprehension of nonfiction text types - Identifying directly stated information - Identifying persuasive devices 	<p style="text-align: center;"><u>Writing Persuasively</u></p> <p style="text-align: center;">Weeks 1- 5</p> <ul style="list-style-type: none"> -Fact vs Opinion -Word choices - using emotive language to convince the reader <p>-Students investigate an important topic and write for an identified audience to influence change.</p> <p style="text-align: center;"><u>Creating Texts</u></p> <p>Discuss the purpose and audience of familiar persuasive texts</p> <ul style="list-style-type: none"> -Ideas -Crafting ideas <p>-Sequences sentences to reflect a logical flow of ideas</p> <p>-Paragraphing/structure</p>	<p style="text-align: center;">Engaging in active listening</p> <ul style="list-style-type: none"> -Protocols around listening and responding to teacher and peers including Turn N Talk protocols - Eye contact - Nod, confirm, look interested - Leaning in – sit close together - Using names <p>Joining in, speaking often and being active, providing feedback T.A.G</p> <p>Using the appropriate tone and volume when presenting</p> <ul style="list-style-type: none"> -Turn taking turns - Conversation Stems - Elaborate and Clarify - Presenting ideas - Offering opinions - Engage in rich substantive conversations in whole class, small group and paired contexts. 	<p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> • writes a small range of familiar common words • writes two- and three-letter high-frequency words
Weeks 6-11	<p style="text-align: center;"><i>Reading Strategies Focuses</i></p> <ul style="list-style-type: none"> • Summarising • Adjusting 	<p style="text-align: center;"><u>Writing Traits</u></p> <ul style="list-style-type: none"> -Word choices -Voice 	<ul style="list-style-type: none"> - Making conscious vocabulary choices when speaking with others 	<p style="text-align: center;"><u>Spelling</u></p> <ul style="list-style-type: none"> • writes some common contractions correctly (won't, don't)

	<ul style="list-style-type: none"> • Maintaining Fluency • Monitoring and Self Correcting 	<p>-Conventions story writing/paragraphing/character traits within the writing process</p> <p><u>Revising our work/Providing peer to peer feedback</u></p> <p>Protocols around providing peer to peer feedback</p> <ul style="list-style-type: none"> -the editing process -editing and revising <p>-recognises spelling errors in own writing.</p>	<ul style="list-style-type: none"> - Conversation Stems – Build on / or Challenge another Person’s Ideas and Paraphrase - Express their opinions when requested - Express point of view when appropriate. Eg. express preferences for specific texts and authors - Presenting ideas and making short presentations - Offering opinions and expressing ideas - Oral presentations 	<ul style="list-style-type: none"> • uses three-letter consonant blends in words correctly (three, string, splash) • uses knowledge of morphemes to spell compound words, where the base word remains unchanged (grandmother) • uses bank of spelling strategies and knowledge to attempt to spell words (phonic knowledge, visual knowledge, morphemic knowledge)
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