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| **Whole School Literacy Planner - Term 3, 2022** |
|   | Oral Language | Writing | Vocabulary, Grammar and Punctuation | Reading and Viewing Focus  |
| Team Foundation | Using adjectives in talkPosing and responding to questionsFormal presentation: Foundation Stars & Echi the Echidna home adventures, Share TimeInformal presentations: Group work, classroom interaction discussions |  Writing to describeWriting to recountTargeted Spelling through Words their Way stages | Glossary linked to inquiryHigh Frequency WordsSimple sentencesAdjectives | Print Work StrategiesComprehension strategiesQuestioningSequencing/Retell |
| Team 1 and 2 | Informal and formal presentations with a focus on tone, volume, clarity and dialogue | Writing to entertain (narratives) | Grammar: \*Nouns \*Verbs \*Adjectives / SynonymsVocab: \*Glossary inquiry word\*Interesting words from our focus textsPunctuation: \*Sentence Punctuation\*Dialogue | Literary Elements: Character, plot and settingVisualising |
| Team 3 and 4 |  Formal PresentationInteracting with othersUsing the language of factual recording or reporting | Writing to instruct (procedure) Writing to explain(explanation)   | Glossary linked to inquiryAction & Passive VerbsTimeless present tenseSignal words to show time/cause & effectTechnical and factual vocabulary/descriptionObjective language | Activating Prior KnowledgeMaking ConnectionsDetermining Cause and EffectSynthesising |
| Team 5 and 6 | Formal and informal presentations | Writing to instructWriting to explain | Glossary linked to inquiry

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| Technical language / generalised termsComplex signal words thatindicate cause and effect Subject specific nounsDescriptive verbsTime conjunctionsVocab – inc. glossary linked to inquiry |

 | Fact vs OpinionCause and effect Making ConnectionsActivating prior knowledge |

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