|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Whole School Literacy Planner - Term 3, 2022** | | | | |
|  | Oral Language | Writing | Vocabulary, Grammar and Punctuation | Reading and Viewing Focus |
| Team Foundation | Using adjectives in talk  Posing and responding to questions  Formal presentation: Foundation Stars & Echi the Echidna home adventures, Share Time  Informal presentations:  Group work, classroom interaction discussions | Writing to describe  Writing to recount  Targeted Spelling through Words their Way stages | Glossary linked to inquiry  High Frequency Words  Simple sentences  Adjectives | Print Work Strategies  Comprehension strategies  Questioning  Sequencing/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 / Synonyms  Vocab: \*Glossary inquiry word  \*Interesting words from our focus texts  Punctuation:  \*Sentence Punctuation  \*Dialogue | Literary Elements: Character, plot and setting  Visualising |
| Team 3 and 4 | Formal Presentation  Interacting with others  Using the language of factual recording or reporting | Writing to instruct (procedure)  Writing to explain  (explanation) | Glossary linked to inquiry  Action & Passive Verbs  Timeless present tense  Signal words to show time/cause & effect  Technical and factual vocabulary/description  Objective language | Activating Prior Knowledge  Making Connections  Determining Cause and Effect  Synthesising |
| Team 5 and 6 | Formal and informal presentations | Writing to instruct  Writing to explain | Glossary linked to inquiry   |  | | --- | | Technical language /  generalised terms  Complex signal words that  indicate cause and effect  Subject specific nouns  Descriptive verbs  Time conjunctions  Vocab – inc. glossary linked  to inquiry | | Fact vs Opinion  Cause and effect    Making Connections  Activating prior knowledge |

\