## Appendix 14

## Volunteers – The Secret Ingredient

Literacy Activities for Volunteers

Academic Classes –- Week 1 - Term 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Stage 5 | Stage 2  Cluster 1 | Stage 4  Cluster 1 | Stage 4  Cluster 1 | Stage 5  Cluster 1 | Stage 2  Cluster 1 |
| Reading | Reads all or most of a simple story book | Engages in shared read | Engages in shared reading | Engages in shared reading | Reads all or most of a simple story book | Engages in shared reading |
| Writing | Writes a simple account of an experience in her life  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** |
| listening | Can follow 2 or 3 step instructions | Can follow simple instructions **Communication booklet** | Can follow simple instructions | Can follow simple instructions | Can follow simple instructions  **English booklet** | Can follow simple instructions  **Fine motor skills booklet** |
| Speaking | Can have a conversation for 2 -3 minutes | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** | Can name the items on the **picture cards** | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** |
| Vocab | Reads and understands **survival words** | **Gender words:** boy, girl, he, she, him, her | Check that they know parts of the room | Check that they know body parts | Reads and understands **survival words** | Check that they know body parts |
| Phonics | Attempts to use more complex words using letter sounds  **ipads** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Attempts to use more complex words using letter sounds  **Jigsaws** | Identifies some letters  **Letter sheets** |
| Compre-  hension | Provides a central theme to **a story** | Can recall details from a **story** | Test understanding of big, little, on, under, in, out, up, down | Test understanding of big, little, on, under, in, out, up, down | Can recall details from **a story** | Test understanding of big, little, on, under, in, out, up, down |
| Concepts of print | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** | Starts at the front of the **book.** Knows how to turpages | Starts at the front of the **book.** Knows how to turn  pages | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** |

Academic Classes –- Week 2 - Term 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Stage 5 | Stage 2  Level 0  Cluster 1 | Stage 4  Cluster 1 | Stage 4  Cluster 1 | Stage 5  Cluster 1 | Stage 2  Cluster 1 |
| Reading | Reads all or most of a simple story book | Engages in shared read | Engages in shared reading | Engages in shared reading | Reads all or most of a simple story book | Engages in shared reading |
| Writing | Writes a simple account of an experience in her life  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** |
| listening | Can follow 2 or 3 step instructions | Can follow simple instructions **Communication booklet** | Can follow simple instructions | Can follow simple instructions | Can follow simple instructions  **English booklet** | Can follow simple instructions  **Fine motor skills booklet** |
| Speaking | Can have a conversation for 2 -3 minutes | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** | Can name the items on the **picture cards** | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** |
| Vocab | Reads and understands **survival words** | **Gender words:** boy, girl, he, she, him, her | Check that they know parts of the room | Check that they know body parts | Reads and understands **survival words** | Check that they know body parts |
| Phonics | Attempts to use more complex words using letter sounds  **ipads** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Attempts to use more complex words using letter sounds  **Jigsaws** | Identifies some letters  **Letter sheets** |
| Compre-  hension | Provides a central theme to **a story** | Can recall details from a **story** | Test understanding of big, little, on, under, in, out, up, down | Test understanding of big, little, on, under, in, out, up, down | Can recall details from **a story** | Test understanding of big, little, on, under, in, out, up, down |
| Concepts of print | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** | Starts at the front of the **book.** Knows how to turpages | Starts at the front of the **book.** Knows how to turn  pages | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** |

Academic Classes –Week 3 - Term 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Stage 5 | Stage 2  Level 0  Cluster 1 | Stage 4  Cluster 1 | Stage 4  Cluster 1 | Stage 5  Cluster 1 | Stage 2  Cluster 1 |
| Reading | Reads all or most of a simple story book | Engages in shared reading | Engages in shared reading | Engages in shared reading | Reads all or most of a simple story book  Ipad  Uses **Kid apps – sight words – level 1 – group 1**  Uses **Word magic** | Engages in shared reading  Ipad  Uses **Kid apps – sight words – level 1 – group 1**  Uses **Word magic** |
| Writing | Writes a simple account of an experience in her life  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing book**  **Ipad**  **Intro to letters** | Some attempt to write own name. Can trace over adults writing  **Writing Book**  **Ipad**  **Intro to letters** | Some attempt to write own name. Can trace over adults writing  **Writing Book**  **Ipad**  **Intro to letters** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** |
| listening | Can follow 2 or 3 step instructions | Can follow simple instructions **Communication booklet** | Can follow simple instructions | Can follow simple instructions | Can follow simple instructions  **English booklet** | Can follow simple instructions  **Fine motor skills booklet** |
| Speaking | Can have a conversation for 2 -3 minutes | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** | Can name the items on the **picture cards** | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** |
| Vocab | Reads and understands **survival words** | **Gender words:** boy, girl, he, she, him, her | Check that they know parts of the room | Check that they know body parts | Reads and understands **survival words** | Check that they know body parts |
| Phonics | Attempts to use more complex words using letter sounds  **ipads** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Attempts to use more complex words using letter sounds  **Jigsaws** | Identifies some letters  **Letter sheets** |
| Compre-  hension | Provides a central theme to **a story** | Can recall details from a **story** | Test understanding of big, little, on, under, in, out, up, down | Test understanding of big, little, on, under, in, out, up, down | Can recall details from **a story** | Test understanding of big, little, on, under, in, out, up, down |
| Concepts of print | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** | Starts at the front of the **book.** Knows how to turpages | Starts at the front of the **book.** Knows how to turn  pages | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** |

Academic Classes Week 4 - Term 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Stage 2  Level 0  Cluster 1 | Stage 4  Cluster 1 | Stage 4  Cluster 1 | Stage 5  Cluster 1 | Stage 2  Cluster 1 |
| Reading | Engages in shared reading | Engages in shared reading | Engages in shared reading | Reads all or most of a simple story book | Engages in shared reading |
| Writing | Drawing circles in her book – anti clockwise  **Writing book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** |
| listening | Can follow simple instructions **Communication booklet** | Can follow simple instructions eg put the pen under the chair  Open the door etc | Can follow simple instructions eg put the pen under the chair  Open the door etc | Can follow simple instructions  **English booklet** | Can follow simple instructions  **Fine motor skills booklet** |
| Speaking | Can have a conversation for 2 – 3 minutes about the show,  Can do the “K” sound activities | Can name the items on the **picture cards**  **Focus on “s”** | Can name the items on the **picture cards**  **Focus on “s”** | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** |
| Vocab | **Gender words:** boy, girl, he, she, him, her | Check that they know parts of the room | Check that they know body parts | Reads and understands **survival words** | Check that they know body parts |
| Phonics | Identifies one letter  **Letter sheets**  **“J” “a” “d”** | Identifies one letter  **Letter sheets**  **“I” “t” “e”** | Identifies one letter  **Letter sheets**  **“n” “a” “f”** | Attempts to use more complex words using letter sounds  **Phonics alive on his computer** | Identifies some letters  **Letter sheets** |
| Compre-  hension | Can recall details from a **story** | Test understanding of big, little, on, under, in, out, up, down,  **Go to playground** | Test understanding of big, little, on, under, in, out, up, down  **Go to playground** | Can recall details from **a story** | Test understanding of big, little, on, under, in, out, up, down  **Go to playground** |
| Concepts of print | Can identify a capital letter and a full stop  **book** | Starts at the front of the **book.** Knows how to turpages | Starts at the front of the **book.** Knows how to turn  pages | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** |

Academic Classes Week 5 - Term 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Stage 2  Level 0  Cluster 1 | Stage 4  Cluster 1 | Stage 4  Cluster 1 | Stage 5  Cluster 1 | Stage 2  Cluster 1 |
| Reading | Engages in shared reading | Engages in shared reading | Engages in shared reading | Reads all or most of a simple story book | Engages in shared reading |
| Writing | Drawing circles in her book – anti clockwise  **Writing book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** |
| listening | Can follow simple instructions **Communication booklet** | Can follow simple instructions eg put the pen under the chair  Open the door etc | Can follow simple instructions eg put the pen under the chair  Open the door etc | Can follow simple instructions  **English booklet** | Can follow simple instructions  **Fine motor skills booklet** |
| Speaking | Can have a conversation for 2 – 3 minutes about the show,  Can do the “K” sound activities | Can name the items on the **picture cards**  **Focus on “s”** | Can name the items on the **picture cards**  **Focus on “s”** | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** |
| Vocab | **Gender words:** boy, girl, he, she, him, her | Check that they know parts of the room | Check that they know body parts | Reads and understands **survival words** | Check that they know body parts |
| Phonics | Identifies one letter  **Letter sheets**  **“J” “a” “d”** | Identifies one letter  **Letter sheets**  **“I” “t” “e”** | Identifies one letter  **Letter sheets**  **“n” “a” “f”** | Attempts to use more complex words using letter sounds  **Phonics alive on his computer** | Identifies some letters  **Letter sheets** |
| Compre-  hension | Can recall details from a **story** | Test understanding of big, little, on, under, in, out, up, down,  **Go to playground** | Test understanding of big, little, on, under, in, out, up, down  **Go to playground** | Can recall details from **a story** | Test understanding of big, little, on, under, in, out, up, down  **Go to playground** |
| Concepts of print | Can identify a capital letter and a full stop  **book** | Starts at the front of the **book.** Knows how to turpages | Starts at the front of the **book.** Knows how to turn  pages | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** |

Academic Classes Week 6 - Term 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Stage 2  Cluster 1 | Stage 4  Cluster 1 | Stage 4  Cluster 1 | Stage 5  Cluster 1 | Stage 2  Cluster 1 |
| Reading | Engages in shared reading | Engages in shared reading | Engages in shared reading | Reads all or most of a simple story book | Engages in shared reading |
| Writing | Drawing circles in her book – anti clockwise  **Writing book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** | Some attempt to write own name. Can trace over adults writing  **Writing Book** |
| listening | Can follow simple instructions **Communication booklet** | Can follow simple instructions eg put the pen under the chair  Open the door etc | Can follow simple instructions eg put the pen under the chair  Open the door etc | Can follow simple instructions  **English booklet** | Can follow simple instructions  **Fine motor skills booklet** |
| Speaking | Can have a conversation for 2 – 3 minutes about the show,  Can do the “K” sound activities | Can name the items on the **picture cards**  **Focus on “s”** | Can name the items on the **picture cards**  **Focus on “s”** | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** |
| Vocab | **Gender words:** boy, girl, he, she, him, her | Check that they know parts of the room | Check that they know body parts | Reads and understands **survival words** | Check that they know body parts |
| Phonics | Identifies one letter  **Letter sheets**  **“J” “a” “d”** | Identifies one letter  **Letter sheets**  **“I” “t” “e”** | Identifies one letter  **Letter sheets**  **“n” “a” “f”** | Attempts to use more complex words using letter sounds  **Phonics alive on his computer** | Identifies some letters  **Letter sheets** |
| Compre-  hension | Can recall details from a **story** | Test understanding of big, little, on, under, in, out, up, down,  **Go to playground** | Test understanding of big, little, on, under, in, out, up, down  **Go to playground** | Can recall details from **a story** | Test understanding of big, little, on, under, in, out, up, down  **Go to playground** |
| Concepts of print | Can identify a capital letter and a full stop  **book** | Starts at the front of the **book.** Knows how to turpages | Starts at the front of the **book.** Knows how to turn  pages | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** |

Academic Classes - Week 7 - Term 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Stage 5 | Stage 2  Cluster 1 | Stage 4  Cluster 1 | Stage 4  Cluster 1 | Stage 5  Cluster 1 | Stage 2  Cluster 1 |
| Reading | Reads all or most of a simple story book | Engages in shared reading | Engages in shared reading | Engages in shared reading | Reads all or most of a simple story book | Engages in shared reading |
| Writing | Make a birthday card for Jarrah | Make a birthday card for Jarrah | Make a birthday card for Rosie – she’s 12 | Make a birthday card for Rosie – she’s 12 | Make a birthday card for Jarrah | Some attempt to write own name. Can trace over adults writing  **Writing Book** |
| listening | Can follow 2 or 3 step instructions | Can follow simple instructions **Communication booklet** | Can follow simple instructions | Can follow simple instructions | Can follow simple instructions  **English booklet** | Can follow simple instructions  **Fine motor skills booklet** |
| Speaking | Can have a conversation for 2 -3 minutes | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** | Can name the items on the **picture cards** | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** |
| Vocab | Reads and understands **survival words** | **Gender words:** boy, girl, he, she, him, her | Check that they know the names of things like grass, trees, cement, roof, | Check that they know the names of things like grass, trees, cement, roof, | Reads and understands **survival words** | Check that they know body parts |
| Phonics | Attempts to use more complex words using letter sounds  **ipads** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Use the phonics alive program | Identifies some letters  **Letter sheets** |
| Compre-  hension | Provides a central theme to **a story** | Can recall details from a **story** | Can recall details from a **story** | Can recall details from a **story** | Can recall details from **a story** | Test understanding of big, little, on, under, in, out, up, down |
| Concepts of print | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** | Test them on their current knowledge of letters | Test them on their current knowledge of letters | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** |

Academic Classes - Week 8 - Term 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Stage 5 | Stage 2  Cluster 1 | Stage 4  Cluster 1 | Stage 4  Cluster 1 | Stage 5  Cluster 1 | Stage 2  Cluster 1 |
| Reading | Reads all or most of a simple story book | Engages in shared reading | Engages in shared reading | Engages in shared reading | Reads all or most of a simple story book | Engages in shared reading |
| Writing | Make a birthday card for Jarrah | Make a birthday card for Jarrah | Make a birthday card for Rosie – she’s 12 | Make a birthday card for Rosie – she’s 12 | Make a birthday card for Jarrah | Some attempt to write own name. Can trace over adults writing  **Writing Book** |
| listening | Can follow 2 or 3 step instructions | Can follow simple instructions **Communication booklet** | Can follow simple instructions | Can follow simple instructions | Can follow simple instructions  **English booklet** | Can follow simple instructions  **Fine motor skills booklet** |
| Speaking | Can have a conversation for 2 -3 minutes | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** | Can name the items on the **picture cards** | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** |
| Vocab | Reads and understands **survival words** | **Gender words:** boy, girl, he, she, him, her | Check that they know the names of things like grass, trees, cement, roof, | Check that they know the names of things like grass, trees, cement, roof, | Reads and understands **survival words** | Check that they know body parts |
| Phonics | Attempts to use more complex words using letter sounds  **ipads** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Use the phonics alive program | Identifies some letters  **Letter sheets** |
| Compre-  hension | Provides a central theme to **a story** | Can recall details from a **story** | Can recall details from a **story** | Can recall details from a **story** | Can recall details from **a story** | Test understanding of big, little, on, under, in, out, up, down |
| Concepts of print | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** | Test them on their current knowledge of letters | Test them on their current knowledge of letters | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** |

Academic Classes - Week 9 - Term 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Stage 5 | Stage 2  Cluster 1 | Stage 4  Cluster 1 | Stage 4  Cluster 1 | Stage 5  Cluster 1 | Stage 2  Cluster 1 |
| Reading | Reads all or most of a simple story book | Engages in shared reading | Engages in shared reading | Engages in shared reading | Reads all or most of a simple story book | Engages in shared reading |
| Writing | Make a birthday card for Jarrah | Make a birthday card for Jarrah | Make a birthday card for Rosie – she’s 12 | Make a birthday card for Rosie – she’s 12 | Make a birthday card for Jarrah | Some attempt to write own name. Can trace over adults writing  **Writing Book** |
| listening | Can follow 2 or 3 step instructions | Can follow simple instructions **Communication booklet** | Can follow simple instructions | Can follow simple instructions | Can follow simple instruction  **English booklet** | Can follow simple instructions  **Fine motor skills booklet** |
| Speaking | Can have a conversation for 2 -3 minutes | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** | Can name the items on the **picture cards** | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** |
| Vocab | Reads and understands **survival words** | **Gender words:** boy, girl, he, she, him, her | Check that they know the names of things like grass, trees, cement, roof, | Check that they know the names of things like grass, trees, cement, roof, | Reads and understands **survival words** | Check that they know body parts |
| Phonics | Attempts to use more complex words using letter sounds  **ipads** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Use the phonics alive program | Identifies some letters  **Letter sheets** |
| Compre-  hension | Provides a central theme to **a story** | Can recall details from a **story** | Can recall details from a **story** | Can recall details from a **story** | Can recall details from **a story** | Test understanding of big, little, on, under, in, out, up, down |
| Concepts of print | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** | Test them on their current knowledge of letters | Test them on their current knowledge of letters | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** |

Academic Classes – Tuesdays - Week 10 - Term 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name |  |  |  |  |  |  |
| Reading | Reads all or most of a simple story book | Engages in shared reading | Engages in shared reading | Engages in shared reading | Reads all or most of a simple story book | Engages in shared reading |
| Writing | Make a birthday card for Jarrah | Make a birthday card for Jarrah | Make a birthday card for Rosie – she’s 12 | Make a birthday card for Rosie – she’s 12 | Make a birthday card for Jarrah | Some attempt to write own name. Can trace over adults writing  **Writing Book** |
| listening | Can follow 2 or 3 step instructions | Can follow simple instructions **Communication booklet** | Can follow simple instructions | Can follow simple instructions | Can follow simple instructions  **English booklet** | Can follow simple instructions  **Fine motor skills booklet** |
| Speaking | Can have a conversation for 2 -3 minutes | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** | Can name the items on the **picture cards** | Can have a conversation for 2 – 3 minutes | Can name the items on the **picture cards** |
| Vocab | Reads and understands **survival words** | **Gender words:** boy, girl, he, she, him, her | Check that they know the names of things like grass, trees, cement, roof, | Check that they know the names of things like grass, trees, cement, roof, | Reads and understands **survival words** | Check that they know body parts |
| Phonics | Attempts to use more complex words using letter sounds  **ipads** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Identifies one letter  **Letter sheets** | Use the phonics alive program | Identifies some letters  **Letter sheets** |
| Compre-  hension | Provides a central theme to **a story** | Can recall details from a **story** | Can recall details from a **story** | Can recall details from a **story** | Can recall details from **a story** | Test understanding of big, little, on, under, in, out, up, down |
| Concepts of print | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** | Test them on their current knowledge of letters | Test them on their current knowledge of letters | Names all lower case and upper case **letters** | Can identify a capital letter and a full stop  **book** |