

# APPENDICES



# Grammar and Punctuation Curriculum

Grammar and Punctuation Years 1 to 6 (Primary Curriculum - Draft) on one sheet. PrimaryTools.co.uk

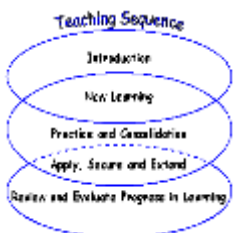
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular <b>plural noun suffixes</b> -s or -es (e.g. dog, dogs; wish, wishes)	How <b>words</b> can combine to make <b>sentences</b>	Sequencing <b>sentences</b> to form short narratives	Separation of <b>words</b> with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
<b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper)	How <b>and</b> can join <b>words</b> and join <b>sentences</b>	The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)	<b>Subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but)	Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal <b>pronoun I</b>	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	pronoun, possessive pronoun, adverbial
Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less (A fuller list of <b>suffixes</b> can be found in the spelling annex.)	<b>Sentences</b> with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the <b>suffixes -er</b> and <b>-est</b> to form comparisons of <b>adjectives</b> and <b>adverbs</b>	Expressing time and cause using <b>conjunctions</b> (e.g. when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so), or <b>prepositions</b> (e.g. before, after, during, in, because of)	Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	<b>Apostrophes</b> to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of <b>nouns</b> using a range of <b>prefixes</b> , such as <b>super-</b> , <b>anti-</b> , <b>auto-</b>	Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	
Use of the <b>determiners</b> a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)	<b>Fronted adverbials</b>	Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b>	Use of speech marks to <b>punctuate</b> direct speech	
<b>Word families</b> based on common words	<b>Relative clauses</b> beginning with <b>who</b> , <b>which</b> , <b>where</b> , <b>why</b> , or <b>whose</b>	Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)	<b>Apostrophes</b> to mark singular and plural possession (e.g. the girl's name, the boys' boots)	
The grammatical difference between <b>plural</b> and <b>possessive -s</b>	Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g. perhaps, surely)	Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)	
Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>ellipsis</b> .	Brackets, dashes or commas to indicate parenthesis	
Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. -ate, -ise, -ity)	Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. <u>the boy that jumped over the fence</u> is over there, or <u>the fact that it was raining</u> meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity	
<b>Verb prefixes</b> (e.g. dis-, de-, mis-, over- and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the <b>subjunctive</b> in some very formal writing and speech)		Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)			<b>Punctuation</b> of bullet points to list information	
			How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating a shark, or recover versus re-cover)	

All terms in bold should be understood with the meanings set out in the glossary.

Key	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



## Term 2 Teacher Planner

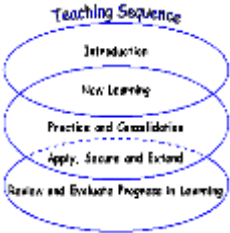
<b>Class: Year 3-4</b>	<b>W/B:</b>	<b>Block title: Acrostic and Limerick</b>	
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Lesson / date	Objectives from the framework	Key Vocabulary	Mental/Oral ~5-10 mins	Main Activity	Resources	
1	Structured poems	Poetic devices (rhyme, synonym, simile, and metaphor)	What rhyme with: Hand Clean Wash	Teacher write and reads an acrostic poem (Ice cream) using different reading tone. Which one is better to use in reading a poem. (discussions). Teacher introduces the term rhyme, synonym, simile, and metaphor.  Students writes on their English book one example of each. In group students add another words/phrases of each poetic devices.  Extension: flash card of 100 hfw and find the word that rhyme Note: remind students about letter formation	<a href="https://www.twinkl.co.id/resource/poetry-terms-powerpoint-t2-e-5149">https://www.twinkl.co.id/resource/poetry-terms-powerpoint-t2-e-5149</a>	
2			What word start with the letter b a m b o o?	Teacher writes on the board 'Bamboo' vertically (all uppercase). Teacher writes what is the class come up with.  Teacher relates with poetic devices learnt and with the class sorting out the words better fit on the acrostic poem.  Students writes on their book the final bamboo acrostic poems and start to make their name acrostic poem. A reminder for students to use upper case in each of the beginning of the line with no full stop at the end (explain why).		<a href="https://www.twinkl.co.id/teaching-wiki/acrostic-poem">https://www.twinkl.co.id/teaching-wiki/acrostic-poem</a>
3			What word start with the letter g a r d e n?	Teacher writes on the board 'garden' vertically (all uppercase). Teacher writes what is the class come up with.		

			<p>Teacher relates with poetic devices learnt and with the class sorting out the words better fit on the acrostic poem.</p> <p>Students creates their own poems of their favourite objects. A reminder for students to use upper case in each of the beginning of the line with no full stop at the end (explain why). Teacher monitoring the letter formation during the writing.</p>	
4		Let's make an acrostic poem from a word Birthday.	<p>Explain to student's school birthday is about to come. A poem can be a gift or present to give when someone has their birthday.</p> <p>A poem is one of the form of showing our love and care to those who celebrate birthday.</p>	
1	To know a Limerick and its features	Now we have new type of structured poem. It is now a funny poem.	<p>Limerick is a funny poem with several features. It talks about one subject or place. It only has 5 lines.</p> <p>The students and the teacher will look at the ppt slides of Limericks. They read some examples of Limericks.</p> <p>The teacher tells the students that Limericks in line 3 and 4 have same syllables. Line 1,2 and 5 has the same too. Lines 3 and 4 usually have 5-6 syllables. Line 1,2, 5 usually have 8-10 syllables per each. The funny ending is the uniqueness.</p> <p>----- -----</p> <p>Features of Limericks: Limericks start with set phrases (There once a ..... ) They are humorous They have 5 very rhythmic lines Line 1,2 and 5 must rhyme Lines 3 and 4 must rhyme Lines 1,2,5 have 8-10 syllables per each Lines 3 and 4 have 8-10 syllables per each The rhyming pattern is AABBA</p>	<p><a href="https://www.twinkl.co.id/resource/t2-e-1000-recognise-some-different-forms-of-poetry-limericks-lesson-teaching-pack">https://www.twinkl.co.id/resource/t2-e-1000-recognise-some-different-forms-of-poetry-limericks-lesson-teaching-pack</a></p> <p>examples <a href="https://www.youtube.com/watch?v=VtLQO1Gk39g">https://www.youtube.com/watch?v=VtLQO1Gk39g</a></p> <p>explanation <a href="https://www.youtube.com/watch?v=WfmTrw3X8-w">https://www.youtube.com/watch?v=WfmTrw3X8-w</a></p>



2	Make a Limerick		What are the rules in writing Limericks?	Children make their own Limerick. They check their Limerick to the checklist too.	English Book
3	Check and evaluate the Limericks to checklist		Can you use 2 stars and 1 wish in checking Limericks?	<p>Following the steps of writing students make a limerick poem of their favourite things. A reminder not to make fun of a person's name or others that they need to put respect to.</p> <p>Next, they use the self-assessment tracker for Limerick They do it individually</p>	<a href="https://www.twinkl.co.id/resource/roi2-e-2697-writing-a-limerick-poem-self-assessment-tracker">https://www.twinkl.co.id/resource/roi2-e-2697-writing-a-limerick-poem-self-assessment-tracker</a>
4	Make a poster with some drawing		What are you using as your inspiration in making Limericks?	<p>Students share with the class their Limerick.</p> <p>Now this is the time to decorate your Limerick. You can use some drawings or Painting or even doodles to make it beautiful and creative.</p> <p>The decoration must be related to the Limericks you made.</p>	Students' creativity

Class: Year 3-4	W/B:	Block title: Acrostic	
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Lesson / date	Objectives from the framework	Key Vocabulary	Mental/Oral ~5-10 mins	Main Activity	Resources
Mon		Phase 4 phonics sounds	Teacher reads 2 poems and students tells is it an acrostic or limerick?	Phonics sounds Students had spelling list words and write those on their spelling book during word work and practice. Teacher workshop: Sounds phonics phase 4 for LA and MA. Letter formation focus and to rhyming the word HA relate the spelling words and making a poem of it (free verse).	
Tues				Chinese New Year-School day off	
Wed	To paraphrase poems into a paragraph	<ul style="list-style-type: none"> <li>- Conjunctions</li> <li>- Devices to build cohesion within a paragraph</li> <li>- Introduction to paragraphs as a way to group related materials</li> </ul>	<p>How to make poems into a paragraph?</p> <p>Song: rain rain go away come again another day ...wats to play rain rain go away</p>	<p>Conjunction and how to use those in sentences to connect words and sentences in a paragraph.</p> <p>LA: students make sentences from rhyming words they wrote. MA/HA: to paraphrase their poems they have into a paragraph (using conjunction they have learn from the video.</p>	<p><a href="https://www.youtube.com/watch?v=67qvcYcS3VM&amp;t=2s">https://www.youtube.com/watch?v=67qvcYcS3VM&amp;t=2s</a> (conjunctions resources for teachers)</p> <p><a href="https://www.youtube.com/watch?v=3rIQ6OUPLgc">https://www.youtube.com/watch?v=3rIQ6OUPLgc</a> (brainpop conjunction for students)</p>

Thurs		Mention any conjunctions you know	<p>Continuing with the exploration about conjunction and how to use them.</p> <p>LA: Teacher shows flash cards of conjunctions and students make a sentence using each orally. Teacher write 5 sentences from the sentences in a board and students to write them on their English book.</p> <p>MA and HA: Teacher give a topic (e.g. sky/water/fire) to write and students make a paragraph about it. Teacher reminds students about the use of uppercase and punctuation marks (also check on letter formation while students are doing the work).</p>	English Book
Fri		Can you use 2 stars and 1 wish in checking how to paraphrase poems into paragraphs?	<p>Students share their poems and the paraphrase they make with groups. (peer check activity). Teacher ask students to write a comment about their peer about the poems and the paraphrase they have made.</p> <p>Note: a reminder to write a polite and complete sentences when they write their comments on their friends English book.</p>	<a href="https://www.twinkl.co.id/resource/roi-2-e-2697-writing-a-limerick-poem-self-assessment-tracker">https://www.twinkl.co.id/resource/roi-2-e-2697-writing-a-limerick-poem-self-assessment-tracker</a>

## Formative Test Spelling Phases

# Phase 2 Assessment Sheet

You should expect the child to get very few ticks before starting Phase 2. At the end of phase 2 children should be able to get almost all ticks.

Mark the phoneme with a tick if the child can say it correctly. Stop the assessment if the child seems to find it too difficult.

Set 1		
s		
a		
t		
p		

Set 2		
i		
n		
m		
d		

Set 5		
h		
b		
f		
ff		
l		
ll		
ss		

Set 3		
g		
o		
c		
k		

Set 4		
ck		
e		
u		
r		

## Phase 2 Assessment Sheet

Blending Assessment		
Sounds	Tick if correct	Record exactly what was said if incorrect
s-a-t		
c-u-p		
h-e-n		
m-i-ss		
b-o-g		
d-o-ll		
r-a-g		
s-o-ck		

Segmenting Assessment		
Words	Tick if correct	Record exactly what was said if incorrect
bat		
huff		
pen		
moss		
cog		
dog		
til		
sack		

Words	Tick
the	
to	
l	
no	
go	
into	

Observations



# Phase 3 Assessment Sheet

Before starting Phase 3 you should expect the child to get very few ticks from set 6 onwards. At the end of phase 3 children should be able to get almost all ticks.

Tick the first box if the child can say the sound by looking at the phoneme.

Tick the second box if the child can write the sound upon hearing the phoneme.

Stop the assessment if the child seems to find it too difficult.

Set 1	Set 5	Consonant Digraphs	Observations
s	h	ch	
a	b	sh	
t	f	th	
p	ff	ng	
Set 2	l	Vowel Digraphs and Trigraphs	
i	ll	ai	
n	ss	ee	
m	Set 6	igh	
d	j	oa	
Set 3	v	oo	
g	w	ar	
o	x	or	
c	Set 7	ur	
k	y	ow	
Set 4	z	oi	
ck	zz	ear	
e	qu	air	
u		ure	
r		er	

# Phase 3 Assessment Sheet

Blending Assessment		
Sounds	Tick if correct	Record exactly what was said if incorrect
f-o-x		
sh-o-p		
v-a-n		
r-i-ng		
t-ai-l		
m-oo-n		
r-oa-d		
l-igh-t		
p-ar-k		
c-oi-n		

Segmenting Assessment		
Words	Tick if correct	Record exactly what was said if incorrect
box		
rich		
ship		
teeth		
zip		
rain		
goat		
tear		
owl		
flight		

Words	Tick	Words	Tick
you		he	
they		she	
all		we	
are		me	
my		be	
her		was	

Observations

# Phase 4 Assessment Sheet

The phase 3 sounds listed below are consolidated during phase 4, so you may wish to check the child's knowledge of these during your phase 4 assessment. Otherwise, please disregard this page and move on to the next. At the start of Phase 4 the child should get ticks in most of the boxes. Tick the first box if the child can say the sound by looking at the phoneme. Tick the second box if the child can write the sound upon hearing the phoneme. Stop the assessment if the child seems to find it too difficult.

Set 6			Vowel digraphs			Observations
j			ai			
v			ee			
w			igh			
x			oa			
Set 7			oo			
y			ar			
z			or			
zz			ur			
qu			ow			
Consonant digraph			oi			
ch			ear			
sh			air			
th			ure			
ng			er			

# Phase 4 Assessment Sheet

## Blending Assessment

Sounds	Tick if correct	Record exactly what was said if incorrect
g-l-a-ng		
p-l-i-ck		
v-u-s-t		
p-l-oa-ch		
n-ee-s-t		
qu-or-s-t		
s-t-r-oi-n-k		
c-l-igh-t-s		
th-r-u-n-ch		
s-p-l-ai-sh		

## Segmenting Assessment

Words	Tick if correct	Record exactly what was said if incorrect
tring		
skoof		
closh		
quorth		
stroip		
stoond		
bromp		
smernt		
twunk		
traft		

## Tricky Words

Words	Tick	Words	Tick
said		were	
have		there	
like		little	
so		one	
do		when	
some		out	
come		what	

## Observations:

# Phase 5 Assessment Sheet

By the end of Phase 5 the child should get ticks in most of the boxes.

Tick the first box if the child can say the phoneme by looking at the grapheme. If they say another pronunciation of that grapheme ask them if they know any other sounds that this grapheme can make. Tick the second box if the child can write any grapheme they know that represents the phoneme upon hearing it.

Stop the assessment if the child seems to find it too difficult.

	Recognise Phonemes	Write Grapheme
ay		
ou		
ie		
ea		
oy		
ir		
ue		
ue		
aw		
wh		
ph		
ew		
ew		
oe		
au		
ey		
a_e		
e_e		
i_e		
o_e		
u_e		
u_e		

Observations

# Phase 5 Assessment Sheet

Show the child the words, asking them to say each sound in the word and then blend the word together. If they just read it, ask them to go back and soundtalk. Tick if they can soundtalk and blend correctly.

Say the word to the child and ask them to segment orally and write the word down. Tick if they spell and segment the word correctly.

Words	Tick if correct	Record exactly what was said if incorrect
traying		
grabe		
despried		
pescue		
wheef		
phonit		
tingoes		
gronkey		
vone		
flunes		

Words	Tick if correct	Record exactly what was said if incorrect
stray		
sounds		
enjoy		
thirteen		
whisper		
dolphin		
turkey		
amaze		
explode		
invite		

## Tricky Words

Words	Tick	Words	Tick
oh		looked	
their		called	
people		asked	
Mr		could	
Mrs			

Observations

# Observation Table of Daily Five Implementation

**Week 1, January 9-11, 2023**

No.	Aspects of Daily Five	Day 1				Day 2				Day 3				Day 4				Day 5				Total average
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
1	Read to self	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Read to someone	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	Read on writing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Read work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	Listening to reading	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	

No.	Daily five block	Class A	Class B	Class C	Class D
1	Read to self	25	23	23	25
2	Read to someone	19	22	23	24
3	Read on writing	19	22	23	23
4	Read work	19	24	24	23
5	Listening to reading	26	25	24	25
	<b>Average</b>	<b>3.8</b>	<b>4.04</b>	<b>4.08</b>	<b>4.0</b>

**Week 1**

Note:  
 1 Never  
 2 Rarely  
 3 Sometimes  
 4 Most of the time  
 5 Always

**Week 2, January 16-20, 2023**

No.	Aspects of Daily Five	Day 1				Day 2				Day 3				Day 4				Day 5				Remark
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
1	Read to self	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Read to someone	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	Read on writing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Read work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	Listening to reading	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	

No.	Daily five block	Class A	Class B	Class C	Class D
1	Read to self	23	21	23	25
2	Read to someone	22	21	23	22
3	Read on writing	21	21	23	22
4	Read work	23	21	23	23
5	Listening to reading	23	22	24	23
	<b>Average</b>	<b>4.48</b>	<b>4.24</b>	<b>4.54</b>	<b>4.48</b>

**Week 2**

Note:  
 1 Never  
 2 Rarely  
 3 Sometimes  
 4 Most of the time  
 5 Always

**Week 3, January 23-27, 2023**

No.	Aspects of Daily Five	Day 1				Day 2				Day 3				Day 4				Day 5				Remark
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
1	Read to self	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Read to someone	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	Read on writing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Read work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	Listening to reading	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	

No.	Daily five block	Class A	Class B	Class C	Class D
1	Read to self	23	23	23	25
2	Read to someone	23	22	23	24
3	Read on writing	23	23	23	22
4	Read work	24	23	23	23
5	Listening to reading	23	22	24	23
	<b>Average</b>	<b>4.8</b>	<b>4.48</b>	<b>4.52</b>	<b>4.68</b>

**Week 3**

Note:  
 1 Never  
 2 Rarely  
 3 Sometimes  
 4 Most of the time  
 5 Always

**Week 4, January 30- February 3, 2023**

No.	Aspects of Daily Five	Day 1				Day 2				Day 3				Day 4				Day 5				Remark
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
1	Read to self	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Read to someone	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	Read on writing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Read work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	Listening to reading	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	

No.	Daily five block	Class A	Class B	Class C	Class D
1	Read to self	25	23	24	25
2	Read to someone	22	23	24	24
3	Read on writing	23	23	25	21
4	Read work	25	23	25	23
5	Listening to reading	24	25	24	25
	<b>Average</b>	<b>4.75</b>	<b>4.8</b>	<b>4.68</b>	<b>4.72</b>

**Week 4**

Note:  
 1 Never  
 2 Rarely  
 3 Sometimes  
 4 Most of the time  
 5 Always

Week 5, February 6-10, 2023

No.	Aspects of Daily Five	Day 1				Day 2				Day 3				Day 4				Day 5				Remark
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
1	Recite well	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Recite to teacher	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	Recite on writing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Recite work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	Learning in reading	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	<b>Total</b>	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

Total average in week 5 for each class

No.	Aspects of Daily Five	A	B	C	D
1	Recite well	25	23	23	24
2	Recite to teacher	22	23	23	24
3	Recite on writing	25	24	22	24
4	Recite work	23	24	22	23
5	Learning in reading	25	25	25	25
	<b>Average</b>	4.8	4.76	4.72	4.8



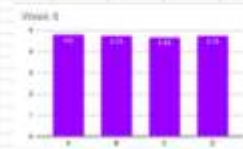
- Note:  
 1 Never  
 2 Rarely  
 3 Sometimes  
 4 Most of the time  
 5 Always

Week 6, February 13-17, 2023

No.	Aspects of Daily Five	Day 1				Day 2				Day 3				Day 4				Day 5				Remark
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
1	Recite well	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Recite to teacher	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	Recite on writing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Recite work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	Learning in reading	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	<b>Total</b>	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

Total average in week 6 for each class

No.	Aspects of Daily Five	A	B	C	D
1	Recite well	25	23	23	24
2	Recite to teacher	22	23	23	24
3	Recite on writing	25	24	22	24
4	Recite work	23	24	22	23
5	Learning in reading	25	25	25	25
	<b>Average</b>	4.8	4.76	4.72	4.8



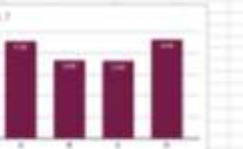
- Note:  
 1 Never  
 2 Rarely  
 3 Sometimes  
 4 Most of the time  
 5 Always

Week 7, February 20-24, 2023

No.	Aspects of Daily Five	Day 1				Day 2				Day 3				Day 4				Day 5				Remark
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
1	Recite well	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Recite to teacher	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	Recite on writing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Recite work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	Learning in reading	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	<b>Total</b>	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

Total average in week 7 for each class

No.	Aspects of Daily Five	A	B	C	D
1	Recite well	25	23	23	24
2	Recite to teacher	22	23	23	24
3	Recite on writing	25	24	22	24
4	Recite work	23	24	22	23
5	Learning in reading	25	25	25	25
	<b>Average</b>	4.8	4.76	4.72	4.8



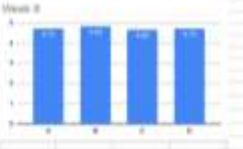
- Note:  
 1 Never  
 2 Rarely  
 3 Sometimes  
 4 Most of the time  
 5 Always

Week 8, February 27 - March 3, 2023

No.	Aspects of Daily Five	Day 1				Day 2				Day 3				Day 4				Day 5				Remark
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	
1	Recite well	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Recite to teacher	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	Recite on writing	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Recite work	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	Learning in reading	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	<b>Total</b>	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

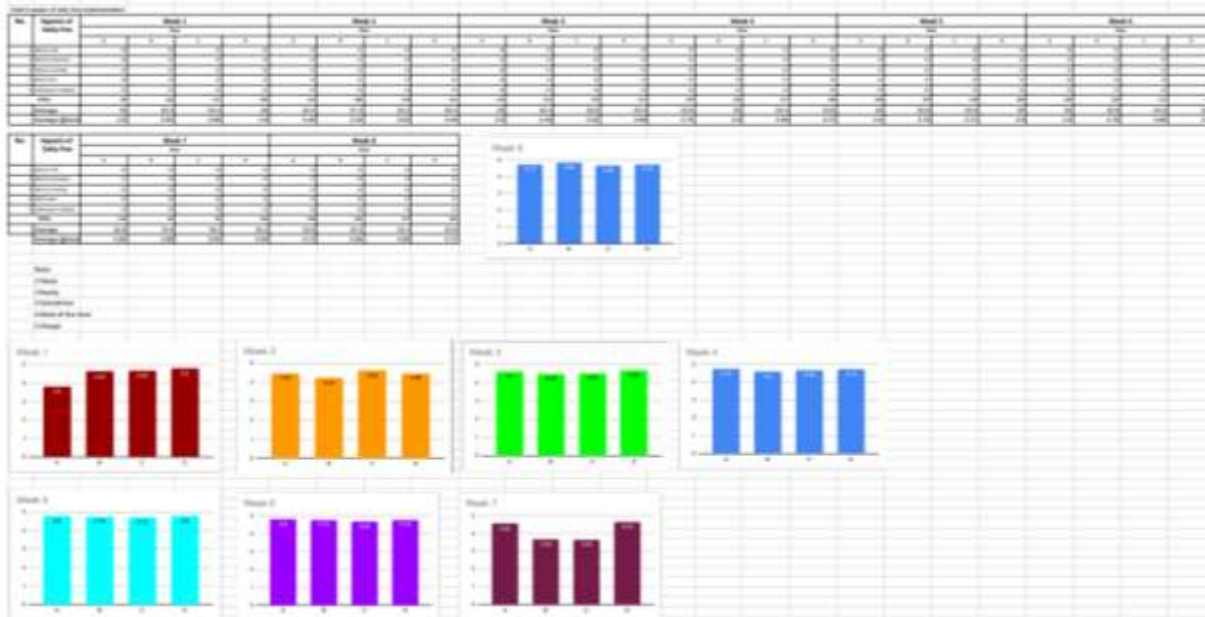
Total average in week 8 for each class

No.	Aspects of Daily Five	A	B	C	D
1	Recite well	25	23	23	24
2	Recite to teacher	22	23	23	24
3	Recite on writing	25	24	22	24
4	Recite work	23	24	22	23
5	Learning in reading	25	25	25	25
	<b>Average</b>	4.8	4.76	4.72	4.8



- Note:  
 1 Never  
 2 Rarely  
 3 Sometimes  
 4 Most of the time  
 5 Always

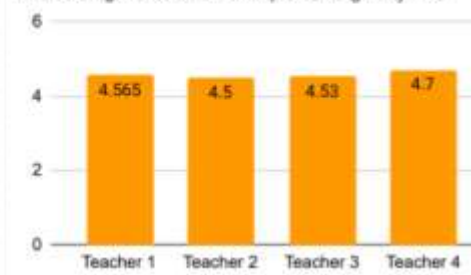




Class average of all blocks in 8 weeks of the daily five implementation

Weeks	Class			
	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Week 1	3.8	4.64	4.68	4.8
Week 2	4.48	4.24	4.64	4.48
Week 3	4.6	4.48	4.52	4.68
Week 4	4.76	4.6	4.68	4.72
Week 5	4.8	4.76	4.72	4.8
Week 6	4.8	4.76	4.68	4.76
Week 7	4.56	3.68	3.64	4.64
Week 8	4.72	4.84	4.68	4.72
Class average	4.565	4.5	4.53	4.7

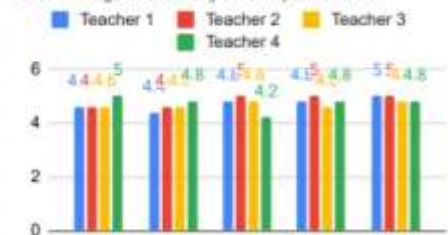
Total Average for teachers in Implementing Daily Five



Total average of each block of daily five in each class

Block of daily five	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Read to self	4.6	4.6	4.6	5
Read to someone	4.4	4.6	4.6	4.8
Work on Writing	4.8	5	4.8	4.2
Word work	4.8	5	4.6	4.8
Listening to reading	5	5	4.8	4.8
Total	4.72	4.84	4.68	4.72

Total Average of the Daily Five Implementation



## **The Daily Five Literacy Framework Implementation**

### **Interview with teachers**

- R: So hello, Miss Jana, thank you for meeting me. And today we're going to talk about daily five, and the implementation. And since we you've been running classrooms with daily five, I want to ask you several questions. So do you feel when you start the reading to self
- J: I need to feel that.....I make sure that the students have what they need in the reading corner to the reading to self. They need to be prepared. First, they need to know the rules how to do it, I once I feel that they know that I'm, I feel good to let them be independent and try their best. As long as I make sure that they have interesting books for them.
- R: Thank you, and any difficulties or challenges when you start running daily five, in general, to get them into the routine, and to build stamina.
- J: What is difficult is that you always need to update all your activities, what you do with them, because they can get bored easily not be too repetitive. Because once they start to be like that, they start to bring to break the rules. When they are entertained, and it's good for the level. Normally they focus most of the time.
- R: And if you have any new topics like say, a topic within the let's say in language arts, how you deliver it to your students, during the daily five, or you put another slot like maybe teacher workshop or something, or you do it differently
- J: it depends. Maybe I introduce it as the whole class. But then I worked with them during the daily five when they have teacher workshop.
- R: All of them I also because maybe the level of some students are different than others. So maybe I introduce a topic and later since they already they should be already in groups, according to their level. So group by group, like there will be three groups running. And each time I will have one activity regarding related to that topic to do with them. But it can change slightly, depending on the level of force. And it's 90 minutes for you to run the daily time.
- R: 90 minutes can be enough. Yes.
- J: Sometimes if it's one hour, it's not enough.
- R: And the most challenging one, do you have any experience that you feel like this doesn't work? Let's say what work or maybe listening to reading in the daily five.
- J: I think what is challenging sometimes is when students don't, they still don't know how to be independent. They need to learn and then they need a lot of attention. So if you don't have an assistant  
you always get disturbs your teacher workshop because you always need to go to the other activity to help them otherwise the class will be like Yeah, yeah once if one starts to get distracted or they don't know how to do things, it distracts others at the same time
- R: what's one of the daily five prefer the most like very important in your opinion out of the word work listen to reading with yourself to someone
- J: work on writing
- R: what's the name of the workshop for short time workshop but for them to do independently.
- J: Teacher workshop is very good because you can be with one small group not with a whole class.

But I also think that, none work on writing what work word work it's also good, reading I really like it. But when they really focus to read. Can they come a time to don't do nothing? Especially when they just emergent reader they trying? And they they have questions and they had they always come to us.

R: And then do you think you have balanced between when and all and at home like doing your job. And then during your personal life, do you have balance? Or do you think that daily five is not really helping you in that area?

J: I think it could be balanced, where I used to work if there was no balance. But because teachers they didn't have enough time, like time at the school at working hours to plan or what they need to do, because of course, during daily five, it takes a lot of time to make the activities like work from writing word work. It's like number one. Yeah, yes, you always need to like updating, changing Exactly. And a part of that, you also, when you do teach a workshop, you need to always prepare your students and make activities. If you want to do it good. You need to adapt adapted to their level. So that's, again, a lot of time, a lot of ideas. And if you don't get that time at school, you choose to do it. So So are you choose to put your time in it out of school? Which is not. If there wouldn't be enough free time for teachers to work on that. Yeah, it could. It could be balanced.

R: And last question, what is the success criteria for daily fun?

J: In my opinion, when you ran the day, the five what is the would you feel like okay, this is the daily 5 to run everyday. Oh, I really love when, when they're really engaged. Because it just runs. It's so smooth, it runs perfect. Everyone is focused, doing whatever, even if it's reading to serve reading to someone or doing work on writing, and you can work nicely with your students and they know what to do next. That is the goal. It's a very good feeling. You feel like okay, no homework tonight. I can have peace as they're learning something. You know, they're like trying to find that even even when it's word work. Even if for me if they don't focus on the activity that is there, but they discovering something No, by themselves or they still learn. Yeah, it's fine. Yeah, I agree.

R: I think similar to you, thank you very much for your time and the input. I really appreciate it. And again, thank you

R: Okay, Miss Libby, thank you for your time. And I would like to ask you about your experience and in implementing daily five, and how, how you run it actually, to begin with?

L: how do you know, Daily five in the first place? Hmm, I know Daily five, because our school already implemented it before I arrived. And then I observed how other people doing it, and then asked questions, and then now I implement it in my classroom also.

R: Okay, and any challenges difficulties that you face during the five?

L: Yeah, I think the main challenge is the timing, like some students are faster than others. So in that set time, some students have finished, some people haven't finished, yet, we have to move on to make sure that they cover all of the aspects of the daily five, I think that's the biggest challenge, and being on independent, because my



students are age six, and seven. So sometimes they still need a bit more of teacher teacher time. So just make sure they are aware that they can do it independently, like they can do it. But they still need the encouragement to be like you, you can do this, especially when we have the time with individual students when when you're really focusing on individual students or small groups, and then other students come in Yeah, edging in interrupting makes it difficult. That's another thing as well, that I think a big challenge is because you're by yourself. So you're having two groups that need to work independently. And I find that sometimes you're doing it by yourself. It's not like you get enough, it would be amazing. If there were two, if I always feel like if there was an assistant, sometimes I have that. But if I don't, it can be difficult to make sure that they all get the same amount of attention. It's like we need to have the right leg back. Yeah. Yeah. And any anything that in particular that you enjoy, when you run it, you daily five, yeah, I like that it changes. I like that the students have the chance to move to different groups, and it makes it more enjoyable. And it's different activities for them to test what they've either already learned or Yeah, previous knowledge. I think that's what I liked the most about it that it feels quick paced. Yeah, they still have focused time. Exactly. And let's say if when you do the rest yourself,

R: how do you do that? Like, does the student know already?

L: Oh, it's my choice time for me and then I know what to do exactly. And I can set up myself really quick, or you just have to remind them over and over. Yeah, a lot of reminding, it should be that they can do that. But I like to mix up the activities a little bit also, isn't always read to self. Maybe we'll do some like finishing the sentence work, or what else do it different games, that they're still English games, but different ways that they can do it? So I imagine if it was read to self every single day, they would get quicker at using the routine? Yeah. However, I think it's good that they have a mix to try different activities, because all the students are so different. So one student can sit and read and really enjoys that. And the other needs to do more hands on things. So it's good that they have an equal playing field. Does that make sense? Yeah.

R: What is the success criteria for daily five in your classroom? And in your opinion?

L: Yeah, for me, I guess the main thing is, I can focus by themselves for a set amount of time, and they can really take time to learn with each other as well, without being dependent on me. I think that's the biggest thing, if I can see that they did it by themselves. They asked each other questions, and I think that's it because I feel like, okay, we hit the goal.

R: How do you introduce daily five?

L: in the beginning, you do gradually, or just say, here's the daily five, or in my case, I guess I was grateful, because I teach year two, and before that, they already started it. So they were used to how it works. So when they came to me, I just would kind of follow a similar structure to what they already had. Yeah, but I changed the timetable a little bit to how I think also from my opinion of the reading, I wanted to mix it up a little bit and add new skills in because now they are able to write more, so I want them to be able to use that skill, and they adapt to get age. And if there is any difficulties, let's say did you do you use listening to reading too? I did. Yeah, that's fine. I found that They were getting a little bit bored of the materials that we had. And I also found that their

focus wasn't great. Yeah, I think because if they have physically have a book, they're more likely to focus. But when it's just sitting listening, they struggle. And also, I think the difficulty was, it's on a laptop, and they will share the laptop that it was worth. So I changed that.

R: When you doing daily five, and when you get back home, do you think that you have balanced between your job and your personal life? Or do you think like, I do extra work.

L: Now I definitely feel like I have a good balance. When I come home, I come home, which previously that wasn't the case. So I'm really grateful for this this system. And I think it provides less work actually, it is Europe, you essentially, are planning for one, one aspect really intently the teacher workshop it and then the rest. You're using materials that you know, they already know. Because if you set them something that's too difficult, then they lose focus, and they get distracted. So I see. Yeah, for me, I feel like I have a good balance now. Okay. Well, thank you.

R: For final questions, what activity you enjoy the most and daily five, out of the five blocks?

L: I really liked doing the one to one, like with the students like the teacher workshop, I like that. You give them the time that they need. And you can really see that they are learning something sometimes when you have all of them in the same class at the same time, and you give an activity, like it doesn't feel like you're teaching per se it's more like I'm giving you something to do. But this really feel Yeah, this feels like separation between teacher and students. Okay, yeah.

R: Is there anything you want to add regarding daily five and the implementation? something maybe you have some input or for other teachers or other educators that want to use daily five?

L: I'm still quite new to daily five myself, but I think also, you could use it in other subjects, as well. I haven't I only use it for English and we use it for math. But I think other subjects, you could also adapt to that. And there's a good system. Okay.

R: Well, thank you so much for your time. And I think we're going to continue with another question sometimes when it comes. Thank you

The logo of Universitas Pendidikan Indonesia (UPI) is a circular emblem with a blue and gold color scheme. It features a central figure and the word "UNDIKSHA" written in white capital letters on a blue banner at the bottom. The logo is partially obscured by the text of the interview transcript.

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