**STELLAR WORKSHOP PROGRAMME**

**DAY THREE**

**Day 3: 14.00 – 17.00 (2pm – 5pm)**

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| **Times** | **Focus** | **Materials** | | **Trainer** |
| 2.00 – 2.30 | **WELCOME**  Materials and materials register  Welcome  Using the info graphic poster (put up central child figure and then Listening and Speaking segment) review last session focus on oral language. Link to the activities that we did in that module, and view videos as consolidation.    Now go to Spot goes to the Shop TG, look at 2-week cycle and colour code oral language and activities to match the colour on chart. | Labels/name tags, markers, registers, pens, WB 2s and FG 2s**,** Ali and the Paint story pack/ TG  Sticky notes | | Jane |
| 2.30 – 3.00 | **MODULE 3**  **1 What is emergent reading and writing**  Activity 1.1: Examples of emergent reading and writing  Activity 1.2: Characteristics of emergent readers and writers    Put up the Drawing and emergent writing and Emergent reading segments of the poster. and ask participants to now colour code these activities in 2-week cycle. |  |  | |
| 3.00-3.15 | Activity 1.3: Observing and tracking the development of emergent reading and writing |  |  | |
| 3.15 – 3.30 | TEA |  |  | |
| 3.30-3.50 | 2 Creating spaces and opportunities for emergent reading and writing across the daily programme  Activity 2.1: How can I create an environment that supports emergent reading  Activity 2.2: How can I create an environment that supports emergent writing  Activity 2.4: Selecting great books for young children |  |  | |
| 3.50 – 4.15 | **3 Story-based reading and writing activities**  Activity 3.1: Shared Reading using a Big Book  Activity 3.2: Making little books |  |  | |
| 4.15-4.30 | Activity 3.3: Shared Writing and ReadingRemember to refer to the examples of shared writing and reading from previous stories |  |  | |
| 4.30 – 4.50 | Activity 3.5: Drawing and Emergent WritingIncorporate importance of free drawing |  |  | |
| 4.50-.4.55 | Activity 3.6: Read and do |  |  | |
| 4.55-5.00 | Activity 2.3: Reading Aloud |  |  | |
|  | Module 3: Conclusion and wrap up |  |  | |

**Day 3: 8.30 - 4.30**

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| **Times** | **Focus** | **Materials** | **Trainer** |
| 8.30-9.15 | Welcome, reflections on Day 1 and session overview | Labels/name tags, markers, registers, pens |  |
| 11.15-12.00 | MODULE 4  1 Understanding more about phonological awareness and letter-sound knowledge  Activity 1.1: What is phonological awareness and why is it important for learning to read and write?  Activity 1.2: Is learning about letters important in Grade R? |  |  |
| 12.00-12.45 | Activity 1.3: Letter-sound knowledge, phonological awareness and emergent writing  Activity 1.4: Characteristics of a child with good letter-sound knowledge and phonological awareness |  |  |
| 12.45-1.30 | LUNCH |  |  |
| 1.30-2.30 | 2 Building phonological awareness and letter-sound knowledge across the daily programme Activity 2.1: Guiding principlesActivity 2.2: A view of a Stellar classroom |  |  |
| 2.30-3.15 | **3** Phonological awareness and letter-sound knowledge activities in the Stellar Programme  Activity 3.1: Learning to listen Activity 3.2: Listening to beginning and end sounds in words |  |  |
| 3.15-4.00 | Activity 3.3: Blending syllables and sounds into words and segmenting words into syllables and sounds |  |  |
| 4.00-4.30 | Reflecting on the day |  |  |

**Day 4: 8.30 - 1.30**

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| **Times** | **Focus** | **Materials** | **Trainer** |
| 8.30-9.15 | Welcome and session overview | Labels/name tags, markers, registers, pens |  |
| 9.15-10.15 | Activity 3.4: Introducing a new letter from a storyActivity 3.5: Learning to form lettersActivity 3.6: Using Letter boxes to build letter-sound knowledgeActivity 3.7: Letter puzzles and games |  |  |
| 10.15-10.30 | TEA |  |  |
| 10.30-10.45 | Module 4: Conclusion and wrap up |  |  |
| 10.45-11.30 | Guide for working with parents |  |  |
| 11.30-12.30 | Stellar for 4-5 year olds: Little Stars Planning ahead |  |  |
| 12.45-1.30 | LUNCH |  |  |