**STELLAR WORKSHOP PROGRAMME**

**DAY TWO**

**Day 2: 14.00 – 17.00 (2pm – 5pm)**

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| **Times** | **Focus** | **Materials** | **Trainer** |
| 2.00 – 2.15 | **WELCOME**Materials and materials registerWelcome, reflections on Day 1.Clarifications re certification Day Two overview – 2-week cycle and sticky note mark up. | Labels/name tags, markers, registers, pens, WB 2s and FG 2s**,** Ali and the Paint story pack/ TGSticky notes  | Jane |
| 2.15 – 2.30 | **ACTIVITY ONE: Understanding more about the importance of language for literacy**Understanding more about the importance of language for literacyActivity 1.1: How a good vocabulary supports early readingActivity 1.2: Why good vocabulary is important for reading comprehension |  | Jane |
| 2.30 – 3.00 | Activity 1.3: Language is more than words |  | Jane |
| 3.00 – 3.15 | Activity 1.4: The characteristics of a child with good oral language  |  | Jane |
| **3.15 – 3.30** | **TEA** |  | **Edeline** |
| 3.30 – 3.50 | *Stella’s* ***Listen and Do*** *activity as an icebreaker***ACTIVITY TWO: Creating oral language learning opportunities across the daily programme**Activity 2.1: Supporting communication and purposeful interaction in the classroom – a self-reflectionActivity 2.2: Thinking more about strategies I can use in my classroom to support interaction |  | Asanda |
| 3.50 – 4.15 | Activity 2.3: Creating oral language learning opportunities during ‘Show and Tell’Activity 2.4: Creating oral language learning opportunities during Fantasy Play |  | Asanda |
| 4.15-4.45 | **ACTIVITY THREE: Story-based oral language learning opportunities in the Stellar Programme** Activity 3.1: Telling a story using puppets, sing the songActivity 3.3:Telling a story using a pictures in a sequence | Prepared story to tell; Prepared mindmap on a flipchart | Asanda |
| 4.45 - 5 | Module 2: Conclusion and wrap up |  | Jane |