



# Spencer Park Primary School Literacy Policy (2014)

## OUR BELIEFS ABOUT LITERACY

### LEARNING

We believe students develop Literacy skills best when:

- Literacy skills are modelled to them consistently.
- They are immersed in a print rich environment.
- They are in a positive environment where their Literacy development is encouraged.
- They have a supportive environment.
- They are given the opportunity to practice Literacy skills in a variety of situations for a variety of purposes.
- They are taught Literacy skills in a non-threatening environment.
- They see that developing Literacy skills is valued.
- They begin the learning of literacy concepts early.

### INSTRUCTION

We believe that Literacy instruction needs to include:

- Explicit and intentional teaching.
- Following the Gradual Release Model, I do, We do, You do
- Modelling of skills.
- Literacy development that has purpose connected to real life. (for example, What am I learning this for? WILF)
- A structured and sequential approach to the teaching of skills.
- The use of standardised literacy blocks across the school.
- Warm up activities aimed at automatising recall of knowledge and use of skills
- Support for students who fall behind and need remediation.

### ASSESSMENT

We believe that Literacy assessment needs to include summative and formative assessments that are measured against set school targets and benchmarks (See attached appendices for this information):

- One to one assessment – where fine grain information can be gained about the individual.
- Standardized testing – from which comparison to age appropriate benchmarks can be made.
- Anecdotal observations – teacher judgments made when behaviour is observed.
- A variety of profiles – as outlined in assessment plans to aid continuity and progress on achieving benchmarks.
- Work samples – common assessment tasks or samples that demonstrate student progress toward targets.
- Self-reflection – students can self assess against common criteria set for a task possibly using rubrics or checklists.
- Peer appraisal – students assess peers against common criteria set for a task possibly using rubrics or checklists.
- Formal testing – teacher created or sample formats to assess student learning.
- Informal testing – at point of need by classroom teacher.
- Diagnostic assessment – formative assessment that drives teaching and learning.

### REPORTING

We believe that reporting on Literacy needs to include some/all of the following:

- Formal reports – mandated system template.
- Case Conferences – minuted meetings of stakeholders.
- Informal interviews – non minuted discussion of student progress and achievement record or discussion noted by teacher.
- Work displays – performances, exhibitions, open night, class displays, and assemblies.
- Communication books – regular communication between home and school that gives fine grain information about student progress and achievement.

## SCHOOL BASED RESOURCES

The following resources are used across the whole school:

- Spencer Park Primary School K to 7 Literacy Scope and Sequence.
- Standardised Literacy Block Formats
- Learning Area Allocations Policy
- Reading Policy
- Sound Waves
- CARS/STARS
- Jolly Phonics/Jolly Grammar
- Magic 900
- MultiLit
- A-Z Reading Fluency Assessments
- A-Z Correlation Chart

## REFERENCES

The following resources are used as references:

- WA Curriculum
- Letters and Sounds



**LITERACY BENCHMARKS**

These targets are a set of indicators that represent competent literacy standards for the end of a year level. It is expected that 80% of students will be at or above the benchmark set out below.

Note:

- E Extension students
- B Benchmark students
- S Support students

Reading	K	PP	1	2	3	4	5	6
Read High Frequency Words at 100% accuracy Magic Words	E Magic 100 Red B Magic 100 Gold	E Magic 100 B Magic 100 Red S Magic 100 Gold	E Magic 200 B Magic 100 S Magic 100 Red	E Magic 400 B Magic 200 S Magic 100	E Magic 600 B Magic 400 S Magic 200	E Magic 800 B Magic 600 S Magic 400	E Magic 900 B Magic 800 S Magic 600	B Magic 900
<b>P-Y4</b> PM Benchmarks Instructional Level <b>Y5-7</b> A-Z Levelled Reading Assessments S-Z		E PM 15 B PM 10 S PM 5	E PM 20 B PM 15 S PM 10	E PM 25 B PM 20 S PM 15	E PM 30 B PM 25 S PM 20	30+	30+	30+

Please see attached explanations on using reading A-Z Fluency, PM Benchmark Reading and A-Z levelled reading assessments.

Spelling	K	PP	1	2	3	4	5	6
Spell High Frequency Words at 60% accuracy Magic Words		E Magic 100 B Magic 100 Red S Magic 100 Gold	E Magic 200 B Magic 100 S Magic 100 Red	E Magic 400 B Magic 200 S Magic 100	E Magic 600 B Magic 400 S Magic 200	E Magic 800 B Magic 600 S Magic 400	E Magic 900 B Magic 800 S Magic 600	B Magic 900
Spelling Age South Australian Spelling Test			B 6.5yrs	B 7.5yrs	B 8.5yrs	B 9.5yrs	B 10.5yrs	B 11.5yrs

**SOUND WAVES INSTRUCTION**

	DAY 1 (Recite)	DAY 2 (Recall)	DAY 3 (Recall)	DAY 4/5 (Apply)		
<b>Revision</b>		<ul style="list-style-type: none"> <li>Chant, action, cued articulation, identify graphemes.</li> <li>Blending, segmenting and tracking list words.</li> </ul>	<ul style="list-style-type: none"> <li>Chant, action, cued articulation, phoneme, graphemes.</li> <li>Spelling patterns/ rhyming.</li> <li>Recite concept introduced the previous day.</li> <li>Chunk sounds to make nonsense words (using phoneme).</li> </ul>	<ul style="list-style-type: none"> <li>Chant, action, cued articulation, phoneme, graphemes.</li> <li>Revise focus concepts from the week.</li> </ul>		
<b>I Do</b>	<ul style="list-style-type: none"> <li>Identify phoneme, chant, action.</li> <li>Cued articulation/ sound production.</li> <li>Identify graphemes &amp; rules that apply.</li> <li>Teacher read list words (PowerPoint with grapheme highlighted)</li> </ul>	<ul style="list-style-type: none"> <li>Word meaning – application of list words into sentences.</li> <li>Spelling patterns/ rhyming.</li> <li>Explicitly introduce the focus concept for the sound unit on the IWB</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly introduce new focus concept.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce and consolidate rules, patterns, focus concepts before testing.</li> </ul>		
<b>We Do</b>	<ul style="list-style-type: none"> <li>Teacher say word/ students repeat</li> <li>Students say word and grapheme.</li> <li>Students chunk, say, spell, segment (chin walk).</li> <li>Brainstorm words with phoneme &amp; place into grapheme column/ list.</li> <li>Word meaning (JP)</li> </ul>	<ul style="list-style-type: none"> <li>Practise new focus concept example on the IWB together.</li> <li>Play Sound Waves related game to consolidate and reinforce concept.</li> <li>Explicitly explain the 'You Do' task in Sound Waves book to complete.</li> </ul>	<ul style="list-style-type: none"> <li>Practise new focus concept examples together on IWB (use suggested Sound Waves activities to help you teach and consolidate these concepts).</li> <li>Play a related Sound Waves game to help reinforce.</li> <li>Explicitly explain the 'You Do' task in Sound Waves book to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher says word and students write the correct grapheme on a mini whiteboard.</li> <li>Teacher says word and students repeat.</li> </ul>		
<b>You Do</b>	<ul style="list-style-type: none"> <li>Read list words in Sound Waves Book and underline the grapheme.</li> <li>Identify extra grapheme/s.</li> <li>Segment into phonemes.</li> <li>Word meaning/ dictionary (MP/UP)</li> </ul>	<ul style="list-style-type: none"> <li>Complete the related activity in Sound Waves book.</li> <li>List words into sentences, paragraphs.</li> <li>Partner testing</li> </ul>	<ul style="list-style-type: none"> <li>Students complete the related activity.</li> </ul>	<ul style="list-style-type: none"> <li>Test students on individual word lists.</li> <li>Dictation using list words, focus concepts and word meaning.</li> <li>Tested on NAPLAN style word practise tests.</li> </ul>		
<b>Early finishers complete challenge and extension activities</b>						
<b>Ploughback (testing)</b>	<ul style="list-style-type: none"> <li>Randomly select students to say the phoneme, grapheme (with word example).</li> <li>Play suggested Sound Waves game.</li> </ul>	<ul style="list-style-type: none"> <li>Find –a–word game (revise application of word meaning)</li> <li>Randomly select students to answer questions related to the new focus concept taught or students use mini whiteboards to answer questions related to focus concept.</li> </ul>	<ul style="list-style-type: none"> <li>Randomly select students to answer questions related to the new focus concept taught or students use mini whiteboards to answer questions related to focus concept.</li> </ul>	<ul style="list-style-type: none"> <li>Fix this sentence activity.</li> </ul>		
<b>Before school or Home Study Tasks</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Look, cover, write, say, check					
	<ul style="list-style-type: none"> <li>In the Shape</li> <li>Rainbow Words</li> <li>Newspaper Words</li> <li>Computer Words</li> <li>Around the Shape</li> <li>Colour Words</li> <li>Words in Words</li> <li>Rhyming Time</li> <li>Silly Sentences</li> <li>Question Time</li> <li>Acrostic Sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Rainbow Words</li> <li>Around the Shape</li> <li>Computer Words</li> <li>Coloured Vowels</li> <li>Words in Words</li> <li>Rhyming Time</li> <li>Where's the Sound</li> <li>Grapheme Splits</li> <li>Silly Sentences</li> <li>Acrostic Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Rainbow Words</li> <li>Around the Shape</li> <li>Computer Words</li> <li>Newspaper Words</li> <li>Silly Sentences</li> <li>Acrostic Sentences</li> <li>Word Families</li> <li>Grapheme Splits</li> <li>Missing Graphemes</li> </ul>	<ul style="list-style-type: none"> <li>Fancy Words</li> <li>Computer Words</li> <li>Silly Sentences</li> <li>Acrostic Sentences</li> <li>Words in Words</li> <li>Where's the Sound?</li> <li>Word Families</li> <li>Paragraph Please</li> <li>Grapheme Splits</li> <li>Missing Graphemes</li> </ul>	<ul style="list-style-type: none"> <li>List words – alphabetical order, colour the diagraphs, columns according to graphemes, in columns according to number of sounds.</li> <li>Draw icons to represent each word instead of graphemes.</li> <li>Find-a-word</li> <li>Platypus</li> <li>Brainstorming box.</li> <li>Make match 2, match 3 or word families.</li> </ul>	<ul style="list-style-type: none"> <li>List words – alphabetical order, colour the diagraphs, columns according to graphemes, in columns according to number of sounds.</li> <li>Draw icons to represent each word instead of graphemes.</li> <li>Find-a-word</li> <li>Platypus</li> <li>Brainstorming book.</li> <li>Make match 2, match 3 or word families.</li> </ul>

# K-PP LITERACY BLOCK FRAMEWORK

50min x 4 session/week

LITERACY BLOCKS

	<b>SPELLING</b> <b>Oral Language – Phonological &amp; Phonemic Awareness</b> (using Jolly Phonics/Letters and Sounds)	<b>READING</b>	<b>WRITING</b>
Warm Up	<ul style="list-style-type: none"> <li>Alphabet, vowels and consonants, alphabetical order</li> <li>Sights words</li> <li>Phonemes/grapheme, blends and di-, tri graphs.</li> <li>Segmenting/blending</li> <li>Manipulating sounds.</li> <li>Syllabifying.</li> <li>Spelling rules.</li> </ul>	<ul style="list-style-type: none"> <li>Sight words</li> <li>List words</li> <li>Vowels</li> <li>Blending, segmenting, tracking</li> <li>Book awareness</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation</li> <li>Sentence structure (simple)</li> </ul>
I Do	<p>On a daily basis each of these focus areas need to be covered:</p> <ul style="list-style-type: none"> <li>Phoneme/Grapheme (spelling)</li> <li>Vocabulary (theme words, topic words expansion)</li> <li>Explicit modelling of letter sounds or word study focus for the day/week</li> <li>Link to prior knowledge, similar sounds, reading activities or previous teaching sessions.</li> <li>Describe the task requirements for group or independent work.</li> <li>Finally, check for understanding.</li> </ul>	<p><b>Guided Reading, Literature, Reading, Comprehension</b></p> <ul style="list-style-type: none"> <li>Daily reading of quality children's literature.</li> <li>Comprehension (using STARS strategies) focussed around these books.</li> </ul>	<ul style="list-style-type: none"> <li>Theme based exploring student brainstormed word list and teacher challenge word list</li> <li>Development of sentences, building to paragraph writing, modelled by teacher with think-a-louds.</li> <li>PM Writing</li> </ul>
We/ You Do	<p>This session could look two ways:</p> <ul style="list-style-type: none"> <li>Whole class independent work to practise the skill explicitly taught in I DO session (above), with the teacher to assist students that require extra assistance when needed.</li> <li>Focus groups of students who work with the teacher/EA to further develop the focus learning. (usually a concrete activity)</li> </ul>	<ul style="list-style-type: none"> <li>Hands on concrete activities to practice current learning focus.</li> <li>Rotation Guided reading sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Role play writing</li> <li>Experimental writing</li> <li>Early writing - Teacher created sentences to include focus cvc and sight words.</li> <li>PM Writing.</li> </ul>
Plough back	<ul style="list-style-type: none"> <li>Share and reflect on students' learning for the session.</li> <li>Review the concepts and foci covered in the block.</li> <li>Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned throughout the day.</li> </ul> <p>Review through Transition times.</p> <ul style="list-style-type: none"> <li>Share and reflect on students' learning for the session.</li> <li>Review the concepts and foci covered in the block.</li> <li>Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned throughout the day.</li> <li>Review through Transition times.</li> </ul>		

## PLEASE NOTE

Within the day **writing, reading, handwriting, speaking, listening** and **viewing** need to be **integrated**. These can be outside the literacy block, but **must** be present within your day. Activities should be relevant and purposeful, including a range of fine and gross motor activities.

Social Skills – independent and cooperative learning to be included in whole class and small group activities.

# YEAR 1-2 LITERACY BLOCK FRAMEWORK

90min x 4 session/week + Genre Writing

LITERACY BLOCKS

	SPELLING (using Spelling Mastery & Jolly Grammar)	READING		WRITING
Warm Up	<ul style="list-style-type: none"> <li>Alphabet, vowels and consonants, alphabetical order</li> <li>Sights words</li> <li>Phonemes/grapheme, blends and di-, tri- and quadgraphs</li> <li>Segmenting</li> <li>Syllabifying</li> <li>Spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>Sight words</li> <li>List words</li> <li>Vowel sounds</li> <li>Blending, segmenting, tracking</li> <li>STARS strategies learned</li> </ul>		<ul style="list-style-type: none"> <li>Punctuation</li> <li>Parts of speech</li> <li>Sentence structure (simple, compound, complex)</li> </ul>
I Do	<p>On a daily basis each of these focus areas need to be covered:</p> <ul style="list-style-type: none"> <li>Phoneme/Grapheme (spelling)</li> <li>Vocabulary (theme words, topic words expansion)</li> <li>Explicit modelling of the spelling or word study focus for the day/week</li> <li>Link to prior knowledge, similar sounds, reading activities or previous teaching sessions.</li> <li>Describe the task requirements for group or independent work.</li> <li>Finally, check for understanding.</li> </ul>	<p><b>GUIDED READING</b> Rotational Guided Reading with teacher and/or EA to develop reading and comprehension skills while rest of class does independent activities (we/you do)</p>	<p><b>STARS</b> A modelled reading comprehension session.</p> <ul style="list-style-type: none"> <li>Teacher driven lessons 1 and 2</li> </ul>	<p>On a daily basis each of these focus areas need to be covered:</p> <ul style="list-style-type: none"> <li>Phoneme/Grapheme (spelling)</li> <li>Vocabulary (theme words, topic words expansion)</li> <li>Explicit modelling of the spelling or word study focus for the day/week</li> <li>Link to prior knowledge, similar sounds, reading activities or previous teaching sessions.</li> <li>Describe the task requirements for group or independent work.</li> <li>Finally, check for understanding.</li> </ul>
We/ You Do	<p>This session could look two ways:</p> <ul style="list-style-type: none"> <li>Whole class independent work to practise the skill explicitly taught in I DO session (above), with the teacher moving around the class to assist students that require extra assistance when needed.</li> <li>Focus groups of students who work with the teacher/EA to further develop the focus phoneme, blend, digraph or a related Word Study concept (usually a concrete activity)</li> </ul>	<ul style="list-style-type: none"> <li>Activity sheet follow up from previous Guided Reading session, foci to incorporate grammar lesson and full sentence answers (daily writing)</li> <li>SRA (Reading Box)</li> <li>Raz-Kids (computer based reading program)</li> </ul>	<p>We Do</p> <ul style="list-style-type: none"> <li>Lesson 3 and 4</li> </ul> <p>You Do</p> <ul style="list-style-type: none"> <li>Lesson 5 (at differentiated level)</li> </ul>	<p>This session could look two ways:</p> <ul style="list-style-type: none"> <li>Whole class independent work to practise the skill explicitly taught in I DO session (above), with the teacher moving around the class to assist students that require extra assistance when needed.</li> <li>Focus groups of students who work with the teacher/EA to further develop the focus phoneme, blend, digraph or a related Word Study concept (usually a concrete activity)</li> </ul>
Plough back	<ul style="list-style-type: none"> <li>Share and reflect on students' learning for the session.</li> <li>Review the concepts and foci covered in the block. Link back to the preview of the day, where you need to set the learning goals.</li> <li>Refer back to the focus questions asked at the beginning of the block; can you answer those questions now?</li> <li>Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session.</li> </ul>	<ul style="list-style-type: none"> <li>Share and reflect on students' learning for the session.</li> <li>Review the concepts and foci covered in the block. Link back to the preview of the day, where you need to set the learning goals.</li> <li>Refer back to the focus questions asked at the beginning of the block; can you answer those questions now?</li> <li>Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session.</li> </ul>		<ul style="list-style-type: none"> <li>Share and reflect on students' learning for the session.</li> <li>Review the concepts and foci covered in the block. Link back to the preview of the day, where you need to set the learning goals.</li> <li>Refer back to the focus questions asked at the beginning of the block; can you answer those questions now?</li> <li>Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session.</li> </ul>

## PLEASE NOTE

The literacy block does not allow for the explicit teaching of genre writing as covered in the PM Writing series where the conventions explicitly taught. Within the day **writing, reading, handwriting, speaking, listening** and **viewing** need to be **integrated**. These can be outside the literacy block, but **must** be present within your day. Activities should be purposeful.

Regular classroom practices, such as before school reading, should continue to take place.

# YEAR 3-4 LITERACY BLOCK FRAMEWORK

90min x 4 session/week + Genre Writing

LITERACY BLOCKS

	<b>SPELLING</b> (using Sound Waves)	<b>READING</b>		<b>WRITING</b>
Warm Up	<ul style="list-style-type: none"> <li>Alphabet, vowels and consonants, alphabetical order</li> <li>Sight words</li> <li>Phonemes/grapheme, di-, tri- and quadgraphs</li> <li>Segmenting</li> <li>Syllabifying</li> <li>Spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>Sight words</li> <li>List words</li> <li>Vowel sounds</li> <li>Blending, segmenting, tracking</li> <li>STARS strategies learned</li> </ul>		<ul style="list-style-type: none"> <li>Punctuation</li> <li>Parts of speech</li> <li>Sentence structure (simple, compound, complex)</li> <li>Vocabulary</li> </ul>
I Do	<p>Each of these focus areas needs to be covered on a daily basis:</p> <ul style="list-style-type: none"> <li>Phoneme/Grapheme (spelling)</li> <li>Prefixes/suffixes</li> <li>Vocabulary (theme words, topic words expansion)</li> <li>Explicit modelling of the spelling or word study focus for the day/week</li> <li>Link to prior knowledge, similar sounds, reading activities or previous teaching sessions.</li> <li>Describe the task requirements for group or independent work.</li> <li>Finally, check for understanding.</li> </ul>	<p><b>GUIDED READING</b></p> <p>Rotational Guided Reading with teacher and/or EA to develop reading and comprehension skills while rest of class does independent activities (we/you do)</p>	<p><b>STARS</b></p> <p>A modelled reading comprehension session.</p> <ul style="list-style-type: none"> <li>Teacher driven lessons 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>Theme-based exploring student-brainstormed word list and teacher challenge word list</li> <li>Development of sentences, building to paragraph writing, modelled by teacher with 'think alouds'</li> </ul>
We/ You Do	<p>This session could look two ways:</p> <ul style="list-style-type: none"> <li>Whole-class independent work to practise the skill explicitly taught in I DO session (above), with the teacher moving around the class to assist students that require extra assistance when needed.</li> <li>Focus groups of students who work with the teacher/EA to further develop the focus phoneme, blend, digraph or a related Word Study concept (usually a concrete activity)</li> </ul>	<ul style="list-style-type: none"> <li>Activity sheet follow up from previous Guided Reading session, foci to incorporate grammar lesson and STARS</li> <li>SRA (Reading Box)</li> <li>Raz-Kids (computer-based reading program)</li> </ul>	<p>We Do</p> <ul style="list-style-type: none"> <li>Lesson 3 and 4</li> </ul> <p>You Do</p> <ul style="list-style-type: none"> <li>Lesson 5 (at differentiated level)</li> </ul>	<ul style="list-style-type: none"> <li>Student-created sentences</li> <li>Self edits to improve</li> </ul>
Plough back	<ul style="list-style-type: none"> <li>Share and reflect on students' learning for the session.</li> <li>Review the concepts and foci covered in the block. Link back to the preview of the day, where learning goals need to be set.</li> <li>Refer back to the focus questions asked at the beginning of the block; can you answer those questions now?</li> <li>Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session.</li> </ul>	<ul style="list-style-type: none"> <li>As with Spelling</li> </ul>		<ul style="list-style-type: none"> <li>As with Spelling</li> </ul>

## PLEASE NOTE

The literacy block does not allow for the explicit teaching of genre writing as covered in the PM Writing series where the conventions explicitly taught. Within the day writing, reading, handwriting, speaking, listening and viewing need to be integrated. These can be outside the literacy block, but must be present within your day. Activities should be purposeful.

Regular classroom practices, such as before school reading, should **continue to take place**.

# YEAR 5-6 LITERACY BLOCK FRAMEWORK

90min x 4 session/week + Genre Writing

LITERACY BLOCKS

	SPELLING (using Sound Waves)	READING		WRITING
Warm Up	<ul style="list-style-type: none"> <li>Alphabet, vowels and consonants, alphabetical order</li> <li>Sight words</li> <li>Phonemes/grapheme, di-, tri- and quadgraphs</li> <li>Segmenting</li> <li>Syllabifying</li> <li>Spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>Sight words</li> <li>List words</li> <li>Vowel sounds</li> <li>Blending, segmenting, tracking</li> <li>STARS strategies learned</li> </ul>		<ul style="list-style-type: none"> <li>Punctuation</li> <li>Parts of speech</li> <li>Sentence structure (simple, compound, complex)</li> </ul>
I Do	<p>Each of these focus areas needs to be covered on a daily basis:</p> <ul style="list-style-type: none"> <li>Phoneme/Grapheme (spelling)</li> <li>Derivation of words (roots, Latin and Greek)</li> <li>Vocabulary (theme words, topic words expansion)</li> <li>Explicit modelling of the spelling or word study focus for the day/week</li> <li>Link to prior knowledge, similar sounds, reading activities or previous teaching sessions.</li> <li>Describe the task requirements for group or independent work.</li> <li>Finally, check for understanding.</li> </ul>	<p><b>GUIDED READING</b> Rotational Guided Reading with teacher and/or EA to develop reading and comprehension skills while rest of class does independent activities (we/you do)</p>	<p><b>STARS</b> A modelled reading comprehension session.</p> <ul style="list-style-type: none"> <li>Teacher driven lessons 1 and 2</li> </ul>	<p>Each of these focus areas needs to be covered on a daily basis:</p> <ul style="list-style-type: none"> <li>Phoneme/Grapheme (spelling)</li> <li>Derivation of words (roots, Latin and Greek)</li> <li>Vocabulary (theme words, topic words expansion)</li> <li>Explicit modelling of the spelling or word study focus for the day/week</li> <li>Link to prior knowledge, similar sounds, reading activities or previous teaching sessions.</li> <li>Describe the task requirements for group or independent work.</li> <li>Finally, check for understanding.</li> </ul>
We/ You Do	<p>This session could look two ways:</p> <ul style="list-style-type: none"> <li>Whole-class independent work to practise the skill explicitly taught in I DO session (above), with the teacher moving around the class to assist students that require extra assistance when needed.</li> <li>Focus groups of students who work with the teacher/EA to further develop the focus phoneme, blend, digraph or a related Word Study concept (usually a concrete activity)</li> </ul>	<ul style="list-style-type: none"> <li>Activity sheet follow up from previous Guided Reading session, foci to incorporate grammar lesson and STARS</li> <li>SRA (Reading Box)</li> <li>Raz-Kids (computer-based reading program)</li> </ul>	<p>We Do</p> <ul style="list-style-type: none"> <li>Lesson 3 and 4</li> </ul> <p>You Do</p> <ul style="list-style-type: none"> <li>Lesson 5 (at differentiated level)</li> </ul>	<p>This session could look two ways:</p> <ul style="list-style-type: none"> <li>Whole-class independent work to practise the skill explicitly taught in I DO session (above), with the teacher moving around the class to assist students that require extra assistance when needed.</li> <li>Focus groups of students who work with the teacher/EA to further develop the focus phoneme, blend, digraph or a related Word Study concept (usually a concrete activity)</li> </ul>
Plough back	<ul style="list-style-type: none"> <li>Share and reflect on students' learning for the session.</li> <li>Review the concepts and foci covered in the block. Link back to the preview of the day, where learning goals need to be set.</li> <li>Refer back to the focus questions asked at the beginning of the block; can you answer those questions now?</li> <li>Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session.</li> </ul>	<ul style="list-style-type: none"> <li>As with Spelling</li> </ul>		<ul style="list-style-type: none"> <li>As with Spelling</li> </ul>

## PLEASE NOTE

The literacy block does not allow for the explicit teaching of genre writing as covered in the PM Writing series where the conventions explicitly taught. Within the day **writing, reading, handwriting, speaking, listening** and **viewing** need to be **integrated**. These can be outside the literacy block, but **must** be present within your day. Activities should be purposeful.

Regular classroom practices, such as before school reading, should continue to take place.