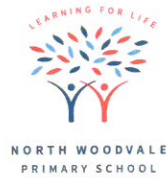




NORTH WOODVALE
PRIMARY SCHOOL

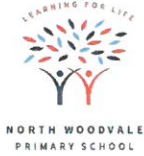
Literacy Policy



Literacy Policy

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North Woodvale Primary School

Literacy Policy

The Australian Curriculum: English aims to ensure that student at NWPS.

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- develop interest and skills in inquiring into the aesthetic aspects of texts and, develop an informed appreciation of literature.

NWPS Vision.

- To provide a caring and supportive environment in which every child is able to develop the skills, knowledge and confidence to reach their full potential becoming positive contributors to society.

Our Beliefs.

- every child deserves the opportunity to reach their full potential, achieve success, feel safe, supported, nurtured and valued. Believing positive relationships are the foundation for success, we enhance the growth of young people through a holistic model of education.
- By providing a consistent, calm and positive learning environment we have built a culture of excellence and high expectations for all. We strive to make a difference for every child, encouraging all children to achieve their full potential. We endeavour to help all children achieve success and become the best version of themselves, growing young minds and developing children who contribute positively to society.

At NWPS we aim to provide a highly effective Literacy program that is clear and concise. Our teaching staff provide rich stimulating learning environments that support our students to develop essential literacy skills and understandings based around the Australian Curriculum.

The Literacy program will develop students thinking, speaking, listening, reading and writing skills, knowledge and understandings. Our collaborative whole school approach ensures continuity of teaching strategies across the school using evidenced based programs to support student learning.

NWPS has a structured 'uninterrupted' two hour learning block, where there will be one hour of Reading and Writing alongside the Phonics or Spelling program. This will be

conducted in the morning session where possible. The explicit teaching of handwriting may take place outside of the Literacy Block.

Whole School Literacy Programs

At North Woodvale Primary School, we incorporate a variety of approaches and resources to ensure our students are receiving the best and most current practices in Literacy. These include:

- Letters and Sounds
- Talk For Writing
- Guided Reading
- Springboard Reading Comprehension
- PAT Assessments in Reading and Grammar Yr 1 – 6, Spelling Yr 2 – 6
- On – Entry Assessment for Pre-Primary
- NAPLAN Assessments in Reading, Punctuation & Grammar, Spelling and Writing

We are committed to supporting our staff in the implementation of best practice in their Literacy programmes through tailored Professional Learning.

Letters and Sounds.

Through 'Letters and Sounds', students are provided with a spelling program targeting their needs. Phase One focuses on strong oral skills and pre-writing skills. The subsequent Phases 2 – 6, build on this foundation.

Assessments will inform the teachers planning and determine the L & S Phase for each individual student.

The NWPS Synthetic Phonics Program:

- Tier 1 Instruction K-2: Letters and Sounds
- Tier 1 Instruction 3-4: Soundwaves
- Tier 1 Instruction 5-6: RIC Spelling Program
- Tier 2 Instruction 3-6: Letters and Sounds
- Tier 3 Instruction 3-6: (1:1) Letters and Sounds

A trained EA will be available to plan and implement an Intervention program from Year 1-6.

Reading

The five key components to teaching reading are:
Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, taught by Explicit Instruction.

Every child at NWPS has the opportunity to read and be read to **every day** they are at school. Teachers are to establish a classroom library to support literacy teaching and learning.

They have access to a wide range of reading opportunities that include guided reading, shared reading, regular independent reading, hearing books read aloud on a daily basis, reading in other subjects including ICT texts and selecting own choice of texts including ICT.

A reading box/folder is set up for each student in the class targeting their level.

Guided Reading

Students must participate in guided reading a minimum of 4 times per week. Students must read with a teacher at least **once** a week and participate in guided reading activities **three** times per week. NWPS have a Scope and Sequence of Comprehension Strategies that are taught across the years.

Writing

At NWPS, we use Talk for Writing from K- 6. Targeting oral language skills enhances students' ability to have a go at writing. There should be opportunities for modelled, shared and independent writing. Proof reading and editing are part of the writing process for students from Year 1 upwards. All staff will participate in moderation of writing using cold and hot tasks each term/semester in Phase of Learning Teams.

Students are explicitly taught the following forms of writing:

- Recount
- Narrative
- Report
- Procedure
- Exposition
- Explanation
- Discussion

Talk for Writing Non-negotiables

Each Phase of Learning team met and decided on the non-negotiable elements of Talk for Writing that will be implemented in every classroom. It was recognised and acknowledged that there will be varying elements in each age group.

Early Years Phase Kindy – Year 2

- Warm -up tasks
- Hook to create interest in text
- Connectives applicable to the genre (and, then, next, after that)
- Story structure - story maps/story mountains/box it up
- Act out the story in own way; role play or selected actions
- Washing lines or similar to present toolkit and structure
- Feedback – Pink marking for ‘tickled pink’
- Child friendly rubric in writing book to demonstrate WALT and WILF
- Magpie wall/book
- Cold and Hot tasks
- Three I’s – Imitate, Innovate and Invent – developmentally from K-2.

Middle and Senior Years Phase Year 3-6

- story map, box it up
- actions to support the text (year 3 only)
- washing lines with toolkit and story map displayed
- magpie books
- hot and cold tasks
- Three I's involved in process

K- PP Literacy Block Framework

<p>What am I Looking for? (WILF) What are my focus questions for the day? What do I want my students to learn?</p>	<p>What is being explicitly taught and what is being revised?</p>	<p>What skills, knowledge and understanding need to be explicitly taught? What are the steps involved in the explicit teaching of the focus area?</p>	<p>What activities will consolidate the skills, knowledge and understandings taught in modelled sessions?</p>	<p>What I Learnt today? (WILT)</p>								
<p>1 Morning Routine/ Previewing the Day</p> <ul style="list-style-type: none"> Modelled daily writing of day, date, weather and events for the day. Refer to prior knowledge (what did you do yesterday?) Make the connections for the students Establish the expectation for the day. <p>On a daily basis each of these focus areas needs to be covered:</p>	<p>2 Print Walk (Revise and tune in)</p> <ul style="list-style-type: none"> Reading print around the room including chanting raps, singing games, interactive white board print wall and rhymes. Print walk is thematic (POL Termly Unit of Work) and may be at whole text, sentence, word or phoneme level. Link to Letters and Sounds planning. 	<p>3a Modelled Session (input)</p> <p><i>Explicit teaching of skills, knowledge and demonstration of the focus skills.</i></p> <p>May take the form of:</p> <ol style="list-style-type: none"> Modelled Oral Language <ul style="list-style-type: none"> Oral language provides the necessary foundation to all reading and writing activities in Early Childhood classes. Articulation, Phonological Awareness, Semantics/Vocabulary, Syntax in speech should be integrated into every activity, routine and play activity the students carry out. Daily singing, news telling, reading, building vocabulary, developing social interaction skills, oral recounting and routines about how to ask questions, use your manners and interact with adults and other peers. 	<p>3b Group Table Top Activities (Practise)</p> <ul style="list-style-type: none"> All activities are based around the focus skills, knowledge or understandings you are developing in your block. 4-6 activities with at least 2 explicit teaching table (teacher and EA structured tables). The other 2-4 activities can be done independently or with "helper" (parent help) assistance. Depending on help you could have 4 tabletop activities and 2 mat/home corner/block corner activities. Constant elements are planned around your theme and make up the other 2-4 independent or helper directed activities in your rotation. Groups are usually chosen by the teacher. They are usually mixed abilities so during the independent activities there are more able students to help the less able. 	<p>4 Reflection Session (Reflection/ Assessment)</p> <ul style="list-style-type: none"> Share and reflect on students learning for the session Review the concepts and themes covered in the block. Link back to the preview of the day, where you set the learning goals. Students have the opportunity to discuss, explain, demonstrate and reflect on e-what they have learned in the session. <p>This session is the most important session of the block, yet it is often not done due to time constraints. This part of the block is what ties all the learning together for the students, especially the weaker students, who need to be explicitly taught and told where each new concept fits to their learning.</p>								
<p>Kindergarten</p> <ul style="list-style-type: none"> Phonemic/Phonological Awareness/Articulation Concepts of Print/Vocabulary Grammar/Punctuation/Syntax Reading Writing Core words Fine motor Social skills 	<p>Revision through Transition</p> <p>Transitions are a great time to check for understanding and reiterate what was taught during the Literacy block.</p> <p>EXAMPLES</p> <ul style="list-style-type: none"> As students go to wash their hands for fruit time get them to demonstrate a skill they have been working on during the block. Going to play time. What comes at the beginning of a sentence? 	<p>2. And/Or Modelled Reading</p> <ul style="list-style-type: none"> Shared big book around a theme or skill. Same book would be used repeatedly through the week. Teacher would explicitly teach a different focus skill from the book everyday. Modelled reading may lead into group table top activity to develop reading focus skills such as: sequencing, picture retell, reading strategies etc. OR Modelled reading may be a good way to introduce modelled writing around your focus skill based on your big book. <p>3. And/Or Modelled Writing</p> <p>Talk for Writing Whole School Program and/or linked to POL Termly Unit of Work.</p>	<p>Constant Teaching Elements</p> <table border="1"> <tr> <td><u>Literacy/Language</u></td> <td><u>Home Corner</u></td> </tr> <tr> <td> <ul style="list-style-type: none"> Notes Letter writing Shopping lists Sequencing events, oral pics Sharing a book Core words Name writing Listening post Language games Rhymes and poetry </td> <td> <ul style="list-style-type: none"> Post office Hospital Yet Supermarket <u>Manipulative/Puzzles</u> Puzzles Threading, weaving, sewing Play doh Scissors Gluing Pencil grip Pincer grip Crumpling Weaving Mosaics Folding Printing, sponging, stamping </td> </tr> <tr> <td><u>Construction</u></td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> Box Blocks Lego Meccano </td> <td></td> </tr> </table>	<u>Literacy/Language</u>	<u>Home Corner</u>	<ul style="list-style-type: none"> Notes Letter writing Shopping lists Sequencing events, oral pics Sharing a book Core words Name writing Listening post Language games Rhymes and poetry 	<ul style="list-style-type: none"> Post office Hospital Yet Supermarket <u>Manipulative/Puzzles</u> Puzzles Threading, weaving, sewing Play doh Scissors Gluing Pencil grip Pincer grip Crumpling Weaving Mosaics Folding Printing, sponging, stamping 	<u>Construction</u>		<ul style="list-style-type: none"> Box Blocks Lego Meccano 		
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<p>Pre-Primary</p> <ul style="list-style-type: none"> Phonemic/Phonological Awareness/Articulation Grammar/Punctuation/Syntax Semantics/Vocabulary (theme words, topic words) Writing Reading Oral Language Core words Fine motor Social skills <p>(Choose 3 or 4 areas to explicitly teach daily and the others will be covered in revision, transitions and daily working of the classroom).</p>												

Years 1 - 2 Literacy Block Framework

What am I Looking for? (WILF) What are my focus questions for the day? What do I want my students to learn?	What is my focus phoneme, diagraph or HFW? What activities will consolidate the skills, knowledge and understandings taught in modelled session?	What is the focus skill? What are the steps involved in the explicit teaching of the focus area? What activities will consolidate the skills, knowledge and understandings taught in modelled sessions?	What I Learnt today? (WILT) Reflect on the focus questions and what was learnt. Have students learnt what was explicitly taught?
1 Morning Routine/ Previewing the Day <ul style="list-style-type: none"> Discuss the agenda for the day, date, weather and special events, house keeping. Set expectations (goals) for the block – detail the focus for the block (linked to the week), link this to prior knowledge and tasks completed in previous days. Help students to see where this piece of knowledge fits with prior knowledge On a daily basis each of these focus areas needs to be covered: <ul style="list-style-type: none"> ❖ Phonemic/Phonological Awareness/Articulation ❖ Grammar/Punctuation/Syntax ❖ Semantics/Vocabulary (theme words, topics words) ❖ Reading Writing ❖ Listening and Speaking ❖ Core words ❖ Social skills (Choose 3 or 4 areas to explicitly teach daily and the others will be covered in revision, transitions and daily working of the classroom)	3a Spelling/Phonics (Input) <ul style="list-style-type: none"> Modelled teaching of Letters and Sounds Synthetic phonics program. Focus phoneme-grapheme, diagraph or HFW for the day/week Class identifies the focus phoneme-grapheme, diagraph or HFW and link to other phonemes learnt; develop environmental print to place in room for future reference for students. Describe the task requirement or group and/or independent work. Finally check for understanding before they break into smaller groups or go on with independent activity. 	4a Grammar, Punctuation & Word Study (Input) <ul style="list-style-type: none"> Explicit teaching of Grammar, Punctuation or Word Study skills needed within the context of Reading, Writing or Listening and Speaking. 4b Modelled Reading, Writing, Listening and Speaking (Input) <ul style="list-style-type: none"> Explicit teaching of Reading, Writing or Listening and Speaking skill/s. This may be: <ul style="list-style-type: none"> ○ READING eg- A Modelled reading comprehension strategy using a big book or interactive text. OR A deconstruction of a sample text to illustrate a genre. ○ WRITING - Talk for Writing Whole School Program and/or linked to Tertiary Unit of Work. OR Sentence level development ○ LISTENING & SPEAKING eg. – Frameworks for S&L in different situations. OR Listening and effective communication skills. OR Framing questions. 	5 Reflection Session (Reflection/ Assessment) <ul style="list-style-type: none"> Share and reflect on students learning for the session Review the concepts and themes covered in the block. Link back to the preview of the day, where you set the learning goals. Refer back to the focus questions asked at the beginning of the block; can you answer those questions now? Students have the opportunity to discuss, explain, demonstrate and reflect on e=what they have learned in the session. <p>This session is the most important session of the block, yet it is often not done due to time constraints. This part of the block is what ties all the learning together for students, especially the weaker students, who need to be explicitly taught and told where each new concept fits to their learning.</p>
2 Revise and Tune in <ul style="list-style-type: none"> Revision may be at a whole text, sentence, word or phoneme level. Reading sight words, sounds they are focusing on: grammar, looking for things that start/end with the sounds, etc (This step is used to link to concepts already taught) Used to revise phonemes, diagraphs and HFW taught. 	3b Small Group /Whole Class (Practice) <p>This session could look three ways:</p> <ol style="list-style-type: none"> Whole class independent work to practice the skills explicitly taught in 3a, with the teacher moving around the class to assist students that require extra assistance when needed. Focus groups of students who work with the teacher/EA further develop the focus phoneme, diagraph of HFW. Rotational group work with teacher conducting small, tailored sessions with each group. This may be structured so the teacher works with 1-2 groups per day. 	4C Small Group/Whole Class application of skill (Practice) <p>How this might look?</p> <ul style="list-style-type: none"> Teacher works with individual or groups of students needing support to complete independent activity. OR Rotational shared/guided reading with teacher and/or EA to develop reading strategy, while rest of class does independent activities. OR Individual or group writing conferencing, while class have independent writing. OR Whole class joint construction of focus genre continue from Modelled session. 	Daily Writing and Reading Within the day, daily writing and daily reading need to be present. These can be outside of the Literacy Block but must be present within the school day. The POL Units of Work cover most cross-curricula opportunities. OR EG- DAILY WRITING – A daily topic or sentence starter is needed for younger students. EG- DAILY WRITING – can take the form of a class novel, paired reading or silent reading.

Years 3 - 4 Literacy Block Framework

<p>What am I Looking for? (WILF) What are my focus questions for the day? What do I want my students to learn?</p>	<p>What is my focus phoneme, diagraph or HFW? What activities will consolidate the skills, knowledge and understandings taught in modelled session?</p>	<p>What is the focus skill? What are the steps involved in the explicit teaching of the focus area? What activities will consolidate the skills, knowledge and understandings taught in modelled sessions?</p>	<p>What I Learnt today? (WILT) Reflect on the focus questions and what was learnt. Have students learnt what was explicitly taught?</p>
<p>1 Morning Routine/ Previewing the Day</p> <ul style="list-style-type: none"> • Discuss the agenda for the day, special events, house keeping – Eg. Community circle to share issues or discuss happenings for the day/week. • Set expectations (goals) for the block – detail the focus for the block (linked to the week) • Link block to prior knowledge and tasks completed in previous days. Help students to see where this piece of knowledge fits with prior knowledge • Focus question for the day developed round the focus. <p>On a daily basis each of these focus areas needs to be covered:</p> <ul style="list-style-type: none"> ❖ Phoneme – Grapheme (Spelling) ❖ Grammar/Punctuation/Syntax ❖ Vocabulary (theme words, topics words expansion) ❖ Listening and Speaking ❖ Reading (fluency, strategies and comprehension) ❖ Writing ❖ Core words (end of Year 3) ❖ Word Study (derivation of words – morphology) ❖ Social skills <p>(Choose 3 or 4 areas to explicitly teach daily and the others will be covered in revision, transitions and daily working of the classroom)</p>	<p>2a Spelling and Word Study (Input)</p> <ul style="list-style-type: none"> • Explicit teaching of phoneme-grapheme, diagraph in spelling set. • Link to prior knowledge, similar sounds reading activities or previous teaching sessions. • Class identifies the focus phoneme-grapheme, diagraph or HFW and link to other phonemes learnt; develop environmental print to place in room for future reference for students. • Describe the task requirement or group and/or independent work. • Finally check for understanding before they break into smaller groups or go on with independent activity. <p>❖ Teaching of Letters and Sounds Synthetic phonics program for Intervention/SAR.</p>	<p>3a Grammar, Punctuation & Word Study (Input)</p> <ul style="list-style-type: none"> • Explicit teaching of Grammar, Punctuation or Word Study skills needed within the context of Reading, Writing or Listening and Speaking. <p>3b Modelled Reading, Writing, Listening and Speaking (Input)</p> <ul style="list-style-type: none"> • Explicit teaching of Reading, Writing or Listening and Speaking skill/s. This may be: <ul style="list-style-type: none"> o READING eg - A Modelled reading comprehension strategy using a big book or interactive text. OR A deconstruction of a sample text to illustrate a genre. o WRITING - Talk for Writing Whole School Program and/or linked to POL Termly Unit of Work. OR Sentence level development o LISTENING & SPEAKING eg. – Frameworks for S&L in different situations. OR Listening and effective communication skills. OR Framing questions. 	<p>4 Reflection Session (Reflection/ Assessment)</p> <ul style="list-style-type: none"> • Share and reflect on students learning for the session • Review the concepts and themes covered in the block. Link back to the preview of the day, where you set the learning goals. • Refer back to the focus questions asked at the beginning of the block; can you answer those questions now? • Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session. <p>This session is the most important session of the block, yet it is often not done due to time constraints. This part of the block is what ties all the learning together for students, especially the weaker students, who need to be explicitly taught and told where each new concept fits to their learning.</p>
<p>2b Small Group /Whole Class (Practice)</p> <p>This session could look three ways:</p> <ol style="list-style-type: none"> 1. Whole class independent work to practice the skills explicitly taught in 2a, with the teacher moving around the class to assist students that require extra assistance when needed. 2. Focus groups of students who work with the teacher/EA further develop the focus phoneme, diagraph of HFW or a related Word Study concept. Usually a concrete activity where students are required to orally use the skills multiple times. 3. Rotational group work with teacher conducting small, tailored sessions with each group. This may be structured so the teacher works with 1-2 groups per day. 	<p>3C Small Group/Whole Class application of skill (Practice)</p> <p>How this might look?</p> <ul style="list-style-type: none"> • Teacher works with individual or groups of students needing support to complete independent activity. • OR Rotational guided reading with teacher and/or EA to develop reading strategy, while rest of class does independent activities. • OR Individual or group writing conferencing, while class have independent writing, • OR Whole class joint construction of focus genre continued from Modelled session. 	<p>Daily Writing and Reading (Practice)</p> <p>Within the day, daily writing and daily reading need to be present. These can be outside of the Literacy Block but must be present within the school day. The POL Units of Work cover most cross-curricula opportunities. OR Eg. DAILY WRITING – A daily topic or sentence starter is needed. Eg. DAILY WRITING – can take the form of a class novel, paired reading or silent reading.</p>	

Years 5 - 6 Literacy Block Framework

<p>What am I Looking For? (WILF) What are my focus questions for the day? What do I want my students to learn?</p>	<p>What is my focus phoneme, diagraph or HFW? What activities will consolidate the skills, knowledge and understandings taught in modelled session?</p>	<p>What is the focus skill? What are the steps involved in the explicit teaching of the focus area? What activities will consolidate the skills, knowledge and understandings taught in modelled sessions?</p>	<p>What I Learnt Today? (WILT) Reflect on the focus questions and what was learnt. Have students learnt what was explicitly taught?</p>
<p>1 Morning Routine/ Previewing the Day</p> <ul style="list-style-type: none"> • Discuss the agenda for the day, special events, house keeping – Eg. Community circle to share issues or discuss happenings for the day/week. • Set expectations (goals) for the block – detail the focus for the block (linked to the week) • Link block to prior knowledge and tasks completed in previous days. Help students to see where this piece of knowledge fits with prior knowledge • Focus question for the day developed round the focus. <p>On a daily basis each of these focus areas needs to be covered:</p> <ul style="list-style-type: none"> ❖ Phoneme – Grapheme (Spelling) ❖ Derivation of words – etymology (roots, Latin and Greek) ❖ Vocabulary (theme words, topics words expansion) ❖ Grammar/Punctuation/Syntax ❖ Listening and Speaking ❖ Reading (strategies and comprehension) ❖ Writing ❖ Social skills <p>(Choose 3 or 4 areas to explicitly teach daily and the others will be covered in revision, transitions and daily working of the classroom)</p>	<p>2a Spelling and Word Study (Input)</p> <ul style="list-style-type: none"> • Explicit modelling of the spelling or word study focus for the day/week. • Link to prior knowledge, similar sounds, reading activities or previous teaching sessions. Help students to see where the new learning will fit with prior knowledge. • Describe the task requirement for group and/or independent work. • Finally check for understanding before they break into smaller groups. <ul style="list-style-type: none"> ❖ Teaching of Letters and Sounds ❖ Synthetic phonics program for Intervention/SAR. 	<p>3a Grammar, Punctuation & Word Study (Input)</p> <ul style="list-style-type: none"> • Explicit teaching of Grammar, Punctuation or Word Study skills needed within the context of Reading, Writing or Listening and Speaking. <p>3b Modelled Reading, Writing, Listening and Speaking (Input)</p> <ul style="list-style-type: none"> • Explicit teaching of Reading, Writing or Listening and Speaking skill/s. This may be: <ul style="list-style-type: none"> o READING eg.- A Modelled reading comprehension strategy using a big book or interactive text. OR A deconstruction of a sample text to illustrate a genre. o WRITING - Talk for Writing Whole School Program and/or linked to POL Termly Unit of Work. OR Sentence level development OR Creating cohesion in a text. o LISTENING & SPEAKING eg. – Frameworks for speaking in different situations. OR Listening and effective communication skills. OR Interviewing skills. <p>3c Small Group/Whole Class application of skill (Practice)</p> <p>How this might look?</p> <ul style="list-style-type: none"> • Teacher works with individual or groups of students needing support to complete independent activity. • OR Rotational guided reading with teacher and/or EA to develop reading strategy, while rest of class does independent activities. • OR Individual or group writing conferencing, while class have independent writing. • OR Whole class joint construction of focus genre continued from Modelled session. 	<p>4 Reflection Session (Reflection/ Assessment)</p> <ul style="list-style-type: none"> • Share and reflect on students learning for the session. • Review the concepts and foci covered in the block. Link back to the preview of the day, where you set the learning goals. • Refer back to the focus questions asked at the beginning of the block; can you answer those questions now? • Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session. <p>This session is the most important session of the block, yet it is often not done due to time constraints. This part of the block is what ties all the learning together for students, especially the weaker students, who need to be explicitly taught and told where each new concept fits to their learning.</p> <p>Daily Writing and Reading (Practice)</p> <p>Within the day, daily writing and daily reading need to be present. These can be outside of the Literacy Block but must be present within the school day. The POL Units of Work cover most cross-curricula opportunities. OR Eg. DAILY WRITING – A daily topic or sentence starter is needed. Eg. DAILY WRITING – can take the form of a class novel, paired reading or silent reading.</p>

Literacy Block Framework

Small Group/Whole Class application of skills Suggestions for independent groups.		Modelled Reading, Writing, Listening & Speaking
Spelling and Word Study/Phonics		
Years 1-2	<ul style="list-style-type: none"> ✓ Core word revision and games ✓ Re-reading modelled text ✓ Spelling word sort or games around words ✓ Spelling program – Letters and Sounds/Teacher made worksheet relevant to the focus phoneme, diagraph or HFW. ✓ Computer programs based around focus ✓ Paired reading (oral reading practice with a partner with questions) ✓ Literacy games (Pre-organised Literacy box)- Smarties chart to make words; Pegs; blocks, card word making; Bingo; Phoneme cards etc 	<ul style="list-style-type: none"> ✓ Computer or interactive whiteboard software/Online literacy games (BYOD) ✓ Literacy games (Pre-organised Literacy box) ✓ Grammar games ✓ Sentence games ✓ Independent writing (daily writing)
Years 3-4	<ul style="list-style-type: none"> ✓ Core word revision and games ✓ Spelling word sort or games around words ✓ Spelling program - Soundwaves/Teacher made worksheet relevant to the focus element. ✓ Computer programs based around focus ✓ Paired reading (oral reading practice with a partner with questions) ✓ Literacy games (Pre-organised Literacy box)- Smarties chart to make words; Pegs; blocks, card word making; Bingo; Phoneme cards etc 	<ul style="list-style-type: none"> ✓ Computer or interactive whiteboard software/Online literacy games (BYOD) ✓ Literacy games (Pre-organised Literacy box) ✓ Grammar games ✓ Sentence games ✓ Independent writing (daily writing)
Years 5-6	<ul style="list-style-type: none"> ✓ Spelling word sort ✓ Spelling Textbook/Teacher made worksheet relevant to the Spelling or Word Study focus ✓ Spelling rule application ✓ Word families (Latin and Greek derivatives) ✓ Prefixes and Suffixes ✓ Daily Writing ✓ Computer programs based round focus ✓ Novel reading time – for Guided Reading ✓ Paired Reading time (oral reading practice with a partner with questions) ✓ Literacy games (Pre-organised Literacy box) 	<ul style="list-style-type: none"> ✓ Computer or interactive whiteboard software/Online literacy games (BYOD) ✓ Literacy games (Pre-organised Literacy box) ✓ Grammar games ✓ Sentence games ✓ Independent writing (daily writing) ✓ Edit work, peer conferencing ✓ Journals ✓ Note taking – mind maps or other graphic organisers ✓ Dictionary skills and thesaurus skills