

Literacy Block – what does it look like?

Aspiri Primary School will have a whole school approach to teaching English that includes a Literacy Block and some agreed programs. It will differ slightly according to the developmental stage of the students that you teach. But the basic outline does remain the same.

The Literacy Block could last from anywhere from 90 minutes to 120 minutes and sessions may be completed in any order (Apart from the warm up)

Warm up/Tuning in activities (5 – 10 Minutes)

Range of activities to consolidate and 'automate' skills as they move from short term to long term memory. This is an opportunity to revise concepts, drill basic skills and prepare students for learning that will happen in today's lessons.

Letters and Sounds / CoST (10 – 20 Minutes)

Range of fun hands on activities/discussions/explicit teaching to introduce and practice hearing, reading and writing sounds when blending and segmenting words

Whole Class Modelled Lesson (30 – 40 Minutes)

Reading /Comprehension / Writing / Spelling / Grammar

This is the explicit teaching part of the lesson and is used to teach new concepts to the whole class and revisit concepts that need more teaching. The teacher will write or state the learning intentions (WALT), Success Criteria (WILF) and reason for learning (TIB) to the students so they know what they will be expected to learn. Teacher to demonstrate and show what is expected from the students in regards to their learning and may differentiate the work through guided or independent practice.

Literacy Groups and Guided Reading (40 – 60 mins)

During Literacy Groups, the class will be split up into 3-5 groups based on ability level. Groups will have the opportunity to work on fun and engaging literacy activities to practise skills that have been previously taught whilst one group works with the teacher on guided reading with levelled texts.

Writing (20 mins)

Students will engage in daily writing. This writing session may be combined with the plenary where students write to reflect on the days learning in a journal, can be free writing or time to practice writing skills modelled in whole class lessons.

Plenary/ Review (5 mins)

As a class review the learning objective and create opportunities for students to demonstrate/share what they have learnt.

Guided Reading

Guided Reading is a very important opportunity to work with small groups of students in their zone of proximal development (instructional) to develop their ability to decode, understand and talk about text. Students should be placed in groups primarily using information gained from completing Running Records with each student. Teachers should read with (or read too if in Kindergarten) at least two groups a day acknowledging that some students will need Guided Reading every day to achieve minimum benchmarks. Guided Reading may also have a different emphasis based on the stage of reading development. Below are our recommended structures for non-readers, early readers and fluent readers.

Non-Readers (Kindergarten) Interactive/Repetitive Read Alouds

15 mins	Interactive/Repetitive Read Alouds allow teachers to read quality texts to small groups of students pausing to 'think aloud' in order to explain key vocabulary or inferred ideas. Each text is read three times to a group of students, with each read differing slightly to reinforce knowledge gained from previous read or to allow students to start developing their own 'think alouds'.
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Key Comprehension Strategies for developing readers include making predictions, making connections and retelling simple stories using character names and key vocabulary

Developing Readers (Based on Reading Recovery)

5 Mins	Sight Word – links to M100W (usually completed on a whiteboard or with magnetic letters)
5 Mins	Using knowledge of sounds to write and make words - links to letters and sounds / words their way (usually completed on a whiteboard or with magnetic letters)
10 Mins	Reading a familiar text / Reading a new text to develop decoding skills (Reading predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge)

Key Comprehension Strategies for developing readers include making predictions, making connections, monitoring and retelling events from a text using character names and vocabulary ACELY16_0

Fluent Readers

5 - 10 Mins	Vocabulary Development and grammar practise / using knowledge of sounds to write and make words (links to words their way)
15 Mins	Reading a text for a specific purpose (i.e. to summarise, infer, gather information, answer questions, develop fluency)

Strategies and processes used by fluent readers to make meaning from texts include 6 comprehension strategies ACELY1692 ;

- **making connections** - activating and using prior knowledge
- **predicting** likely future events in a text
- **visualising** by creating mental images of elements in a text
- **summarising**, organising and integrating information from a text
- **questioning** - asking and answering questions whilst reading
- **Monitoring**
- critically reflecting on content, structure, language and images used to construct meaning in a text
- making inferences based on information in the text and their own prior knowledge

**Australian Curriculum, School Curriculum and Standards Authority,
Western Australian Curriculum and Assessment Outline**

Early Years Learning Framework

Kindergarten Curriculum Guidelines

Whole School Performance/Data Analysis

- NAPLAN
- ON-ENTRY ASSESSMENT
- PAT LITERACY

Targets and Milestones

100% of:

- Kindergarten Students can identify syllables and rhyme
- Kindergarten Students can identify words and sounds in spoken language
- Pre-Primary Students reading at or above RRL 8
- Pre-Primary Students reading 80 sight words
- Pre-Primary Students writing at or above 4 sentences

School Based Data Analysis (K)

- SINGLE SOUNDS
- REPORTING AND MODERATION
- OBSERVATION AND CHECKLISTS
- SWAN SCREENER

School Based Data Analysis (PP – 6)

- RUNNING RECORDS (PM)
- SINGLE SOUNDS, GRAPHEMES, PHONEMES
- SIGHT WORD LIST M100W, M200W, M300W
- ON-ENTRY LEARNING SEQUENCE
- WORDS THEIR WAY ASSESSMENT
- REPORTING AND MODERATION
- OBSERVATION AND CHECKLISTS
- SWAN SCREENER

What's next?

- Year One Students reading at or above RRL 18
- Year One Students reading and writing 200 sight words
- Year Two Students reading at or above RRL 24
- Year Two Students reading and writing 200 sight words

Whole School Programs

- Letters and Sounds Phonemic Awareness and Synthetic Phonic Program
- Magic 100, 200 and 300 Words (M100W, M200W, M300W)
- Words Their Way Spelling Program

Reporting and Moderation

- Regular moderation and collaborative planning within and across Learning Teams.
- PP to report on Reading and Viewing, Writing and Creating and Speaking and Listening Semester 1 and Semester 2.

**Aspiri Primary School
Beliefs**

All students can achieve high standards

Model for Instruction Explicit teaching and Gradual Release

- Learning intentions / Success Criteria
- Modelled (I do, you watch)
- Guided (I do, you help & You do, I help)
- Independent (You do, I watch)

Whole School Approaches

- Staff to have a focus of 50% Numeracy /Literacy in their learning program.
- Students will be immersed in structured Literacy Blocks five sessions per week.
- Literacy Blocks will include opportunities for all students to read and write every day
- Literacy Blocks will include Modelled, Guided and Independent Teaching in Reading, Writing and Talking and Listening
- Guided Reading Programs will follow set structures depending on developmental reading level
- All Students will participate in daily home reading and/or silent reading
- Students in K-2 will use foundation font

Whole School Resources

- Levelled Guided Readers
- Multimedia text
- PM Benchmarking Assessment folder
- Classroom Libraries
- Home reading boxes
- Whiteboards
- Magnetic letters
- iPads and Macs