

ENGLISH BLOCK

Years 1 & 2

Years 1 and 2 have a clear and consistent English block structure incorporating whole school practices. Planned activities and experiences are developmentally appropriate and incorporate evidence-based practice in the science of both reading and writing. Oral language development continues to form the foundation for learning and a cross-curricula approach supports WA curriculum content.

Daily Review - 10 mins daily

- Short, fast paced consolidation of previously taught skills
- Full participation and engagement of all students
- Focus on moving previously learnt content to long term memory and the automaticity of skill acquisition

Letters & Sounds - 20 mins daily

- Explicit teaching and low variance routine
- Follows the Aspiri Scope and Sequence implemented as Tier 1 instruction
- Includes both decoding and encoding
- Use of whole school connected practice, in terms of gestures and metalanguage
- Refer to Letters & Sounds Manual daily

Fluency - 10 mins (at least four times per week)

- Low variance routine of Fluency Reading lessons using the Aspiri Slide-deck
- Choral Reading/Repeated Reading/Echo Reading

Handwriting - 10 mins (at least 3 times per week)

- Explicit teaching of letter formation using Peggy Lego
- Follows the Aspiri Scope and Sequence
- Uses the SA font

Sentence Level Writing - 15mins (at least 3 times per week)

- The Writing Revolution approach guides the explicit teaching of writing skills
- Explicit teaching of target skill following the Aspiri Scope and Sequence
- Sentence level skills are repeatedly included in lessons throughout the year
- Strong focus on planning for and editing of written texts

Language and Literature Units - 40 mins

- Utilise rich, quality literature, including but not limited to the core texts identified for year level
- Core and mentor texts are repeatedly read, alongside supplementary texts to build background knowledge
- Priority is placed on comprehension of texts and the explicit teaching of vocabulary
- Activities are designed to allow students to engage in deep and broad reading, building their content knowledge on range of topics.