

ENGLISH BLOCK

Years 3-6

Students entering Years 3 - 6 will have had experience with the English block structure incorporating whole school practices and routines. Planned activities and experiences are developmentally appropriate and incorporate evidenced-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

Spelling - 20 mins (at least four times per week)

- Explicit teaching using the Aspiri Scope and Sequence, implemented as Tier 1 instruction
- Use of whole school connected practice, in terms of gestures, metalanguage, routines etc
- Covers a phonological, orthographic and morphological component and then a Linguistic Inquiry activity, using the provided template, on the final day
- Teacher support using the CoST resource book

Fluency - 10 mins (at least three 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 twice per week)

- Explicit teaching of letter joins for cursive writing
- 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 repeated throughout the yearly cycle
- 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
- Priority is placed on the comprehension of texts and the explicit teaching of vocabulary
- Core and mentor texts are read, over a block of time, alongside supplementary texts to build background knowledge to support comprehension.
- Activities are designed to allow students to engage in deep and broad reading, building their content knowledge.