

WEST NORTHAM PRIMARY SCHOOL LITERACY BLOCK

Spelling Review OR Explicit Teaching of New Concepts (Whole Class)	Using Explicit Direct Instruction (EDI) - Review previously learnt PA, phonics, spelling and high-frequency words, OR Explicit teaching of new concepts: - PA & Phonics: - Explicitly teach PA and phonics following the PLD sequence of instruction, within a Let's Decode lesson structure. - K-2 use Jolly Phonics actions/songs. - Spelling Rules and Patterns: - Explicitly teach spelling generalisations. - Explicitly teach phonics following PLD scope and sequence.
PA, Phonics, Spelling & Word Study (Small Group)	Kindergarten to Year 6 – Based on the following: - WNPS Phonics and Word Knowledge scope and sequence. - Let's Decode, Heggerty & Jolly Phonics actions/songs. - PLD scope and sequence.
Dictation (Small Group)	Based on PLD spelling focus.
Reading or Writing Review (Whole Class)	Using Explicit Direct Instruction (EDI) and integrating oral language: - Learning Intentions (WALT - What are we learning today?). - Review previously learnt concepts, AND - Explicitly teach new concepts.
Reading or Writing Focus (Whole Class & Small Groups)	Following Gradual Release Model, <i>I do, We do, You do</i> : - Success Criteria (WILF - What I'm looking for). - Explicit teaching and worked examples. - Shared/Focused reading/writing – Scaffolding, CFU (checking for understanding) and explicit feedback. - Independent reading/writing – Consolidate independently, CFU and explicit feedback.
Reflection (Whole Class)	- Learning Intentions and Success Criteria (WALT & WILF) - Students share learning - CFU
Sustained Writing (Whole Class)	- Day one - planning, using Seven Steps templates and icons. - Day two - writing. - Twice a term, use a NAPLAN stimulus sheet. - Allow students to continue stories each day so their story is complete. - Years 3 to 6 must alternate between writing by hand and typing. - Ensure students proofread and edit.

Additional areas to include in the weekly timetable:

- Silent reading or reading to students (10 minutes per day, after lunch).
- Handwriting each day from 8:30am to 8:45am e.g. typing.com, handwriting or pre-writing.
- Explicit teaching of handwriting following the WNPS Handwriting Guidelines.
- Library (research skills)