**Literacy Block Structure**

**Kindergarten**

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| Component | Description | Time |
| Letters and Sounds | Review of prior learning and explicit teaching of a new sound during a mat session, followed by hands on opportunities to blend, segment and manipulate the sound focus as well as practise tricky words. See Letters and Sounds Fact Sheet or resource book for more information. | 10 Mins |
| Daily Review | Explicit review of previously taught concepts, incorporate word awareness, syllable awareness, rhyme awareness, alphabet letters, Oxford Wordlist. Review concepts from this week, last week, two weeks ago, four weeks ago, six weeks ago and twelve weeks ago. See Daily Review fact sheet for more information.  | 30 Mins |
| Reading | Explicit teaching of reading strategy, focus, vocabulary or grammar followed by Modelled, Shared, Guided reading.  | 10 Mins |
| Writing | Modelled writing lesson at least once a fortnight. | 10 Mins |
| Reflection/Plenary | A reflection of the mornings learning, review of the WALT/WILF. Take the opportunity to have students reflect metacognitively on their learning. Transition to eating time with exit ticket/ read the sight word/say the sound etc. to maximise learning opportunities.  | 5 Mins |

**Junior Classes PP-2**

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| Component | Description | Time |
| Letters and Sounds | Review of prior learning and explicit teaching of a new sound during a mat session, followed by hands on opportunities to blend, segment and manipulate the sound focus as well as practise tricky words. See Letters and Sounds Fact Sheet or resource book for more information. | 30 Mins |
| Daily Review | Explicit review of previously taught concepts, incorporate oxford word list, reading strategies, comprehension, text structure etc. Review concepts from this week, last week, two weeks ago, four weeks ago, six weeks ago and twelve weeks ago. See Daily Review fact sheet for more information.  | 10 Mins |
| Reading | Explicit teaching of reading strategy, focus, vocabulary or grammar followed by Modelled, Shared, Guided reading.  | 30 Mins |
| Writing | Explicit teaching of writing focus for the week followed by lesson. Use Gradual release model – I do, we do, you do.  | 30 Mins |
| Reflection/Plenary | A reflection of the mornings learning, review of the WALT/WILF. Take the opportunity to have students reflect metacognitively on their learning. Transition to eating time with exit ticket/ read the sight word/say the sound etc. to maximise learning opportunities.  | 5 Mins |

**Senior Classes 3-6**

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| Component | Description | Time |
| Spelling – Words Their Way | Two week cycle using words their way program. Explicit teaching on the first day. Refer to Words their way fact sheet or resource books for more details. | 20 Mins |
| Daily Review | Explicit review of previously taught concepts, incorporate oxford word list, reading strategies, comprehension, text structure etc. Review concepts from this week, last week, two weeks ago, four weeks ago, six weeks ago and twelve weeks ago. See Daily Review fact sheet for more information.  | 15 Mins |
| Reading | Explicit teaching of reading strategy, focus, vocabulary or grammar followed by Modelled, Shared, Guided reading.  | 20 Mins |
| Explicit Teaching | Explicit teaching of additional reading or writing concepts that require teaching outside of guided reading or writing lessons. Grammar, vocabulary etc.  | 20 Mins |
| Writing | Explicit teaching of writing focus for the week followed by lesson. Use Gradual release model – I do, we do, you do.  | 40 Mins |
| Reflection/Plenary | A reflection of the mornings learning, review of the WALT/WILF. Take the opportunity to have students reflect metacognitively on their learning. Transition to eating time with exit ticket/read the oxford word. to maximise learning opportunities.  | 5 Mins |