

Weekly Literacy Block Overview Year 3-6 (120 minute block)

Topic/focus: - linked to cross curricular learning areas, HASS and Science

Text/reading materials: It is recommended to start with a fiction text related to a topic first (where possible) and then move into non-fiction texts. This could be a short text over a day, or several weeks for a longer text or novel. A range of text types and genres are recommended- articles, biographies, speeches, poetry, short stories. Writing should be linked to Reading and topic focus, where possible.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Greeting, meeting, visual timetable	Greeting, meeting, visual timetable	Greeting, meeting, visual timetable	Greeting, meeting, visual timetable	Greeting, meeting, visual timetable
10 min	Daily Review Fast paced review of: Morphemes and their meanings Vocabulary Spelling generalisations Grammar and Punctuation	Daily Review Fast paced review of: Morphemes and their meanings Vocabulary Spelling generalisations Grammar and Punctuation	Daily Review Fast paced review of: Morphemes and their meanings Vocabulary Spelling generalisations Grammar and Punctuation	Daily Review Fast paced review of: Morphemes and their meanings Vocabulary Spelling generalisations Grammar and Punctuation	Daily Review Fast paced review of: Morphemes and their meanings Vocabulary Spelling generalisations Grammar and Punctuation
20 min	Spelling: spelling of increasingly complex letter combinations in words; Spelling patterns Dictation Morphology-prefixes, suffixes, base words Etymology	Spelling: spelling of increasingly complex letter combinations in words; Spelling patterns Dictation Morphology-prefixes, suffixes, base words Etymology	Spelling: spelling of increasingly complex letter combinations in words; Spelling patterns Dictation Morphology-prefixes, suffixes, base words Etymology	Spelling: spelling of increasingly complex letter combinations in words; Spelling patterns Dictation Morphology-prefixes, suffixes, base words Etymology	Spelling: spelling of increasingly complex letter combinations in words; Spelling patterns Dictation Morphology-prefixes, suffixes, base words Etymology
10 min	Fluency: mixed ability pairs & pull aside group support for fluency, decoding and dictation	Fluency: mixed ability pairs & pull aside group support for fluency, decoding and dictation	Fluency: mixed ability pairs & pull aside group support for fluency, decoding and dictation	Fluency: mixed ability pairs & pull aside group support for fluency, decoding and dictation	Fluency: mixed ability pairs & pull aside group support for fluency, decoding and dictation
30 min	Reading & Language Comprehension: (Not all tasks would be covered each day) -Teacher Read Aloud/ Read novel as a class -Mixed ability paired reading of short text, while teacher takes a small group -Building background & topic knowledge -Explicit teaching of Tier 2 and Tier 3 vocabulary after reading text -Class discussion/Oral Language -Specific Comprehension strategy instruction eg summarising, inference, story structure, question generation, question answering -Syntax & Grammar, anaphora, connectives etc -Sentence level writing linked to reading	Reading & Language Comprehension: (Not all tasks would be covered each day) -Teacher Read Aloud/ Read novel as a class -Mixed ability paired reading of short text, while teacher takes a small group -Building background & topic knowledge -Explicit teaching of Tier 2 and Tier 3 vocabulary after reading text -Class discussion/Oral Language -Specific Comprehension strategy instruction eg summarising, inference, story structure, question generation, question answering -Syntax & Grammar, anaphora, connectives etc -Sentence level writing linked to reading	Reading & Language Comprehension: (Not all tasks would be covered each day) -Teacher Read Aloud/ Read novel as a class -Mixed ability paired reading of short text, while teacher takes a small group -Building background & topic knowledge -Explicit teaching of Tier 2 and Tier 3 vocabulary after reading text -Class discussion/Oral Language -Specific Comprehension strategy instruction eg summarising, inference, story structure, question generation, question answering -Syntax & Grammar, anaphora, connectives etc -Sentence level writing linked to reading	Reading & Language Comprehension: (Not all tasks would be covered each day) -Teacher Read Aloud/ Read novel as a class -Mixed ability paired reading of short text, while teacher takes a small group -Building background & topic knowledge -Explicit teaching of Tier 2 and Tier 3 vocabulary after reading text -Class discussion/Oral Language -Specific Comprehension strategy instruction eg summarising, inference, story structure, question generation, question answering -Syntax & Grammar, anaphora, connectives etc -Sentence level writing linked to reading	Reading & Language Comprehension: (Not all tasks would be covered each day) -Teacher Read Aloud/ Read novel as a class -Mixed ability paired reading of short text, while teacher takes a small group -Building background & topic knowledge -Explicit teaching of Tier 2 and Tier 3 vocabulary after reading text -Class discussion/Oral Language -Specific Comprehension strategy instruction eg summarising, inference, story structure, question generation, question answering -Syntax & Grammar, anaphora, connectives etc -Sentence level writing linked to reading
40 min	Writing: Focus on paragraph and text level writing, with planning, reviewing, writing and editing using self-regulatory frameworks. Oral language opportunities prior to all writing	Writing: Focus on paragraph and text level writing, with planning, reviewing, writing and editing using self-regulatory frameworks. Oral language opportunities prior to all writing	Writing: Focus on paragraph and text level writing, with planning, reviewing, writing and editing using self-regulatory frameworks. Oral language opportunities prior to all writing	Writing: Focus on paragraph and text level writing, with planning, reviewing, writing and editing using self-regulatory frameworks. Oral language opportunities prior to all writing	Writing: Focus on paragraph and text level writing, with planning, reviewing, writing and editing using self-regulatory frameworks. Oral language opportunities prior to all writing
10 min	Handwriting: Cursive writing practice, developing handwriting fluency	Handwriting: Cursive writing practice, developing handwriting fluency	Handwriting: Cursive writing practice, developing handwriting fluency	Handwriting: Cursive writing practice, developing handwriting fluency	Handwriting: Cursive writing practice, developing handwriting fluency