

Weekly Literacy Block Overview P-2 (110 minute block)

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-8.40 (mat)	Greeting, meeting, reader swap, visual timetable	Greeting, meeting, reader swap, visual timetable	Greeting, meeting, reader swap, visual timetable	Greeting, meeting, reader swap, visual timetable	Greeting, meeting, reader swap, visual timetable
8.40-8.50	Daily Review: Syllables, phonemes syntax, decoding, spelling, vocabulary, morphology High frequency words (mat with mini whiteboards)	Daily Review: Syllables, phonemes syntax, decoding, spelling, vocabulary, morphology High frequency words (mat with mini whiteboards)	Daily Review: Syllables, phonemes syntax, decoding, spelling, vocabulary, morphology High frequency words (mat with mini whiteboards)	Daily Review: Syllables, phonemes syntax, decoding, spelling, vocabulary, morphology High frequency words (mat with mini whiteboards)	Daily Review: Syllables, phonemes syntax, decoding, spelling, vocabulary, morphology High frequency words (mat with mini whiteboards)
8.50-9.20 (mat)	PA and Phonics: explicit teaching Modelling of correct letter formation and orientation	PA and Phonics: explicit teaching Modelling of correct letter formation and orientation	PA and Phonics: explicit teaching Dictation 3-4 sentences	PA and Phonics: explicit teaching Modelling of correct letter formation and orientation	PA and Phonics: explicit teaching Dictation 4-5 sentences
9.20-9.35 (15 mins) (desks)	Fluency: decodables (mixed ability pairs & pull aside group support for fluency, decoding and dictation)	Fluency: decodables (mixed ability pairs & pull aside group support for fluency, decoding and dictation)	Fluency: decodables (mixed ability pairs & pull aside group support for fluency, decoding and dictation)	Fluency: decodables (mixed ability pairs & pull aside group support for fluency, decoding and dictation)	Fluency: decodables (mixed ability pairs & pull aside group support for fluency, decoding and dictation)
9.35-10.05 (30 mins) (mat)	Language Comprehension: Shared Reading-in domain knowledge blocks of 2 weeks <ul style="list-style-type: none"> Teacher Read Aloud Choral reading Building background knowledge Explicit teaching of Tier 2 and Tier 3 vocabulary Comprehension strategy instruction Grammar- story structure, anaphora, connectives etc 	Language Comprehension: Shared Reading-in domain knowledge blocks of 2 weeks <ul style="list-style-type: none"> Teacher Read Aloud Choral reading Building background knowledge Explicit teaching of Tier 2 and Tier 3 vocabulary Comprehension strategy instruction Grammar- story structure, anaphora, connectives etc 	Language Comprehension: Shared Reading-in domain knowledge blocks of 2 weeks <ul style="list-style-type: none"> Teacher Read Aloud Choral reading Building background knowledge Explicit teaching of Tier 2 and Tier 3 vocabulary Comprehension strategy instruction Grammar- anaphora, connectives etc 	Language Comprehension: Shared Reading-in domain knowledge blocks of 2 weeks <ul style="list-style-type: none"> Teacher Read Aloud Choral reading Building background knowledge Explicit teaching of Tier 2 and Tier 3 vocabulary Comprehension strategy instruction Grammar- story structure, anaphora, connectives etc 	Language Comprehension: Shared Reading-in domain knowledge blocks of 2 weeks <ul style="list-style-type: none"> Teacher Read Aloud Choral reading Building background knowledge Explicit teaching of Tier 2 and Tier 3 vocabulary Comprehension strategy instruction Grammar- story structure, anaphora, connectives etc
10.05-20 (15 mins) (desks)	Language Comprehension: Guided and independent practice of Vocabulary and Comprehension work from previous session	Writing: Explicit teaching of sentence level writing, building up to paragraph level, linked to domain topic of the fortnight. Oral language opportunities prior to all writing	Writing: Explicit teaching of sentence level writing, building up to paragraph level, linked to domain topic of the fortnight. Oral language opportunities prior to all writing	Writing: Explicit teaching of sentence level writing, building up to paragraph level, linked to domain topic of the fortnight. Oral language opportunities prior to all writing	Writing: Explicit teaching of sentence level writing, building up to paragraph level, linked to domain topic of the fortnight. Oral language opportunities prior to all writing
10.20-10.30 (desks)	Handwriting: Explicit modeling of letter formation and orientation	Handwriting: Explicit modeling of letter formation and orientation			