

Sample Literacy Teaching Reception to Year 2

Modelled instruction

Component

Modelled Reading, Talking and Writing

Teacher models for students

"I do, you watch"

**Approximate Guide for time:
Between 20 - 30 minutes**

Modelled Reading and Comprehension

Teacher reads a book aloud for whole class to model good reading strategies including 22 concepts of print to:

- Expose students to a range of text types
- Build background knowledge and link with prior knowledge
- Expand vocabulary
- Discuss the role of illustrations including diagrams and how they add meaning to the text
- Comprehension: students respond to the text → ask and answer here (literal), hidden (inferential) head (response) questions.
- Highlight high frequency words
- Discuss author's intent
- Build understanding of sentence structure & grammar
- Read for enjoyment

Oral Language Focus

- Explicitly teach & model speaking: talking to recount, talking to describe; talking to instruct
- Increase vocabulary with explicit focus on targeted words (6-8) using 'define, do revise' strategy
- Focus on understanding the language of questions, from literal, inferential to response.
- Explicit focus on pronouns, connectors, word order

Modelled Writing

- Students move from oral to written construction of texts
- Model use of graphic organisers to demonstrate word links and text structure
- Model use of capital letters and full stops
- Class construction of texts both orally and written
- Model use of new vocabulary in writing.
- Model sentence construction using 'think aloud' process.

Guided instruction

Guided Reading and Writing

Teacher scaffolds and supports students

"You do, I support"

20 minutes for reading AND writing each

Guided Reading

Students read to an adult daily. When possible, teacher aims to align text type with Modelled Reading text type to repeat concepts learnt with a text at students' instructional level

- Guided instruction informed by running record data
- Highlight high frequency words
- Fluency: chunking reading by reading phrases, reading decodable texts, reciting poems with rhythm
- Comprehension: students respond to the text → ask and answer here (literal), hidden (inferential), head (response) questions, summarise the big idea, predict, skim and scan, paraphrase, make connections (text to self, text and world), visualise, clarify and synthesise
- Reading strategies: Re-read, read on, self-correct

Guided Talking

- Students jointly construct oral texts in groups, pairs or individually with teacher support
- Students practise using new vocabulary in oral texts.

Guided Writing/Representing

- Targeted support for individuals on a teacher identified area for improvement
- Students jointly construct oral and some written texts, in groups, pairs or individually with teacher support
- Joint construction of one part of a text type either orally or written eg oral recount of weekend events, title for a procedure
- Pre-writers dictate their oral text to a scribe
- Include new vocabulary in writing

Sample Literacy Teaching Reception to Year 2

| Time | Component | | |
|--|---|--|--|
| Independent | Independent Reading and Writing | | |
| <p>Students practice strategy on their own</p> <p><i>"You do, I watch"</i></p> <p>Time varies</p> | <p>Independent Reading</p> <ul style="list-style-type: none"> To an adult whenever possible Reading for pleasure Take home readers: text of 1 or 2 levels below instructional level | <p>Independent Talking</p> <ul style="list-style-type: none"> Students independently talk to recount, talk to instruct etc without scaffolds | <p>Independent Writing</p> <ul style="list-style-type: none"> Incidental writing Copy scribed writing Experimental writing eg sentences, labels Year 2: construction of some text types |

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|---|---|--|--|
| <p>30 minutes</p> <p><i>Phonological Awareness activities can be incorporated within phonic work once students can detect single phonemes</i></p> <p><i>Opportunities should also be taken throughout day for quick recaps of target p.a./phonics</i></p> <hr/> <p>10 minutes</p> | Phonological Awareness, Phonics & Word Study | | |
| | <p>Phonological Awareness</p> <ul style="list-style-type: none"> Building alliterative phrases/descriptions (Fantastic Fiona found four fancy fairies) Blending syllables and sounds together into words Segmenting words into syllables and phonemes Rhyme activities Onset and rime <p>Phonics and Word Study</p> <ul style="list-style-type: none"> Explicit teaching of letter sounds and names Making words by blending Syllabification <hr/> <p>High Frequency Words (sight words)</p> <ul style="list-style-type: none"> Explicit teaching of high frequency words Aim for automatic recall | <p>Spelling</p> <p>* When students are able to hear sounds in words and know majority of letters – move to more formal teaching of phonological spelling strategy, blending letter combinations CVC, CCVC words using taught sounds, three letter blends</p> <hr/> <p>* Formal teaching of visual spelling strategy</p> | |
| 15 minutes | Handwriting | | |
| | <ul style="list-style-type: none"> Early writers: correct pencil grip, correct formation of numbers and letters in upper and lower case, write right to left and on lines, spaces between letters and words Begin using kicks and increase consistency in size and shape | | |
| 5 minutes | Share Time / Learning Summary | | |
| | <p>The class discusses what they have learned during the literacy block.</p> <p>This time enables teachers to assess what students have learned or not learned.</p> | | |