


Sample Literacy Teaching Years 3 to 7

Approximate Time	Component	
	Modelled Reading and Writing	
<div style="border: 1px solid black; border-radius: 10px; background-color: #ff9900; color: white; padding: 5px; text-align: center; margin-bottom: 10px;"> Modelled instruction </div> <p>Teacher models for students</p> <p style="text-align: center;"><i>"I do, you watch"</i></p> <p>20 – 40 minutes</p>	<p>Modelled Reading and Comprehension</p> <p>Teacher and students read a text aloud to model good reading strategies to:</p> <ul style="list-style-type: none"> • Expose students to a range of text types, their structure, language features, grammar and punctuation and visual literacies • Build background knowledge and link with prior knowledge • Expand vocabulary with explicit focus on targeted words (6-8 per week) • Discuss the role of illustrations including diagrams and how they add meaning to the text • Comprehend text: students respond to the text → ask and answer here (literal), hidden (inferential), head (response) questions, • Engage students in making predictions, summarising the big idea, clarifying and synthesising • Highlight high frequency words • Discuss author's intent • Modelled text could be big book, photocopied text or IWB text and is focused on for a series of lessons • Read for enjoyment 	<p>Modelled Writing</p> <p>Teacher demonstrates construction of a written text and uses 'think alouds' to model good writing strategies to:</p> <ul style="list-style-type: none"> • Write using the text type's structure, language choices, grammar and punctuation and visual literacies • Model use of graphic organisers to demonstrate text structure, language features and plan for writing • Model sentence construction, grammar and punctuation • Write for a variety of purposes across the curriculum eg a procedure in design and technology, explanation in science, report in SOSE • Students may contribute to the construction of texts
	Guided Reading and Writing	
<div style="border: 1px solid black; border-radius: 10px; background-color: #ffcc00; color: white; padding: 5px; text-align: center; margin-bottom: 10px;"> Guided Instruction </div> <p>Teacher scaffolds and supports students</p> <p style="text-align: center;"><i>"You do, I support"</i></p> <p>20 minutes</p> <p>Opportunities could be taken throughout the day</p>	<p>Guided Reading</p> <p>Students read to an adult daily when possible. When possible, teacher aims to align text type with Modelled Reading text type to repeat concepts learnt with a text at students' instructional level</p> <ul style="list-style-type: none"> • Guided instruction informed by running record data • Focus on decoding strategies according to assessed need • Fluency: chunking reading by reading phrases, reading decodable texts, reciting poems with rhythm, reader's theatre • 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 • Highlight high frequency words 	<p>Guided Writing</p> <p>Students jointly construct written texts in groups, pairs or individually with teacher support</p> <ul style="list-style-type: none"> • Targeted support for individuals on a teacher identified area for improvement eg maintaining consistent tense, effective use of punctuation • Joint construction of one part of a text eg orientation or resolution for a narrative, supporting evidence in an argument • Group construction with peers • Include new vocabulary in writing <div style="text-align: center; margin-top: 20px;"> <p>Oral</p>  <p>Written</p> </div>
<p>NOTE: Students who are not in the guided reading/writing group can be working on joint or individual reading or writing, language tasks, spelling, handwriting, literacy games etc</p>		

Sample Literacy Teaching Years 3 to 7

Approximate Time	Component	
<p style="text-align: center; background-color: yellow; border: 1px solid black; border-radius: 10px; padding: 5px;">Independent</p> <p>Students practice strategy on their own</p> <p style="text-align: center;"><i>“You do, I watch”</i></p> <p>Time varies Opportunities can be taken throughout the day</p>	Independent Reading and Writing	
	<p>Independent Reading</p> <ul style="list-style-type: none"> • Students read to an adult whenever possible • Reading a range of text types for pleasure • Take home readers: text of 1 or 2 levels below instructional level 	<p>Independent Writing</p> <p>Students write independently constructed texts including:</p> <ul style="list-style-type: none"> • Baseline writing sample at beginning of teaching unit on a text type • Final writing sample at end of teaching unit on a text type • Writing in other curriculum areas eg explanation in science • Writing for pleasure eg post card, poetry

<p>20 minutes</p>	Spelling and Word Study	
	<p>Explicit teaching of the 4 knowledges of spelling: phonological, visual, morphemic and etymological strategies. Teaching includes discussion and debate of strategies used to spell words. Opportunities can be taken to study words from AL, cross curriculum topics eg science or text type specific language eg modality: should, could, might.</p>	
	<p>Phonological</p> <ul style="list-style-type: none"> - Making words by blending – CVC, CCVC - Learning specific digraphs eg ‘ch’ and vowel digraphs eg ‘ea’ - Three letter blends 	<p>Visual</p> <ul style="list-style-type: none"> - Explicit teaching of high frequency words - Aim for automatic recall
	<p>Morphemic</p> <ul style="list-style-type: none"> - Spelling is related to meaning of words - Building words from base words (word Families): prefixes and suffixes - Spelling rules or patterns eg doubling final Consonants, ‘l before e except after c’ - Contractions 	<p>Etymological</p> <ul style="list-style-type: none"> - Is the study of words, their origins and how their form and meaning have changed over time eg ‘octa’ means 8 and is of Greek origin
<p>15 minutes Unlikely to be daily</p>	Handwriting	
	<ul style="list-style-type: none"> • Correct formation of numbers and upper and lower case letters of consistent shape, size and slope • Use of linked script • Develop own preferred style of writing • Practise of note taking 	
<p>5 minutes</p>	Share Time / Learning Summary	
	<p>The class discusses what they have learned during the literacy block. This time enables teachers to assess what students have learned or not learned.</p>	