

Literacy Routines

Literacy is a massive area of the curriculum, full of many components which overlap and support each other.

We know how vital it is to immerse our pupils in good quality, dynamic language using both spoken and written texts.

Because of this, it is not always clear in our thinking as to what we should be providing for our pupils.

These suggested routines are in no way prescriptive and should not be regarded as policy. They may be helpful for teachers new to the profession or new to a stage.

Each area of literacy features a different colour with the text colour coded to show where they overlap with other areas.

Colours: Reading – Green; Writing – purple; Spelling/phonics – blue; Talking and Listening – terracotta

Provision should be part of a planned structure which is guided by assessment.

Hear Text Read – Adult or children reading
Class shared reading (once a week – about 45 mins)
Through enlarged text shared text look at:

- Punctuation
- Grammar
- Spelling
- Writer's craft
- Vocabulary
- Comprehension strategies
Prediction, monitoring, questioning,
summarising, visualising, making connections

Read across the curriculum – Fiction and non-fiction

Figure of Speech Calendar (daily: 3-5 mins)
General knowledge calendar (daily: 3-5 mins)

Hear reading – Reading with a shoulder partner to research information.

Speed reading texts (for those who need help with fluency). This could be done with a more

Weekly Poem

Begin by modelling reading, talking about vocabulary and meaning, making connections.

Over the week encourage pupils to take part in an animated way. Perform where possible.

Daily Spelling work



Work from hearing to seeing

Monday - Hear it and say it!

Stretch it and count it!

Write it and mean it!

And put it in a sentence

Tuesday - Syllables and rhymes

un|ha|ppi|ly = 4 syllables

Wednesday – Parts of speech

Thursday - Roots and Shoots

Friday - Apply and assess

Link phonics into:

- Handwriting
- Vocabulary
- Reading (decoding)
- Spelling (encoding)

Reading First Level Weekly routines

Reading to Self

Teacher and pupils read silently. Teacher models good concentration skills.

Begin with a short spell of reading and then extend by around 30 secs a day. This helps to build stamina in readers. Encourage the reading of different genres and the sharing of book reviews.

Daily Reading to others

Group guided reading or 1-1
(two or three times a week)

Set learning intentions:

- Fluency
- Comprehension strategy

Use Heurisko Cards or

Reciprocal Reading Cards etc.

Try to balance fiction with non-fiction.

Shoulder partner reading

(daily) – story strips and sharing guided readers or reading for enjoyment books.

Read across the curriculum.

The Language of Writing (every day rehearse part of the structure)

Children must hear stories before they can write them. Using the three big ideas, take pupils over a course of days from hearing the story, to mapping the story, to retelling the story and on to writing the story.

- Imitation – knowing stories, rhymes and texts
- Innovation – creative new versions
- Independent application – making up new stories/text

Touch on all areas of writing as you work towards one finished piece. Not necessarily in one week.

Phonics/Spelling

Give phonics high priority. Phonics liberates fluency in writing!
Teach phonics for spelling and reading. With spelling always work from sound to print.
When reading work from print to sound. Use the code chart as a reference tool.

Poem for the week

Begin by modelling reading, talking about vocabulary and meaning, making connections. Over the week encourage pupils to take part in an animated way. Perform poems where possible.

**Writing
First Level
Weekly Routines**

Handwriting - Daily

Handwriting is an important skill to practice to automaticity.

Use phonic and spelling lessons to reinforce spelling patterns in speed handwriting exercises.

If a child can:

- Form letters correctly
- Leave spaces between words
- Write from left to right
- Write quickly
- Have a good bank of known spellings

...it leaves more thinking space for composition and encoding.

Play to write

Have props, story cards, story cubes, dressing up clothes etc available for children to use to act out and tell oral stories.

Have a writing table with pencils and paper available for fun, spontaneous writing.

Talk to write

Take every opportunity possible working on vocabulary and sentence structure to:

- Model
- Recast
- Extend

Develop vocabulary and sentence structure while teaching phonics, asking comprehension questions and when a child is talking to you.

Shared Writing (possible daily opportunities)

Teacher models writing on the board think out loud and asking for suggestions. This can include text structure, punctuation and spelling. Write across the curriculum.

Daily Spelling work

Work from hearing to print



Monday - Hear it and say it!
chocolate

Stretch it and count it!

ch - o - c - o - l - a - te

Write it and mean it!

chocolate

And put it in a sentence

Tuesday - Syllables and rhymes

cho/co/late = 3 syllables

Wednesday - Parts of speech

Thursday - Roots and Shoots

Friday - Apply and assess

A chicken has feathers and pecks.

Play word games to give pupils practice in categorising graphemes and base meanings.

Link phonics into:

- Handwriting
- Vocabulary
- Grammar
- Punctuation
- Reading (decoding)
- Spelling (encoding)

Rhyme for the week

Begin by modelling reading, talking about vocabulary and meaning, making connections.

Over the week encourage pupils to take part in an animated way. Perform poems where possible.

This is important for pupils to be able to categorise words into family units: sound units and meaning units.

Phonological Awareness

Revise this every day. (60 secs)

- Think of a word
- Say it
- Stretch it
- Clap out the syllables
- Think of another word which begins with the same sound
- Think of another word which rhymes with it.

Phonics/Spelling First Level Weekly Routines

Vocabulary

Take every opportunity to work on vocabulary and sentence structure:

- Model
- Recast
- Extend

Do this while teaching, talking, reading and listening to your pupils.

Handwriting

Link your phonics to handwriting.

When your phonics patterns are practiced through handwriting, it makes it a more multisensory experience. This can aid spelling by having a more kinaesthetic flow to known spelling patterns.

Daily Spelling work

Work from hearing to print
Spend time extending
vocabulary knowledge and
usage.

Monday - Hear it and say it!

chocolate

Stretch it and count it!

ch - o - c - o - l - a - te

Write it and mean it!

chocolate

And put it in a sentence

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Talking and Listening First Level Weekly Routines

Vocabulary (HL pre-teaching vocabulary + Words Up Vocabulary)

Take every opportunity to work on vocabulary and sentence
structure:

- Model
- Recast
- Extend

Do this while teaching, talking, reading and listening to your
pupils.

The Language of Writing

(every day rehearse part of
the structure)

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before they can write them.
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days from hearing the story,
to mapping the story, to
retelling the story and on to
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