

## 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 reading class novel and text across the curriculum

**Class shared reading** (once a week – about 30 mins)

Through enlarged text shared text look at:

- Punctuation
- Grammar
- Spelling
- Writer's craft
- Vocabulary
- Summarising
- Comprehension strategies
- Fiction and non-fiction (increasing amount of non-fiction)
- 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)**

**Peer Paired reading** (twice a week) – More able helping less able readers. Hear Reading

**Speed reading texts** (for those who need help with fluency). This could be done with a more able pupil or a PSA and could use texts linked to IDL.

**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 poem 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 Second Level Weekly routines

**Reading to Self**

**Silent reading for enjoyment.** Encourage the reading of different genres and the sharing of book reviews.

**Silent reading for information or comprehension**

Teach strategies such as setting Basic Ordering Ideas (BOIs), mind mapping and graphic organisers.

**Daily Reading to others**

**Group guided reading** or 1-1 (once a week)

More able groups could be self sufficient

Set learning intentions:

- Fluency
- Comprehension strategy

Use comprehension cards such the Heurisko cards or **Reciprocal Reading** where teacher input is no longer required.

Ensure a balance of fiction and non-fiction.

**Collaborative reading for information or comprehension**

Teach strategies such as setting Basic Ordering Ideas (BOIs) to aid creating mind mapping and graphic organisers.

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

Children must hear text before they can write them.

Expose pupils to a variety of 'genre voices' as a template for independent writing in both fiction and functional text.

Teach planning using a variety of planning formats and graphic organisers.

### **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.

Teach spelling rules and growing words. Show how words grow according to their part of speech.

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.

### **Handwriting - Daily**

Handwriting is an important skill to practice to automaticity. It leaves more thinking space for composition and encoding.

## **Writing Second Level Weekly Routines**

### **Rehearse to write**

Teach pupils to plan each sentence orally, improve it if necessary, rehearse it then write it. This way they are more likely to write correct and coherent sentences. Always set success criteria for them to use whilst writing and for self-assessment.

### **Spelling**

Establish a growing bank of words which you insist on being spelled correctly. Other words can be addressed as needed. Never correct a large volume of incorrect spelling. This is demoralising and fruitless.

### **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, thinking out loud and asking for suggestions. This can include text structure, punctuation and spelling. Write across the curriculum.

### Daily phonic work

### 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

Grow it and....

chocolatey, chocolates

...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
- 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 an 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 Second 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 trigger 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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- Vocabulary
- Reading (decoding)

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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)

Children must hear stories  
before they can write them.  
Take pupils over a course of  
days from hearing the text  
for genre voice to writing a  
similar text.

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

### Semantic gradients