



Foundation - Year 2 Suggested Literacy Block



Daily Review

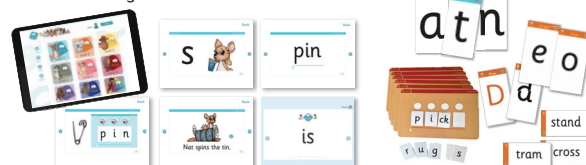
10 mins (approx)

Suggested Resources

Fast paced review of previously taught content and skills.

- Phonemic Awareness Drills (isolation, blending and segmenting) (3 mins)
- Phoneme/grapheme, blending, segmenting, reading decodable sentences, vocabulary. (7 minutes)

Online Library or SOR Toolkit Resources



Phonics

20 mins (approx)

Suggested Resources

Explicit Teaching and Guided Practice of new content:

- Phoneme Pronunciation
- Word blending
- Word Building – Word Work
- Grapheme/handwriting
- High Frequency Words (sight words)

Spelling

- Segmenting words
- Spelling patterns (sorts and segmenting Level 4 - 8)
- Spelling rules
- Morphology (prefixes, suffixes, base words, plurals)

SOR Toolkits

Workbooks

Online Library



Reading

15 - 20 mins (approx)

Suggested Resources

Reading of a connected text that includes known phonics content (Decodable Readers, words, fluency cards and word warm up cards):

- Building of fluency (modelled and guided)
- Checking for understanding (comprehension)
- Class / groups / pairs / independent
- Small targeted pull out groups

Decodable Books

SOR Toolkit

Online Library



Language Comprehension and Writing 1 hour (approx)

Suggested Resources

Development of receptive and expressive language, increase knowledge of topics, vocabulary and sentence structures. Understanding grammar, syntax and text structure.

- Knowledge rich texts
- Shared book reading linked to other KLA knowledge units
- Oral retelling and rich discussions
- Explicit instruction of text structures
- Explicit instruction of Vocabulary
- Chatterbox cards (small group oral language intervention)
- Dictation (writing)
- Joint construction and deconstruction at sentence level
- Explicit teaching of syntax and grammar conventions
- Moving to paragraph level writing and text level (Year 1 - 2) (Check out The Writing Revolution)

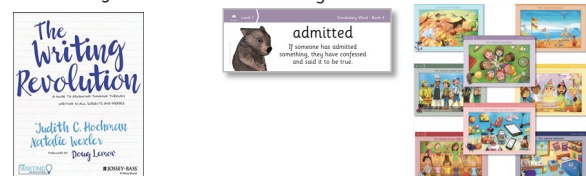
Authentic Texts



The Writing Revolution

Vocabulary Cards

Chatterbox Cards





Literacy Block Unpacked



Daily Review

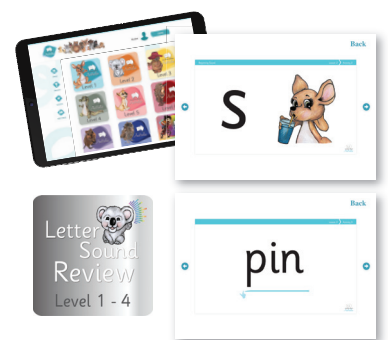
10 minutes

Daily review is an essential part of the literacy block and should consist of knowledge and skills that have been previously taught (explicitly), including letter/sound correspondences, blending and segmenting, sentence level reading and phonemic awareness.

When first starting with Level 1 sounds, Daily Review may only focus on phonemic awareness until some letter/sounds have been explicitly taught.

This scheduled 10 minutes needs to be fast paced and a low variance routine, which means that the expectations do not change, just the content.

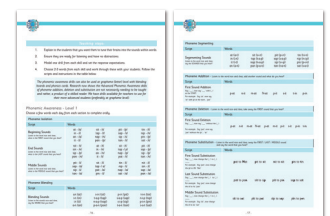
If using the Daily Review Lessons from the Online Library, you can only begin using these once all of the content has been explicitly taught from that level. Therefore you would need to have explicitly taught s, a, t, p, i, n before using Level 1. You would continue to use Level 1 Daily review lessons while you are introducing Level 2 letters/sounds in your phonics time until all letters/sounds have been introduced and you can then use Level 2's Daily Review lessons while introducing Level 3's letters/sounds and so on. Any new letters/sounds of the new level will be reviewed during the explicit phonics lessons alongside word work.



If you are using the Phonics Cards from the SOR Toolkits or the downloadable (printable) ones from the Online Library, you can continuously add new letter/sounds to your sound drills and then practise word blending and segmenting using these cards. Just remember to mix the order of the phonics cards when doing some word blending.



It is important to add Phonemic Awareness Drills to your daily review and match these to the phonics that has been taught. That way these drills can be then used at grapheme level too. It helps students to tune into the sounds that they will be learning at phonics level. All of our Phonemic Awareness drills from our SOR toolkits match each level's sound set.



Phonemic Awareness drills only need to contain phoneme isolation, blending and segmenting. Phoneme addition, deletion and manipulation are best done at grapheme level. The Phonemic Awareness drills need to be short sharp drills for no longer than about 3-5 mins a day. It is best to spend more time with phonemic awareness at grapheme level during your phonics instruction.

Whole Class Example: <https://youtu.be/hP9MjOWby9k>

One on One Example: <https://youtu.be/YPNsvCDdBHc>

The information below refers to the Teaching and Learning Cycle infographic found on the next page.



It is important to understand the teaching and learning that is required during each level (sound set).

1. Explicitly teach each phoneme.
2. Explicitly teach each matching grapheme (3-4 graphemes a week followed by practice and consolidation weeks before introducing new graphemes).
3. Explicitly teach blending and segmenting through lots of worked examples (word blending and word work).
4. Explicitly teach matching morphemes that may appear in decodable texts and match the phonics/decoding ability.
5. Explicitly teach sight words (high frequency words) from the matching decodable level.
6. Use the level's decodable readers for practise.
7. Explicitly teach Fluency and allow for repeated practise.
8. Apply new phonics knowledge to dictation opportunities.
9. Use the SPARKLE screeners to determine if the majority of the class is ready to move to the next sound set (you can differentiate for your lower students and upper students but the majority of students need to be ready for the new 'teaching and learning cycle'.)

NOTE: When you are introducing the new content, students will still be using the decodable readers on the level below (during the reading time, students will use this level to build fluency and automaticity) until the new sound set has all been introduced and students have the skills to then move to the next level of decodable readers.

Your 20 minute Phonics time may look very different based on where you are at in this teaching and learning cycle. However, daily blending and segmenting will be included every time. For example, if you are introducing new letter/sounds, this is where you would use the Phonics Introduction lessons from the Online Library. If you are introducing new morphology concepts, this will happen during this time, and if you are at the stage of introducing the high frequency words or explicitly teaching fluency components, this will also happen during this time, on different days. The only thing that will remain consistent will be the inclusion of word level blending and segmenting skill practise. These skills are embedded in most lessons if using the Online Library, however, if you are not introducing any new phonics, then daily word work will take up most of this time using mini whiteboards or blending boards. This is a time for lots of practise using phonics knowledge that has been previously introduced.



**TEACHING
AND LEARNING
CYCLE FOR
EACH SOUND SET
- LEVEL 1 - 8**



START HERE FOR EACH SOUND SET

1 Explicitly teach each phoneme
(new focus sounds)

2 Explicitly teach each matching grapheme

(a sound set at a time
Eg: Level 1 - s, a, t, p, i, n)
3 - 4 graphemes a week
then practice weeks.

3 Explicitly teach, model and practise word blending and segmenting using new letters/sounds
(plus previously taught code)

4 Introduce and explicitly teach appropriate morphemes

5 Explicitly teach and practise high frequency words that match the ones in decodable texts

7 Explicitly model components of fluency and allow opportunities for repeated practise

6 Use decodable texts matching the sound set to practise and support reading words at text level

8 Application to writing
(apply phonics knowledge to dictation lessons)

9 Use SPARKLE Kit to determine if the majority of students are ready for the next sound set



Beginner readers require texts that contain phonetically controlled sentences so that they can practise reading using the phonic knowledge that has been explicitly taught. We highly recommend our range of decodable readers, our fluency passages, our readers theatre, resources from our SOR toolkits or any resources that match the teaching that has taken place.

It is best to have as many trained teachers and teacher aides as possible supporting the class during this time. That way students can be broken into ability groups based on phonics knowledge and blending skills and can be supported through the reading process.

We are aware that this may not always be a possibility so we suggest setting up some low variance routines like reading buddies/fluency pairs so that the teacher can either roam to see students and support different pairs, or take a group of students for an extra focus lesson, while the rest are reading orally to their buddy. Here is a video to explain: <https://youtu.be/ux09XjG4Vuk>

In Year 1 and up, you could also try Readers' Theatre groups (of 3 similar ability) during this time.

It is important that this time is not seen as independent silent reading. All students need to have the opportunity to read aloud and receive feedback.

Language Comprehension

1 hour

This time should be dedicated to your knowledge rich units using authentic texts that are read to students. Decodable Readers Australia do not provide resources for this section.

This time allocation can differ depending on the explicit teaching that is required and can include

- Knowledge rich texts
- Shared book reading linked to other KLA knowledge units
- Oral retelling and rich discussions
- Explicit instruction of Vocabulary
- Chatterbox cards (small group oral language intervention)
- Explicit instruction of text structures
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