



English Block		Links to CLF			
Session Introduction	<p><i>Whole Class (5-10 minutes)</i> Introduce the day's activities identify and articulate the Learning Intentions and success criteria for the tasks (These must be reinforced at the beginning of each phase of sequence)</p> <ul style="list-style-type: none"> - Review previous work - Build on prior knowledge 	Rigorous, Meta Language, Explicit and Articulated Learning Goals, High Expectations			
Spelling	<p>Following WSATS sequence (<i>10-15 minutes</i>) Once the skills of Hunt and Harvest and Read and Spell are established they can be completed within the reading and writing hour</p>	Critical Thinking, Higher Order Thinking and Meta Language			
Reading Instruction	<p>Modelled and Shared</p> <ul style="list-style-type: none"> - Read an enlarged text with the class where there is modelling of effective reading process - Demonstrate reading strategies with a focus on specific teaching points 	Planned, Based on Assessment of learning for learning, Meta Language			
	<table border="1"> <tr> <td> <p>Guided Reading <i>Small Groups (20-30 Minutes)</i></p> <ul style="list-style-type: none"> - Read text at the group's instructional level - Provide support for individual students to read the text - Use the text to develop code breaker, text participant, text user, and text analyst roles - Assess students' reading development <p>As students enter years 4-6 a transition to Reciprocal Reading can be undertaken</p> <p>Guided Reading should not be confused with Round Robin Reading</p> </td> <td> <p>Reading and Writing Activities <i>Individual/Small Groups (20 minutes)</i></p> <ul style="list-style-type: none"> - Involve students in purposeful reading and writing activities - Provide opportunities for students to share their work - Use students' work to assess reading development - May include a Hunt and Harvest </td> </tr> <tr> <td> <p>Independent Reading <i>Individual (10 minutes)</i></p> <ul style="list-style-type: none"> - Involve students in independent reading - Provide opportunities for students to share their responses to literature </td> <td> <p>Collaboration and communication Personalised Multimodal Ensures inclusivity Rich Feedback Flexible and Negotiated Quality Assessment</p> </td> </tr> </table>	<p>Guided Reading <i>Small Groups (20-30 Minutes)</i></p> <ul style="list-style-type: none"> - Read text at the group's instructional level - Provide support for individual students to read the text - Use the text to develop code breaker, text participant, text user, and text analyst roles - Assess students' reading development <p>As students enter years 4-6 a transition to Reciprocal Reading can be undertaken</p> <p>Guided Reading should not be confused with Round Robin Reading</p>	<p>Reading and Writing Activities <i>Individual/Small Groups (20 minutes)</i></p> <ul style="list-style-type: none"> - Involve students in purposeful reading and writing activities - Provide opportunities for students to share their work - Use students' work to assess reading development - May include a Hunt and Harvest 	<p>Independent Reading <i>Individual (10 minutes)</i></p> <ul style="list-style-type: none"> - Involve students in independent reading - Provide opportunities for students to share their responses to literature 	<p>Collaboration and communication Personalised Multimodal Ensures inclusivity Rich Feedback Flexible and Negotiated Quality Assessment</p>
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Writing Instruction	<p>Modelled Writing <i>Whole Class (5 minutes max)</i> Teacher Models 'think aloud' demonstrating how a writer constructs text. See appendix 1</p>	Planned, Meta Language			
	<p>Shared Writing/Joint Construction <i>Whole class (10 minutes max)</i></p> <ul style="list-style-type: none"> - This collaboration is called 'sharing the pen' - Students learn about the process of writing as they plan and write together with the support of their teacher 	Planned, Based on Assessment of learning, for learning, High Expectations			
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<p>Handwriting The systematic and sequential teaching of correct letter formation, modelled and reviewed</p>	Articulated High Expectations				
Session Conclusion	<p><i>Whole Class (5 Minutes)</i></p> <ul style="list-style-type: none"> - Reviewing the day's learning - Encourage students to share their successes - Set future goals - Write/draw a reflective journal outlining their learning/new knowledge (Teachers may also scribe for younger students) - Write and explanation of strategies used/new knowledge to parents/carers - Using a graphic organiser to demonstrate thinking 	Collaboration Evaluated Rich Feedback Meta Language			