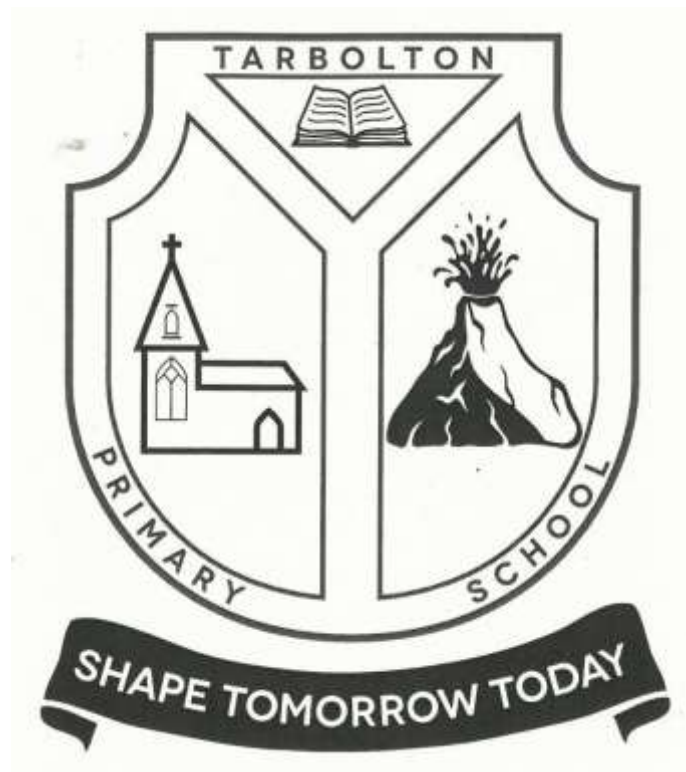


LITERACY & ENGLISH POLICY



October 2020

Rationale *Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.*

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

Literacy and English: principles and practice

Article 3: Everyone who works with children should always do what is best for each child.

Article 12: We have the right to say what we think should happen and be listened to.

Article 13: We have the right to information.

Article 17: We have the right to honest information from newspapers and television that we can understand.

Article 28: We have the right to learn and go to school.

Article 29: We have the right to become the best we can be.



AIMS of this policy

Through our Literacy and English teaching we aim to support pupils to:

- develop essential literacy skills
- develop communication skills both oral and written
- develop an understanding of language and develop an ability to use it appropriately
- develop independent thinking
- motivate pupils through responsive planning
- experience learning and teaching approaches that will provide challenge and promote enjoyment

RESPONSIBILITIES

Literacy & English Co-ordinator

- To ensure the programme of Literacy is delivered appropriately in all classes
- To ensure that all relevant resources are reviewed and updated on a regular basis
- To ensure the planning, recording and assessment of Literacy is received regularly
- To ensure pupil progress in Literacy is closely monitored.

Class Teachers

- To use a range of planned active learning approaches, providing opportunities to observe, play, discuss and reflect
- To provide opportunities for pupils to learn collaboratively and independently
- To provide opportunities for pupils to engage in high quality discussions whilst being able to explain their thinking
- To use relevant real-life contexts and experiences for learning which is familiar to young people.
- To make links across the curriculum to show the value of Literacy & English
- To use technology in appropriate, innovative and effective ways.

Support Assistants

- Supporting children across the curriculum, with a particular focus on Literacy & English
- To deliver necessary interventions in order to best support children with specific learning needs
- To help deliver programmes of learning activities and adapting appropriate resources
- To motivate and encourage pupils.

Early Years Practitioners

- To encourage children's communication skills through interacting with children and having conversations which enable them to practice speaking newly learned words and linking sentences together.
- To plan high quality play based tasks and make observations which influence planning and next steps.
- To work with colleagues to plan coherent, progressive and relevant learning opportunities.

RESOURCES

Teachers should not be driven by resources but instead match available resources to meet the teaching needs of their pupils

Our core language resources are:

Jolly Phonics	Nelson Spelling	Storyworlds	Oxford Reading Tree	Talk for Writing	Big Books, 3 Read & Word Aware
Nelson Grammar	Jolly Grammar	Reading Boxes	Literature Circles	Book Studies	PM Books

LEARNING & TEACHING

The outcomes for Literacy and English within Cfe provide guidance for continuity of progression within our language programme. Teachers should be clear about learning intentions for individuals and groups within their own class, taking prior learning into account.

Planning should be undertaken on a termly and weekly basis, with learning outcomes and experiences clearly identified. Plans will be monitored three times per year.

Tasks and learning intentions for language should be clearly identified on a daily basis in teacher's daily plans.

A variety of teaching and learning approaches should be adopted with an emphasis on active learning.

To ensure pace and challenge, teachers should carefully monitor pupils' progress within each level.

Differentiation should be evident in planning, teaching and work produced. There should be a range of differentiation to include expectation of completed task, level of adult intervention and variation of activity.

PHONICS

The teaching of phonics begins in our nursery. This teaching is often done in a very informal way.

Pupils will be introduced to alliteration and rhyme through games, stories and nursery rhymes.

Letters are introduced as the letter sound with the letter name being introduced soon after.

Order of letters being introduced

s	a	t	i	p	n
ck	e	h	r	m	d
g	o	u	l	f	b
ai	j	oa	ie	ee	or
z	w	ng	v	oo	oo
y	x	ch	sh	th	th
qu	ou	oi	ue	er	ar

These sounds are introduced formally in Primary 1 (or earlier if deemed appropriate). Sounds will be introduced at a rate of approximately 3 per week although this will be dependent on a teacher's professional judgement and would be discussed with the Language Co-ordinator.

Throughout the process of introducing sounds assessment should be ongoing and any pupils struggling to maintain the pace should be highlighted to the Pupil Support Co-ordinator as part of our commitment to early intervention.

As soon as the first 3 sounds are introduced blending begins.

A parent workshop will be organised at this time.

Phonics should not be viewed as an infant activity and should be revisited as appropriate from P1-P7

SPELLING

Spelling begins almost immediately after initial sounds are introduced. Spelling is initially with phonetically correct words.

Around Christmas, Primary 1 pupils should be introduced to “tricky words”. We use the Dolch spelling list and these words are introduced at the pupils own pace as they move through the school. Individual pupil trackers are in place.

The spelling overview for each class from P1-P7 is on Appendix 1.

The core resources for spelling are:

Jolly Phonics/grammar and Nelson Spelling

READING

The “teaching” of reading begins informally at a very young age. Children are first introduced to the idea of which way round to hold a book, which way pages open, the direction of print and that print gives us information.

In P1 our core reading scheme is Oxford Reading Tree. As reading progresses the core scheme becomes PM books. Our books are book banded and “real books” should be used regularly as a basis of learning. During the teaching of reading pupils will not only be supported to develop the skills required to successfully read aloud but will also be given the opportunity to read silently both for information and enjoyment.

In Early Years – P2, we use ‘Big Book’ and ‘3 Read’ approaches to reading and word vocabulary as part of our early literacy interventions. This approach aims to improve pupils vocabulary and develop skills in discussion, thinking and book handling.

Each class will be timetabled to visit our school community library weekly but P4-P7 pupils will also have open access during that week to change a book they have selected.

During one term within the session, P4-7 pupils will engage in Literature Circles where small groups will gather together to discuss a piece of literature in depth. Discussions will be guided by pupils’ responses to what they have read. Pupils will engage in critical thinking and reflection as they read, discuss and respond to books as well as gaining a deeper understanding through structured discussion. Pupils will also experience literal, inferential and evaluative questioning throughout.

During one term within the session, P1-P7 pupils will engage in a Book Study where an allocated book will be read and discussed by pupils and teachers. Pupils will explore a classic or favourite story with a range of teaching experiences provided that will boost reading, writing, speaking, listening and comprehension skills.

Literature Circles and Book Studies overview required to be taught at each stage can be seen on Appendix 2.

GRAMMAR

Children will be taught grammar formally from P2–P7. Grammar topics to be consolidated at each stage can be seen on Appendix 3. Grammar may also be taught and linked in alongside the Talk for Writing focus and approach for that period. This will be based on teacher’s professional judgement.

WRITING

From nursery pupils will be encouraged to mark make/write. Correct letter formation will be supported as soon as a letter begins to appear in mark making and when appropriate correct pencil hold will be encouraged.

Detailed drawings will lead on to storywriting with all pupils encouraged to write independently. By the end of P1 it would be expected that almost all pupils will be able to write at least 1 sentence independently.

“Talk for Writing” is the approach we use in school which uses spoken activities to develop pupils writing skills. Quality writing is created by first expanding and developing pupils’ oral language skills and then

teaching the necessary steps for sentence, paragraph and text construction is then followed. Model texts are used to help pupils explore character through levels of formality and perspective.

All pupils should be given the opportunity to produce a 'cold task' piece of writing at the start of a unit with a 'hot task' completed at the end. Each unit should last around 3 weeks.



Our agreed Talk for Writing Unit Plan should be used in all pieces of writing. See Appendix 4



TALKING AND LISTENING

For almost all pupils the main means of social communication and interaction with peers and adults will be through talking and listening. It is therefore critical that pupils are supported to learn how to do this effectively. Pupils must learn the specific skills required to be an effective oral communicator and listener ie turn taking, eye contact etc. Much of this development will happen as a consequence of following our school curriculum, values, activities etc however teachers should plan and teach specific lessons to ensure progress.

We use 'Word Aware' as a whole school approach to promote the vocabulary development of all children. Word Aware focuses on whole class learning and not only suits the needs of those pupils who have additional support needs or those who have started school at a disadvantage but benefits and extends the word learning of **all** pupils.

Appendix 1: Spelling Overview P1-3

 <p style="text-align: center;">Yearly Spelling Overview Primary 1</p> 																
Term 1								Term 2								
Letter Sound Recognition	s, a, t, i	p, n, c/k, e	h, r, m, d	g, o, u, l	f, b, j, z	w, v, y, x	2 week revision	qu, wh	or ee	ar er	th, sh	ch, ng	oo, ai	oa, ie	ou, oi	Revision
Date Taught	<p style="text-align: center;">JP story, song and actions Flashcards and Literacy Play Based Games Learn Letter Names as well as sounds and alphabet Initial, final and 3- letter consonant blends taught throughout (once initial and digraph sounds are securely understood)</p>															
Letter Formation	<p style="text-align: center;">Multi-sensory Practice Finger gym, pencil grip, accurate formation Literacy Play Based Learning</p>															
Blending	<p style="text-align: center;">Hearing the word after the sounds have been spoken by a teacher and on their own Literacy Play Based Learning Word Boxes Dictation of CVC, CCVC & CVCC words</p>															
Identifying sounds in words	<p style="text-align: center;">Dictation of CVC words Identifying beginning, middle, final sounds in words Calling out and identifying how many sounds are in a given word</p>															
Tricky Words	<p style="text-align: center;">Reading of all blue and yellow flowers Learning spelling of tricky words Be able to write full name (first and surname) Dictation of simple sentences using taught spelling rule and tricky words already taught</p>															

 <p style="text-align: center;">Yearly Spelling Overview Primary 2: Term 1&2</p> 												
Term 1: Revision of all digraph sounds taught in Primary 1 and initial, final and 3-letter consonant blends												
Teaching Term 2	Assment & Re-Grouping	Magic 'e'	Magic 'e'	Magic 'e'	Magic 'e'	Advanced words: set 1	Advanced words: set 1	Advanced words: set 1	Advanced words: set 1	Advanced words: set 1	Advanced words: set 1	Advanced words: set 1
Sound Recognition & Date Taught		a-e	i-a	o-e	u-e	ai/ a-e/ ay	ee/ea	ie/ i-e/ igh/ y	oa/ o-e/ ow	er/ ir/ ur	ou/ ow	
Link To Nelson Spelling		Red p38 & p39	Red p40 & p41	Red p42 & p43		Yellow Unit 11 p24 & p25	Yellow Unit 10 p22 & p23	Yellow Unit 12 p26 & p27	Yellow Unit 13 p28 & p29	Yellow Unit 17 p36 & p37	Yellow Unit 9 p20 & p21	
Initial, final and 3- letter consonant blends taught throughout (once initial and digraph sounds are securely understood)												
Letter Formation	<p style="text-align: center;">Multi-sensory Practice Finger gym, pencil grip, accurate formation Literacy Play Based Learning</p>											
Blending	<p style="text-align: center;">Hearing the word after the sounds have been spoken by a teacher and on their own Literacy Play Based Learning Dictation of CVC, CVVC and CCVC words</p>											
Identifying sounds in words	<p style="text-align: center;">Dictation of CVC, CVVC and CCVC words Identifying missing sounds in words Calling out and identifying how many sounds are in a given word</p>											
Tricky Words	<p style="text-align: center;">Revision of all blue and yellow tricky word flowers Reading of pink and green flowers Learning spelling of tricky words Dictation of simple sentences using taught spelling rules and tricky words already taught</p>											



Yearly Spelling Overview Primary 2: Term 3



Teaching Term 3	Assessment & Re-grouping	Revision Advanced Set Words 1	Revision Advanced Set Words 1	Revision Advanced Set Words 1	Revision Advanced Set Words 1	Revision Advanced Words 1	Revision Advanced Words 1	Advanced Set Words 2	Advanced Set Words 2	Advanced Set Words 2	Advanced Set Words 2
Sound Recog & Date Taught		ai/ a-e/ ay	ee/ ea	ie/ i-e/ igh / y	oa/ o-e/ ow	er/ ir/ ur	ou/o w	oi/oy	or/ au/ aw	c/ k/ ck	i/ y
Links to Nelson Spelling		Yellow Unit 11 p24 & p25	Yellow Unit 10 p22 & p23	Yellow Unit 12 p26 & p27	Yellow Unit 13 p28 & p29	Yellow Unit 17 p36 & p37	Yellow Unit 9 p20 & p21	Yellow Unit 8 p18 & p19	Yellow Unit 16 p34 & p35		
Initial, final and 3- letter consonant blends taught throughout (once initial and digraph sounds are securely understood)											
Letter Formation	Multi-sensory Practice Finger gym, pencil grip, accurate formation Literacy Play Based Learning										
Blending	Hearing the word after the sounds have been spoken by a teacher and on their own Literacy Play Based Learning Dictation of CVC, CVVC and CCVC words										
Identifying sounds in words	Dictation of CVC, CVVC and CCVC words Identifying beginning, middle and final sounds in words Calling out and identifying how many sounds are in a given word										
Tricky Words	Revision of all blue, yellow, pink and green tricky word flowers Reading of orange and red flowers Learning spelling of tricky words Dictation of simple sentences using taught spelling rules and tricky words already taught										



Yearly Spelling Overview Primary 2: Term 4



Teaching Term 4	Assessment & Re-grouping	Revision Advanced Set Words 2	Revision Advanced Set Words 2	Revision Advanced Words 2	Revision Advanced Words 2	Yellow Nelson Spelling	Yellow Nelson Spelling	Yellow Nelson Spelling	Yellow Nelson Spelling	Yellow Nelson Spelling	Nelson Yellow Check Up
Sound Recog & Date Taught		oi/oy	or/ au/ aw	c/ k/ ck	i/ y	un / dis	ful / ly	ear / ea	Compound Words	Check-Up	
Links to Nelson Spelling		Yellow Unit 8 p18 & p19	Yellow Unit 16 p34 & p35			Yellow Unit 18 p38 & p39	Yellow Unit 19 p40 & p41	Yellow Unit 20 p42 & p43	Yellow Unit 21 p44 & p45	Yellow p48	
Initial, final and 3- letter consonant blends taught throughout (once initial and digraph sounds are securely understood)											
Letter Formation	Multi-sensory Practice Finger gym, pencil grip, accurate formation Literacy Play Based Learning										
Blending	Hearing the word after the sounds have been spoken by a teacher and on their own Literacy Play Based Learning Dictation of CVC, CVVC and CCVC words										
Identifying sounds in words	Dictation of CVC, CVVC and CCVC words Identifying missing sounds in words Calling out and identifying how many sounds are in a given word										
Tricky Words	Revision of all coloured tricky word flowers Learning spelling of tricky words Dictation of simple sentences using taught spelling rules and tricky words already taught										



Yearly Spelling Overview

Primary 3: Term 1

Teaching Term1 Spelling Rules	Revision Week	Assment & Re-grouping	ain/air	ff / ll / ss	Un/dis/de /re/pre	le endings	a-e/ai/ay	ie/igh/y	o-e/oa/ow	wh	st/str
Date Taught	P2 Revision Words										
Link To Nelson Spelling	Purple F'Back p 4 & 5	Purple Unit 1 p6 & p7	Purple Unit 2 p8 & p9	Purple Unit 3 p10 & p11	Purple Unit 4 p12 & p13	Purple Unit 5 p14 & p15	Purple Unit 6 p16 & p17	Purple Unit 7 p18 & p19	Purple Unit 8 p20 & p21	Purple Unit 9 p22 & p23	
Initial, final and 3- letter consonant blends taught throughout (once initial and digraph sounds are securely understood)											
Letter Formation	Multi-sensory Practice Finger gym, pencil grip, accurate formation Literacy Play Based Learning										
Blending	Hearing the word after the sounds have been spoken by a teacher and on their own Literacy Play Based Learning Dictation of CVC, CVVC and CCVC words										
Identifying sounds in words	Dictation of CVC, CVVC and CCVC words Identifying missing sounds in words Calling out and identifying how many sounds are in a given word										
Tricky Words	Read orange and red tricky word flowers Learning spelling of orange and red tricky words Dictation of simple sentences using taught spelling rules and tricky words already taught										

TRACKING SHEET- NELSON SPELLING

RED and YELLOW LEVELS

Links with synthetic phonic programme for Primary 2

Group members

Unit	Content	Tick/Date When Completed
R1	cvc a	
R2	cvc e	
R3	cvc i	
R4	cvc o	
R5	cvc u	
R7	sh beginnings and sh endings	
R11	-ck endings	
R12	ng endings	
R13	nk and nd endings	
R14	sl, pl, fl – consonant clusters	
R15	cr, dr, fr – consonant clusters	
R16	gr, pr, tr – consonant clusters	
R17	st, sp – consonant clusters	
Y 7	Vowel phonemes - oo	
Y 2	Consonant digraphs – th and ch	

Additional comments if any:

Dot with term coloured highlighter to plan, highlight and date to record when completed.

TRACKING SHEET- NELSON SPELLING

RED and YELLOW LEVELS

Links with synthetic phonic programme for Primary 3

Group members

Unit	Content	Tick/Date When Completed
R 18 Y3	Magic e with a	
R 19 Y4	Magic e with i	
R 20 Y5	Magic e with o and u	
R22	Suffix ing	
R 10	-ill and ell endings	
R 21	-all endings	
Y 8	Vowel Digraph oi / oy	
Y9	Vowel Digraph ou / ow	
Y10	Vowel Digraph ee / ea	
Y11	Vowel Digraph a-e / ai / ay	
Y12	Vowel Digraph i-e / igh / y	
Y13	Vowel Digraph o-e / oa / ow	
Y14	Vowel Digraph u-e / oo / ew	
Y17	er / ir / ur	
Y20	Long and short vowel sounds ear / ea	

Additional comments if any:

Dot with term coloured highlighter to plan, highlight and date to record when completed.

TRACKING SHEET- NELSON SPELLING BOOK 1

Group members

Unit	Content	Tick/Date When Completed
1	Endings – ain/air	
2	Double letters – ff, ll, ss	
3	Prefixes – un, dis, de, re, pre	
4	Endings le	
5	Revision of 'A' sounds – magic e –a /ai/ay	
6	Revision of 'I' sounds – magic e-i /igh/y	
7	Revision of 'O' sounds – magic e-o/ oa/ow	
8	Consonant digraphs - wh	
9	Consonant blends – st/str	
11	Suffixes – less, ful, ly	
12	er/ir/ur	
14	Y=i	
15	Suffixes - er/est	
18	Silent letters – b and k	
19	Silent letter - w	
20	Different 'o' sounds – one/ome/ove	
23	Word endings ch/tch	
24	Shortened words	
25	Prefixes – mis, non, ex, co, anti	
26	Different sounds for 'ou'	

Dot with term coloured highlighter to plan, highlight and date to record when completed.

TRACKING SHEET- NELSON SPELLING BOOK 2

Group members

Unit	Content	Tick/Date When Completed
1	Words with 'ea'	
2	Patterns in words – ask/ast/ass	
3	Identifying ur and ure sounds in words	
4	Suffixes – ing, ed	
5	Double consonants	
6	Suffixes – ness, ment	
7	Silent letters – k, n, w, c, g	
8	Suffixes – ship, hood	
9	Word endings al, ary	
10	Homophones	
12	igh in words	
13	Suffixes – ous or ious	
14	Prefixes – a, al, ad, af	
15	Plurals – f, ff, fe	
18	qu in words	
19	Word endings dge	
20	Wood roots adding prefixes and suffixes	
21	Word endings - sion	
22	Word endings - tion	
23	Word endings - ive	
24	Word endings – able, ible	
25	Words with 'ough'	
26	wa saying 'o' in words	

Dot with term coloured highlighter to plan, highlight and date to record when completed.

TRACKING SHEET- NELSON SPELLING BOOK 3

Group members

Unit	Content	Tick/Date When Completed
2	Word roots	
3	Ir or ire in words	
4	Prefixes – auto, circum	
5	Word endings – a, i, o, u	
6	Noun endings - y	
7	Prefixes - dis	
8	Word endings - el	
9	Trans/tele/bi	
10	Endings – adding s or es	
11	Endings - ow	
12	Endings - et	
13	Endings to words ul or ull or ully	
14	Soft c	
15	Homophones	
16	Unstressed vowels	
20	Prefixes – un, en, in, im	
21	Soft g	
22	ie in words	
23	ei in words	
24	Endings ey	
25	Endings ild, ind	
26	ing endings – losing the e	

Dot with term coloured highlighter to plan, highlight and date to record when completed.

TRACKING SHEET- NELSON SPELLING BOOK 4

Group members

Unit	Content	Tick/Date When Completed
1	Endings – sure, ture	
2	ph in words	
3	Word roots	
4	Double letters – following the letter a	
5	Connectives	
8	Word endings – er, or ,ar	
9	Word endings – ory, ary, ery	
10	Unstressed vowels	
11	Tricky words	
12	Maths and science words	
13	Homophones	
14	Simple plurals	
15	Plurals	
16	Mnemonics	
17	Prefixes	
18	Suffixes	
19	Suffixes	
20	Words with ie or ei	
22	Word endings – ent/ant and ence/ance	
23	Unstressed letters	
24	Tricky words	
25	ICT words	
26	British English/American English	

Dot with term coloured highlighter to plan, highlight and date to record when completed.

Tarbolton Primary School

Literacy & English Year Overview



Following consultation, the following format to Reading across all stages within the school will be as detailed below:

- **Book Study Focus (BS)**
- **Reading Comprehension: Coloured Boxes, Comprehension Strategy materials (RC)**
- **Literature Circles (LC) P4-7**
- **Reading Aloud (using PM reading scheme – RA)**

Each class will focus and rotate around the four above areas as outlined above. This will form the pattern of:

Stage /Term	Primary 1S	Primary 1H	Primary 2	Primary 3	Primary 3/4	Primary 4	Primary 5	Primary 6	Primary 7L	Primary 7W
1	BS	BS	RC	BS	RA	RA	LC	LC	RC	RA
2	RA	RA	BS	RA	RC	BS	BS	RA	RA	BS
3	RA	RA	RA	RC	LC	RC	RA	BS	LC	LC
4	RC	RC	RA	RA	BS	LC	RC	RC	BS	RC

Book Studies Overview

Stage	Book Study
P1S & P1L	We're Going On A Bear Hunt
P2	Not Now, Bernard!
P3	The Twits
P3/4	Coraline
P4	Matilda
P5	The Butterfly Lion
P6	Stig of the Dump / (Titanic Detective Agency)
P7L & P7W	Kensuke's Kingdom

Literature Studies Overview

Stage	Choice of Literature Circle Novels				
P4	Diary of Dennis the Menace	Spy who loved school dinners	The Cat Mummy	Diary of a Wimpy Kid	Living with Vampires
P5	BFG	Kaspar	Escape from Shangri-La	Witches	Sleepovers
P6	Friend or Foe	Wolf Brother	Billionaire Boy	Gangsta Granny	H.P & Philosopher's Stone
P7L & P7W	Friend or Foe	Anne Frank	Letters - Lighthouse	Goodnight Mr Tom	Carrie's War

Primary 2

Grammar Planner

Rule/topic to be introduced <i>This is not a suggested order.</i>	Date when the majority of class secure at transferring this skill	Individual names of pupils requiring additional input at end of June 2013	Please highlight if resource is used			Additional published resources used	School games used to support learning	Teacher resources used to support learning
			Jolly Grammar Handbook 1	Nelson Grammar	Scholastics Literacy skills			
Small and capital letters			Sheet 1 Sheet 4	Book A unit 1	Pink book unit 1 (5-6yrs)			
Sentences			Sheet 3	Book A unit 10 Book A unit 13 Book 1 unit 10	Pink book unit 4 (5-6yrs) Pink book unit 1 (6-7yrs)			
Alphabetical order (1 st letter)			Sheet 7 Sheet 13 Sheet 25	Book A unit 1 Book A unit 6				
Common nouns			Sheet 6 Sheet 20	Book A unit 2 Book A unit 15 Book 1 unit 1				
Proper nouns			Sheet 5	Book A unit 9 Book A unit 17 Book 1 unit 5 Book 1 unit 8 Book 2 unit 1	Pink Book unit 1 (5-6yrs)			

Primary 3

Grammar Planner

Suitable check ups for:

Pupil book A

- Check up 1 Sections 1, 2, 3
- 2 Sections 1, 2, 3
- 3 Section 1, 2, 3,6,7,8

Pupil Book 1

- Check up 1 Sections 2, 4, 5
- 2 Section 2

Pupil Book 2

- Check up 1 Section 1
- 2 Section 6
- 3 Sections 1, 8

Rule/topic to be introduced <i>This is not a suggested order.</i>	Date when the majority of class secure at transferring this skill	Individual names of pupils requiring additional input at end of June 2013	Please highlight if resource is used			Additional published resources used	School games used to support learning	Teacher resources used to support learning
			Jolly Grammar Handbook	Nelson Grammar	Scholastics Literacy skills			
Adjectives			HB 1 Grammar 21 Grammar 22 HB 2 Grammar 9	Book a-Unit 3 Book A-Unit 12 Book A-Unit 19 Book 1-Unit 2 Book 1-Unit 9 Book 1-Unit 14 Book 1-Unit 18 Book 2-Unit 2 Book 2-Unit 9 Book 3-Unit 2	Blue Book (7-8yrs) Page 59 Page 63 Page 67 Page 71 Page 75 Pink Book Page 170 Green Book Page 59 Page 71 Page 75			
Conjunction			HB 2 Grammar 23	Book 2-Unit 4	Blue Book Page 136 Pink Book Page 149-155 Green Book Page 98 Orange Book Page 113			
Rule/topic to be introduced	Date when the majority of class	Individual manes of pupils	Please highlight if resource is used			Additional published resources used	School games used to support learning	Teacher resources used to support learning

Primary 4

Grammar Planner

Suitable check ups for:

Pupil book A

- Check up 1 Sections 4, 5
- 2 Sections 4, 5
- 3 Section 4, 5, 9

Pupil Book 1

- Check up 1 Sections 1, 6
- 2 Section 1, 3, 4

Pupil Book 2

- Check up 1 Section 2, 3, 4, 5
- 2 Section 1, 2
- 3 Sections 2, 4

Rule/topic to be introduced <i>This is not a suggested order.</i>	Date when the majority of class secure at transferring this skill	Individual names of pupils requiring additional input at end of June 2013	Please highlight if resource is used			Additional published resources used	School games used to support learning	Teacher resources used to support learning
			Jolly Grammar Handbook	Nelson Grammar	Scholastics Literacy skills			
Adverbs			HB 1 Grammar 27 Grammar 28 HB 3 Grammar 21	Book 2-Unit 11 Book 2-Unit 17	Green Book Page 36 Page 40 Page 44 Page 48 Page 52			
Contractions			HB 2 Grammar 29 HB 3 Grammar 19	Book 2-Unit 10	Green Book Page 86	Nelson Sp Book 1 Unit 24		
Where, were, we're				Book 2-Unit 15				
Homonyms			HN 2 Grammar 12 HB 3 Grammar 29 Grammar 30					

Primary 5

Grammar Planner

Suitable check ups for:

Pupil book 1

Check up 1 Sections 3
2 Sections 5
3 Section 5

Pupil Book 2

Check up 2 Sections 1, 2, 3, 4, 5
3 Section all

Pupil Book 3

Check up 1 Section 1, 2, 3, 4, 5
2 Section 1, 2, 3, 4, 6
3 Sections 1, 2, 3, 4

Pupil 4

Check up 1 Section 1, 3, 5, 6, 7
2 Section 1, 2, 4, 5
3 Section 1, 3, 4, 5, 6, 8

Rule/topic to be introduced <i>This is not a suggested order.</i>	Date when the majority of class secure at transferring this skill	Individual names of pupils requiring additional input at end of June 2013	Please highlight if resource is used			Additional published resources used	School games used to support learning	Teacher resources used to support learning
			Jolly Grammar Handbook	Nelson Grammar	Scholastics Literacy skills			
Collective Nouns			<u>HB 3</u> Grammar 33	Book 3-Unit 8	<u>Blue Book</u> Page 86			
Singular possessive nouns				Book 3-Unit 12	<u>Green Book</u> Page 82 <u>Orange Book</u> Page 140			
Plural (singular & plural)				Book 3-Unit 16				
Prefixes & suffixes			<u>HB 2</u> Grammar 32	Book 4-Unit 2 Book 4-Unit 10 Book 4-Unit 17				
Rule/topic to be introduced	Date when the majority of class	Individual manes of pupils	Please highlight if resource is used			Additional published resources used	School games used to	Teacher resources used to support learning

Primary 6

Grammar Planner

Rule/topic to be introduced <i>This is not a suggested order.</i>	Date when the majority of class secure at transferring this skill	Individual names of pupils requiring additional input at end of June 2017	Please highlight if resource is used			Additional published resources used	School games used to support learning	Teacher resources used to support learning
			Jolly Grammar Handbook 2 / 3	Nelson Grammar	Scholastics Literacy skills			
Colon and Semi-Colon					Green book unit 2 and unit 3 (8-9yrs)			
Plural Possessive Nouns			Handbook 2 Sheet 10 Sheet 24	Book 2 unit 16 Book 3 unit 12 Book 3 unit 20	Green book unit 3 (8-9 yrs)			
Abstract Nouns			Handbook 3 Sheet 33	Book 3 unit 8 Book 3 unit 17 Book 3 unit 26	Pink book unit 2 (6-7 yrs)			
Adjective Phrases			HBk2 - Sht 9 Hbk2 - Sht 33 Hbk3 - Sht 20	Book 2 unit 9 Book 3 unit 21 Book 4 unit 1 Book 4 unit 15	Green book unit 1 (8-9 yrs) Green book unit 4 (8-9 yrs)			
Adjective Formative			Hbk2 - Sht 11 Hbk3 - Sht 22	Book 3 unit 21 Book 4 unit 1 Book 4 unit 16	Green Book unit 5 (8-9 yrs) Pink Book unit 8 (6-7 yrs)			

Primary 7

Grammar Planner

Rule/topic to be introduced <i>This is not a suggested order.</i>	Date when the majority of class secure at transferring this skill	Individual names of pupils requiring additional input at end of June 2017	Please highlight if resource is used			Additional published resources used	School games used to support learning	Teacher resources used to support learning
			Jolly Grammar Handbook 2 / 3	Nelson Grammar	Scholastics Literacy skills			
Hyphens / Dashes				Book3 unit 17 Book4 unit 23	Green book unit 4 p140 Pink book unit 1 p92			
Subject & Verb Agreement			Hbk 2- Sht 16 Sht 21 Hbk3 - Sht 8-9	Book 2 unit 18 Book 3 unit 15 Book 4 unit 6	Green book unit 1-2 (8-9 yrs) Orange book unit 4			
Relative Pronouns			Handbook 3 Sheet 27	Book 3 unit 5 Book 3 unit 19	Orange book unit 2&3			
Adjective Clauses				Book 4 unit 13 Book 4 unit 20	Orange book unit 1 Orange book unit 2			
Active / Passive Verbs			Hbk2 - Sht 21 Hbk3 - Sht 36	Book 2 unit 18-19 Book 3 unit 24 Book 4 unit 9	Green Book unit 5 (8-9 yrs) Orange Book unit 1			



Appendix 4: Talk for Writing Unit Plan

Class: Term:

Text type:

Model text:

Unit focus:

<u>Week</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>1</u>	<u>Experience</u>	<u>Learn Text</u> <u>Short Burst Writing</u>	<u>Learn Text</u> <u>Short Burst Writing</u>	<u>Learn Text</u> <u>Short Burst Writing</u>	<u>Toolkit</u> <u>Co-construct</u>
<u>2</u>	<u>Toolkit</u> <u>Short Burst Writing</u>	<u>Box Up</u>	<u>Innovation</u>	<u>Innovation</u>	<u>Innovation</u>
<u>3</u>	<u>Innovation</u>	<u>Invention</u> <u>Hook and generate</u> <u>ideas</u>	<u>Invention</u> <u>Planning and writing</u>	<u>Invention</u> <u>Writing</u>	<u>Invention</u> <u>Writing and</u> <u>self/peer assess</u>

LIT 0-09b / LIT 0-31

ENG 1-31

ENG 2-31a

ENG 2-27a

LIT 0-21b

LIT 1-22a

LIT 2-22a

LIT 1-23a

LIT 2-23a



