

## The Grove School Literacy Programme

### Handwriting lessons at The Grove School

- Tell the children that they are going to write some letters, words and sentences where appropriate.
- Ask the children to look at their sitting position, is their chair pulled in and are they sitting to the back of the chair with their feet flat on the ground. If the children require writing slops or special pencil grips ensure that they have them.
- Give each child a piece of putty and start the warm up activities that can include making smooth balls, worms, sausages and pancakes there are many more that can be done.
- Practice air writing the letter that is being done that day, with your back to the children air writes the word yourself a few times for the children to copy.
- Get the children to close their eyes and write the letter on the table, feeling the shape of the letter ask them to do this a few times.
- Go over the letter formation on the board demonstrating where to start and finish and what the letter should look like talking through the formation as you write it.
- Where appropriate ask the children to write the letter in it's joined form depending on their ability.
- Each child can then use the dots and write the letters in their own jotters walk around and monitor what the children are doing.
- Differentiate the follow up sounding out cvc (consonant, vowel, consonant) words for those needing these words, ask those who are able to write their own list of words starting with that sound and for those able to write a sentence to use one of the words in a sentence.

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Date	Children will learn	Letter recognition	Strategies	Blending	Strategies	Identifying sound in words	Strategies	Other activities	Assessment
	To be able to recognise, write and make the phonetic sounds s,a,t,i,p,n	Storyline Flashcards Air Writing Worksheets Sound Books Alphabet Frieze Magnetic Letters	Show each letter practice making the sound and do the Jolly Phonics action. Sing the Alphabet song and point to the letter in the alphabet. Use object bag and match the letter card to objects that begin with this letter. Use magnetic boards. Use letter games Look for the letters in the environment	Hearing the words after the sounds have been spoken, by the teacher, by the child. Letter games and activities	Use magnetic boards. Use word games and flashcards	Encoding regular words. Dictation of sounds, then words.	Identifying the sounds in words. Is there an 's' in nest? Where is it- beginning, middle or end?	Practice sight vocabulary of first 25 words. Reading books each day. Listening to stories.	Assessment grids

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	<p>To be able to recognise, write and make the phonetic sounds c,e,h,k,r,m,d,ck</p>	<p>Storyline Flashcards Air Writing Worksheets Sound Books Alphabet Frieze Magnetic Letters</p>	<p>Continue letter sounds. Continue learning the alphabet. Continue to look for the letters in the environment.</p>	<p>Hearing the words after the sounds have been spoken, by the teacher, by the child. Letter games and activities</p>	<p>Use magnetic boards. Use word games and flash cards. Start blending letter sounds -first loud -then soft Begin blending techniques on simple cvc words</p>	<p>Encoding regular words. Dictation of sounds, then words</p>	<p>Continue identifying the sounds in words. Introduce dictation of sounds.</p>	<p>Practice sight vocabulary of first 25 words. Reading books each day. Listening to stories. Teach tricky words using flashcards.</p>	
	<p>To be able to recognise, write and make the phonetic sounds</p>	<p>Storyline Flashcards Air Writing Worksheets Sound Books</p>	<p>Introduce letter names and capitals. Continue</p>	<p>Hearing the words after the sounds</p>	<p>Use magnetic boards. Use word games and flash</p>	<p>Encoding regular words. Dictation of sounds, then words</p>	<p>Pupil calling out sounds in words, e.g. dog, then holding up a</p>	<p>Practice sight vocabulary of first 25 words. Reading</p>	

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	g,o,u,l,f,b	Alphabet Frieze Magnetic Letters	learning alphabet	have been spoken, by the teacher, by the child. Letter games	cards. Start blending letter sounds -first loud -then soft Begin blending techniques on simple cvc words		finger for each sound and counting.  Continue dictation of sounds.  Introduce dictation of words if appropriate.	books each day. Listening to stories Teach tricky words using flashcards.	
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### Reading phonics programme- The Grove School

Date	Letter group	Letter recognition	Strategies	Blending	Strategies	Identifying sounds in words	Strategies	Other activities	Assessment
	j,z,w	Storyline Flashcards Action Air Writing Worksheets	Continue letter names and capitals  Begin reciting the alphabet	Hearing the words after the sounds have been spoken: By teacher By pupil  Letter games and activities.	Continue blending techniques.	Encoding regular words. Dictation of sounds, then of C.v.c's & c.v.c.c & c.c.v.c's e.g. send, plum Dictation of simple sentences using regular words and tricky words already taught. Writing	Continue pupil calling out sounds in given words.  Continue dictation of sounds and words.	Practice sight vocabulary of first 50 words. Reading books each day. Listening to stories Teach tricky words using flashcards.	

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						simple sentences.			
	v,y,x	Storyline Flashcards Action Air Writing Worksheets	Continue letter names and capitals  Begin reciting the alphabet	Hearing the words after the sounds have been spoken: By teacher By pupil  Letter games and activities.	Continue blending techniques.		Continue pupil calling out sounds in given words.  Continue dictation of sounds and words.	Practice sight vocabulary of first 50 words. Reading books each day. Listening to stories Teach tricky words using flashcards.	
	ch, sh	Storyline Flashcards Action Air Writing Worksheets	Continue letter names and capitals.  Continue learning the	Hearing the words after the sounds have been spoken: By teacher By pupil	Continue blending techniques.		Continue pupils calling out sounds in given words. Continue dictation of	Practice sight vocabulary of first 50 words. Reading books each day.	

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			alphabet	Letter games and activities.			sounds and words. Introduce irregularly key words e.g. the	Listening to stories Teach tricky words using flashcards.	
	th, th	Storyline Flashcards Action Air Writing Worksheets	Continue letter names and capitals.  Continue learning the alphabet	Hearing the words after the sounds have been spoken: By teacher By pupil  Letter games and activities.	Continue blending techniques.		Continue pupils calling out sounds in given words. Continue dictation of sounds and words. Introduce irregularly key words e.g. the	Practice sight vocabulary of first 50 words. Reading books each day. Listening to stories Teach tricky words using flashcards.	
	wh,qu	Storyline Flashcards Action Air Writing	Continue letter names and capitals.	Hearing the words after the sounds	Continue blending techniques.		Continue pupils calling out sounds in	Practice sight vocabulary of first 50	

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		Worksheets	Continue learning the alphabet	<p>have been spoken: By teacher By pupil</p> <p>Letter games and activities.</p>			<p>given words. Continue dictation of sounds and words. Introduce irregularly key words e.g. the</p>	<p>words. Reading books each day. Listening to stories Teach tricky words using flashcards.</p>	
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Reading phonics programme- The Grove School

Date	Letter group	Letter recognition	Strategies	Blending	Strategies	Identifying sounds in words	Strategies	Other activities	Assessment
	ai, oa	Storyline Flashcards Action Air Writing Worksheets	Begin to introduce consonant blends.  Continue learning alphabet, letter names and capitals.	Continue learning alphabet, letter names and capitals. Continue to learn consonant blends.	Introduce blending regular words with consonant blends.	Encoding regular words. Dictation of sounds then words. Dictation of simple sentences using regular words and tricky words already taught. Writing simple sentences.	Whole group identifying and counting sounds in words with consonant blends. Continue teaching irregular key words. Continue sounds and dictation of simple sentences.	Practice sight vocabulary of first 75 words. Reading books each day. Listening to stories Teach tricky words using flashcards.	
	ie, ee	Storyline Flashcards Action Air Writing	Begin to introduce consonant blends.	Continue learning alphabet, letter	Introduce blending regular words with	Encoding regular words. Dictation of	Whole group identifying and counting sounds in	Practice sight vocabulary of first 75	

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		Worksheets	Continue learning alphabet, letter names and capitals.	names and capitals. Continue to learn consonant blends.	consonant blends.	sounds then words. Dictation of simple sentences using regular words and tricky words already taught. Writing simple sentences.	words with consonant blends. Continue teaching irregular key words. Continue sounds and dictation of simple sentences.	words. Reading books each day. Listening to stories Teach tricky words using flashcards.	
	ng, oo	Storyline Flashcards Action Air Writing Worksheets	Begin to introduce consonant blends.  Continue learning alphabet, letter names and capitals.	Continue learning alphabet, letter names and capitals. Continue to learn consonant blends.	Introduce blending regular words with consonant blends.	Encoding regular words. Dictation of sounds then words. Dictation of simple sentences using regular words and	Whole group identifying and counting sounds in words with consonant blends. Continue teaching irregular key words.	Practice sight vocabulary of first 75 words. Reading books each day. Listening to stories Teach	

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						tricky words already taught. Writing simple sentences.	Continue sounds and dictation of simple sentences.	tricky words using flashcards.	
	ou, oi	Storyline Flashcards Action Air Writing Worksheets	Continue learning alphabet, letter names and capitals. Continue to learn consonant blends.	Continue learning alphabet, letter names and capitals. Continue to learn consonant blends.	Continue blending with consonant blends.	Encoding regular words. Dictation of sounds then words. Dictation of simple sentences using regular words and tricky words already taught. Writing simple sentences.	Continue whole group identifying and counting sounds in words with consonant blends. Continue teaching irregular key words. Continue sounds and words dictation. Continue dictation of	Practice sight vocabulary of first 75 words. Reading books each day. Listening to stories Teach tricky words using flashcards.	

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							simple sentences.		
	ue, ar	Storyline Flashcards Action Air Writing Worksheets	Continue learning alphabet, letter names and capitals. Continue to learn consonant blends.	Continue learning alphabet, letter names and capitals. Continue to learn consonant blends.	Continue blending with consonant blends.	Encoding regular words. Dictation of sounds then words. Dictation of simple sentences using regular words and tricky words already taught. Writing simple sentences.	Continue whole group identifying and counting sounds in words with consonant blends. Continue teaching irregular key words. Continue sounds and words dictation. Continue dictation of simple sentences.	Practice sight vocabulary of first 75 words. Reading books each day. Listening to stories Teach tricky words using flashcards.	
	er, or	Storyline Flashcards	Continue learning	Continue learning	Continue blending	Encoding regular	Continue whole group	Practice sight	

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		<p>Action Air Writing Worksheets</p>	<p>alphabet, letter names and capitals. Continue to learn consonant blends.</p>	<p>alphabet, letter names and capitals. Continue to learn consonant blends.</p>	<p>with consonant blends.</p>	<p>words. Dictation of sounds then words. Dictation of simple sentences using regular words and tricky words already taught. Writing simple sentences.</p>	<p>identifying and counting sounds in words with consonant blends. Continue teaching irregular key words. Continue sounds and words dictation. Continue dictation of simple sentences.</p>	<p>vocabulary of first 75 words. Reading books each day. Listening to stories Teach tricky words using flashcards.</p>	
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Concepts of print - The Grove School

Date	Children will learn	Strategies	Assessment
	<p>Knows that a book is for reading and how it is organised:</p> <ul style="list-style-type: none"> <li>• Front</li> <li>• Back</li> <li>• Top</li> <li>• Bottom</li> <li>• Pages</li> </ul>	<p>Tell the children about the use of a book. Begin to introduce the terminology e.g. front/back, top/bottom, pages. Use a wide range of fiction and non-fiction text.</p>	<p>Concepts of print</p>
	<p>Know the terminology:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Author</li> <li>• Illustrator</li> </ul>	<p>Tell and show the children the different types of books, Label books in the classroom fiction or non-fiction. Ask the children who they think writes books and introduce the word author. Find examples of books written by the same author. Look in each book and find pictures discuss who draws the pictures and use the word illustrator. Label the name of the author and illustrator on the front cover of the books.</p>	<p>Concepts of print</p>
	<p>Know the difference between print and pictures.</p>	<p>Tell the children that the pictures on a page</p>	<p>Concepts of</p>

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		are related to the print. Use a wide range of fiction and non-fiction text.	print
	Know where you begin reading on a page and that print goes from left to right.	Tell the children that print in our culture is read from left to right. Use a wide range of fiction and non-fiction text.	Concepts of print
	Know what a letter is and can point one out on a page.  Know what a word is and can point one out on a page.  Know why there are spaces between words and can point one out on a page.	Show the children what a letter, word and space are:- -Use a big book -Use word and letter cards.	Concepts of print
	Know the terminology of fiction and non-fiction.	Tell the children the differences between fiction and non-fiction. Get the children to sort books into two different piles one fiction and one non-fiction.	Concepts of print

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### The Grove School Concepts of Print suggested lesson format

#### **Suggested Activities related to what children will learn.**

- Adult picks up book incorrectly, encourage children to correct adult in a fun way.
- Put selection of books on the floor/table. Allow the children to choose a book and hold the correct way up.
- Ask the children to choose a book. Look on the front cover and predict what the story is about.
- Use the big book to explain terminology.
- Ask children to be authors and illustrators.
- Using a selection of flashcards titles, children, match correct title to correct book.
- Use O.R.T/ Oxford Literacy Web cards.
- Play games using O.R.T./Oxford Literacy Web cards.
- Give children a selection of books from different countries and show them which way print goes.
- Use big hand or pointer to point to words in the correct order.
- Card games using O.R.T./Oxford Literacy Web.
- Magnetic letters.
- CVC jigsaws.
- Big book with plastic cover over for circling words and letters.
- Sentences with spaces and without identify the ones that are incorrect.
- Give children selection of books, children sort into categories of fiction and non-fiction.
- Find fiction books and non-fiction books in the library.