

# BALMORAL

## Literacy Structure

Reading Focus

Explicit; Systematic; Sequential



### COMPREHENSION

Making links while reading or listening to text in order to construct meaning.

- Guided reading
- Shared book
- Reading to
- Independent reading

### HANDWRITING

Taught explicitly in the phonics programme in Years 0-4.

Taught explicitly 1x per week in Years 5-8

Both include dictation.

### VOCABULARY

The study of words, how they are formed and their relationship to other words in the same language (morphology)

- Explicit building of vocabulary through shared reading of rich texts (picture books, novels, non-fiction, poetry, songs)

### SPELLING

Differentiated explicit spelling and grammar lessons (orthography) weekly in Years 5-8 based on Joy Alcock programme (Code-Ed). Spelling needs also addressed where necessary through writing programme.

### ALPHABETIC PRINCIPLE

Understanding direct sound to letter/letter to sound correspondence of spelling patterns within syllable types and irregular spelling patterns.

- Explicit daily phonics (Yolanda Soryl Scope and Sequence) in Years 0-4, and where needed in Years 5-8.
- Decodable texts used as part of the guided reading programme where appropriate

### PHONOLOGICAL AWARENESS

Identifying and manipulating units of spoken language including syllables, alliteration and rhyme. Phonemic Awareness, the ability to blend and segment sounds within words, including a focus on onset and rime, is a subset of this.

- Taught explicitly and 'just in time' in a myriad of ways.