A whole school approach is necessary to support ALL students to develop competent skills in Literacy. Therefore it is expected that teachers will use the Literacy Statements to inform their planning and teaching.

Effective literacy teaching is **systematic and explicit** and requires a planned classroom literacy program that is **balanced and integrated**.

<table>
<thead>
<tr>
<th>Suggested Literacy Block Components</th>
<th>Wave 1 (High Quality classroom instruction)</th>
<th>Wave 2 (High Quality classroom instruction)</th>
<th>Wave 3 Intensive individualised intervention</th>
</tr>
</thead>
</table>
| **Oral Language**                  | • use collaborative and group learning strategies to encourage discussion  
• give formal speaking opportunities  
• teach social conversation skills such as telephone etiquette  
• give instructions orally | • scaffolded speaking tasks  
• speak to a smaller audience — groups of students  
• give wait time when expecting an oral response  
• preview questions before reading | • vocabulary building activities  
• one on one conversation  
• scaffolded oral work |
| **Mini Lesson (15 min)**           | • multisyllabic words  
• count syllables to assist spelling  
• teach rare grapheme patterns | | |
| **Writing Focus (30 min)**         | • spelling program with word families  
• teach Greek and Latin roots  
• teach prefixes and suffixes | • spelling (Decoding Skills / word families) in groups of students with like needs | • decodable readers to build confidence — eg Fitzroy Readers for older children  
• Read books with child that target special interest to build motivation |
| **Phonological Awareness**         | • read to students  
• allow individual reading time  
• pre-teach content specific vocabulary  
• teach linking words  
• teach morphology | • use low vocabulary high interest readers  
• teach the use of dictionaries and thesaurus  
• revise Greek and Latin root words | • decodable readers  
• recorded books / ‘Rainbow Readers’  
• text to Voice computer programs  
• timed word wall games  
• use language experience approach to build  
• Individual books that use student’s own language |
| **Literacy Stations (60 min)**     | | | • SSO or peer introduces unknown words for core classroom content before lesson where words will occur |
| **Vocabulary**                     | | | |
| **Fluency Station - Paired Reading** | | | • provide access to content area material in different format  
• make up Study Guides that cover key concepts and include more accessible learning activities so students do not miss out on core learning |
| **Fluency**                        | | | |
| **Comprehension**                  | | | |
| **Handwriting (Explicit instruction in letter formation) is done separately from the Literacy Block** | | | |

**NB:** Handwriting (Explicit instruction in letter formation) is done separately from the Literacy Block.