

section

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# Introduction

## The National Literacy Strategy

Literacy is at the heart of the drive to raise standards in schools. Shortly after taking office, the new government set a challenging national target for literacy – in 2002, 80% of 11-year-olds are expected to reach Level 4 or above in the Key Stage 2 English tests. It had set up a Literacy Task Force whilst in Opposition, whose final report was published in summer 1997. This report set out a National Literacy Strategy designed to raise standards of literacy in all primary schools in England.

The national target for literacy will only be met if every LEA and every school is committed to raising standards as high as possible. The government has committed over £50 million of funding in 1998-99 to training and support for schools and to help them buy books, and will give further support in future years as schools work towards the national target. All LEAs have now bid for their local share of this funding, and agreed with the government their own challenging targets for 2002. This term, all LEAs will be agreeing individual targets with their schools and recruiting literacy consultants to support them in reaching those targets. The government has recently announced added flexibility in the National Curriculum at Key Stages 1 and 2, which will allow schools to give the necessary time to both literacy and numeracy to ensure that national targets are met.

Many other policies in the White Paper, *Excellence in Schools*, focus on the importance of literacy, and will give teachers added support as they work to raise standards. The National Year of Reading, in particular, will create a national climate in which reading is highly valued. Local and national projects will encourage children and adults alike to read widely, with understanding and enjoyment. Other important developments include baseline assessment of children on entering compulsory education, target setting at school level, with data to allow schools to benchmark their performance against those in similar circumstances, new measures to improve education for children with special educational needs, exploiting new technologies to enhance children's learning and support for teachers, and measures to improve the training of new teachers.

## The purpose of this document

The **Framework for teaching** sets out teaching objectives for Reception to Year 6 to enable pupils to become fully literate. It also gives guidance on the literacy hour in which this teaching will take place. Detailed guidance on the implementation of the hour will be sent to schools in the summer term. This document is mainly intended for day-to-day reference for classroom teachers to ensure that they have appropriately high expectations of their pupils, understand how their pupils will progress through the years at primary school and to help them offer a balance between reading and writing and different kinds of texts.

Good school leadership is vital for teachers to be successful in the classroom. This Framework will be an important tool for headteachers and governors as they manage the improvement of literacy standards, particularly in developing a whole school plan for the teaching and learning of literacy, for monitoring progress and for staff development. Parents may also be interested to read the Framework.

This Framework and the training that will be provided in the National Literacy Strategy are based on the experience of the National Literacy Project. The Literacy Task Force found widespread support for the Project's approach to teaching literacy and its success in raising standards. Its proposals sought to spread this good practice as widely as possible.

### **What is literacy?**

Literacy unites the important skills of reading and writing. It also involves speaking and listening which, although they are not separately identified in the Framework, are an essential part of it. Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose texts.

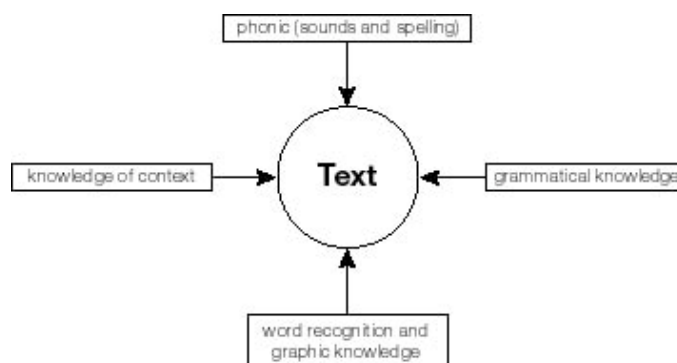
Thus the Framework covers the statutory requirements for reading and writing in the National Curriculum for English and contributes substantially to the development of Speaking and Listening. It is also relevant to teaching across the whole of the National Curriculum. Skills, especially those that focus on reading and writing non-fiction texts, should be linked to and applied in every subject.

### **Literate primary pupils should:**

- read and write with confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

### **Reading**

All teachers know that pupils become successful readers by learning to use a range of strategies to get at the meaning of a text. This principle is at the heart of the National Curriculum for English and has formed the basis of successful literacy teaching for many years. The range of strategies can be depicted as a series of searchlights, each of which sheds light on the text. Successful readers use as many of these strategies as possible.



Most teachers know about all these, but have often been over-cautious about the teaching of phonics – sounds and spelling. It is vital that pupils are taught to use these word level strategies effectively. Research evidence shows that pupils do not learn to distinguish between the different sounds of words simply by being exposed to books. They need to be taught to do this. When they begin to read, most pupils tend to see words as images, with a particular shape and pattern. They tend not to understand that words are made up of letters used in particular combinations that correspond with spoken sounds. It is essential that pupils are taught these basic decoding and spelling skills from the outset.

When pupils read familiar and predictable texts, they can easily become over-reliant on their knowledge of context and grammar. They may pay too little attention to how words sound and how they are spelt. But if pupils cannot decode individual words through their knowledge of sounds and spellings, they find it difficult to get at the meaning of more complex, less familiar texts. They are likely to have problems in dealing with more extended texts and information books used across the curriculum at Key Stage 2, and with spelling. As they learn these basic decoding skills they should also be taught to check their reading for sense by reference to the grammar and meaning of the text. This helps them to identify and correct their reading errors. At Key Stage 1, there should be a strong and systematic emphasis on the teaching of phonics and other word level skills.

Pupils should be taught to:

- discriminate between the separate sounds in words;
- learn the letters and letter combinations most commonly used to spell those sounds;
- read words by sounding out and blending their separate parts;
- write words by combining the spelling patterns of their sounds.

In the early stages, pupils should have a carefully balanced programme of guided reading from books of graded difficulty, matched to their independent reading levels. These guided reading books should have a cumulative vocabulary, sensible grammatical structure and a lively and interesting content. Through shared reading, pupils should also be given a rich experience of more challenging texts.

This Framework organises teaching objectives at three different levels: word, sentence and text. This underlines the importance of teaching pupils to use the full range of searchlights – to tackle texts from individual words upwards and from the text downwards. While all the searchlights are important, the balance between them should vary at different stages of learning to read.

As pupils gain fluency the forms of teaching should shift to emphasise advanced reading and composition skills at text level. The sequence needs to be right for effective teaching and learning of reading.

## **Writing**

Writing is closely related to reading – the two activities reinforce each other. This Framework includes a wide range of reading and ensures that pupils cover a similar range of writing. Both reading and writing use work at word, sentence and text levels. Each of the searchlights used for reading also needs to be used in writing. The context of pupils' reading, i.e. the texts, gives structures, themes and purposes for much of their writing, while the focused teaching of word and sentence level skills contributes to the organisation and accuracy of their writing. Pupils need to understand from an early stage that much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. They need to see the writing process being modelled by the teacher and they should take part regularly in composing, spelling and handwriting activities with the class as a whole and as a member of a smaller group.

As with reading, it is important that pupils learn to write independently from an early stage. During Key Stage 1 the teaching of phonics, spelling and handwriting complements this process and should be used systematically to support writing and to build up accuracy and speed. It is essential that pupils are taught correct letter formation from the outset and that errors are picked up and corrected early so that they do not hamper pupils' progress. Through Key Stage 2, there is a progressive emphasis on the skills of planning, drafting, revising, proof-reading and the presentation of writing. The range of reading and writing increases and, with it, the need for pupils to understand a wider variety of texts, their organisation and purposes. Of course, pupils also need to continue to work on autonomous strategies for spelling and correcting their own mistakes.

# The Structure of the Framework

The overall structure of the Framework is as follows:

YEAR TERM		
1 1		
<b>Range:</b> <b>Fiction and Poetry</b> <b>Non-Fiction</b>		
<b>Word level work:</b> <b>Phonics, spelling and vocabulary</b> Pupils should be taught:	<b>Sentence level work:</b> <b>Grammar and punctuation</b> Pupils should be taught:	<b>Text level work:</b> <b>Comprehension and composition</b> Pupils should be taught:

Each term's work is focused on a particular range of reading and writing. Reading and writing objectives are closely linked throughout, using the texts pupils are reading to provide structure for their writing.

There are three 'strands' to the work:

- word level
- sentence level
- text level

The strands are closely interrelated. Each strand is essential to the work in every term. Each term the range of work to be covered is listed in a box at the head of the page. You are expected to select texts and writing tasks within this range and each term's objectives have been written to reflect this except YR where, because children enter school at different ages, the 'year' is not divided into terms.

A minimum of 75% of the term's reading and writing should be within the designated range, to ensure that pupils have sufficient experience of working within the range while providing scope for other reading and writing.

The objectives are sub-divided for each term. The sub-divisions vary slightly between Year R and Key Stages 1 and 2, mainly to reflect changes in the progression of word level work. The sub-divisions are as follows:

Word level	Sentence level	Text level
<b>Reception year</b> <ul style="list-style-type: none"> <li>• Phonological awareness, phonics and spelling</li> <li>• Word recognition, graphic knowledge and spelling</li> <li>• Vocabulary extension</li> <li>• Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatical awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of print</li> <li>• Reading comprehension</li> <li>• Writing composition</li> </ul>
<b>Key Stage 1</b> <ul style="list-style-type: none"> <li>• Phonological awareness, phonics and spelling</li> <li>• Word recognition, graphic knowledge and spelling</li> <li>• Vocabulary extension</li> <li>• Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatical awareness</li> <li>• Sentence construction and punctuation</li> </ul>	<i>Fiction and poetry</i> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Writing composition</li> </ul> <i>Non-fiction</i> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Writing composition</li> </ul>
<b>Key Stage 2</b> <ul style="list-style-type: none"> <li>• Revision and consolidation from Key Stage 1 (to the end of Y3)</li> <li>• Spelling strategies</li> <li>• Spelling conventions and rules</li> <li>• Vocabulary extension</li> <li>• Handwriting (to the end of Y4)</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatical awareness</li> <li>• Sentence construction and punctuation</li> </ul>	<i>Fiction and poetry</i> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Writing composition</li> </ul> <i>Non-fiction</i> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Writing composition</li> </ul>

The Key Stage 2 objectives are built on an expectation that pupils will have attained a basic level of reading fluency. By the start of Year 3 the majority should be able to read simple narrative and information texts confidently and independently. They should have sufficient fluency to read aloud accurately with expression and to read silently with understanding. Their attainment needs to be carefully assessed so that pupils who have not achieved this basic standard can revise and consolidate the Key Stage 1 work. Throughout Year 3 pupils may still need to cover or reinforce the word level objectives from Key Stage 1. There are objectives in the Word level column in Years 3 and, again in Year 4, to remind teachers of this.

# The Literacy Hour

## Rationale

The Literacy Hour is designed to provide a practical structure of time and class management which reflects the structure of teaching objectives in the NLS Framework. While the Framework provides details of **what** should be taught, the Literacy Hour is the **means** of teaching it. The Literacy Hour should be implemented throughout the school to provide a daily period of dedicated literacy teaching time for all pupils.

Why an hour? In the guidance on time allocations underlying the National Curriculum, the teaching of English is allocated about 5 hours per week. It suggests 180 hours at KS1 and 167 hours at KS2 in a 36-week year, plus additional time for teaching English through other subjects. Inspection evidence shows that, while time is **used** in different ways from school to school and even class to class within schools, almost all schools provide at least this amount of time for literacy teaching. This reflects the priority that primary teachers give to literacy. However, the Literacy Hour is also designed to bring about a number of important changes.

**A clearer focus on literacy instruction:** the Literacy Hour is intended to promote 'literacy instruction' but this is not a recipe for returning to some crude or simple form of 'transmission' teaching. The most successful teaching is:

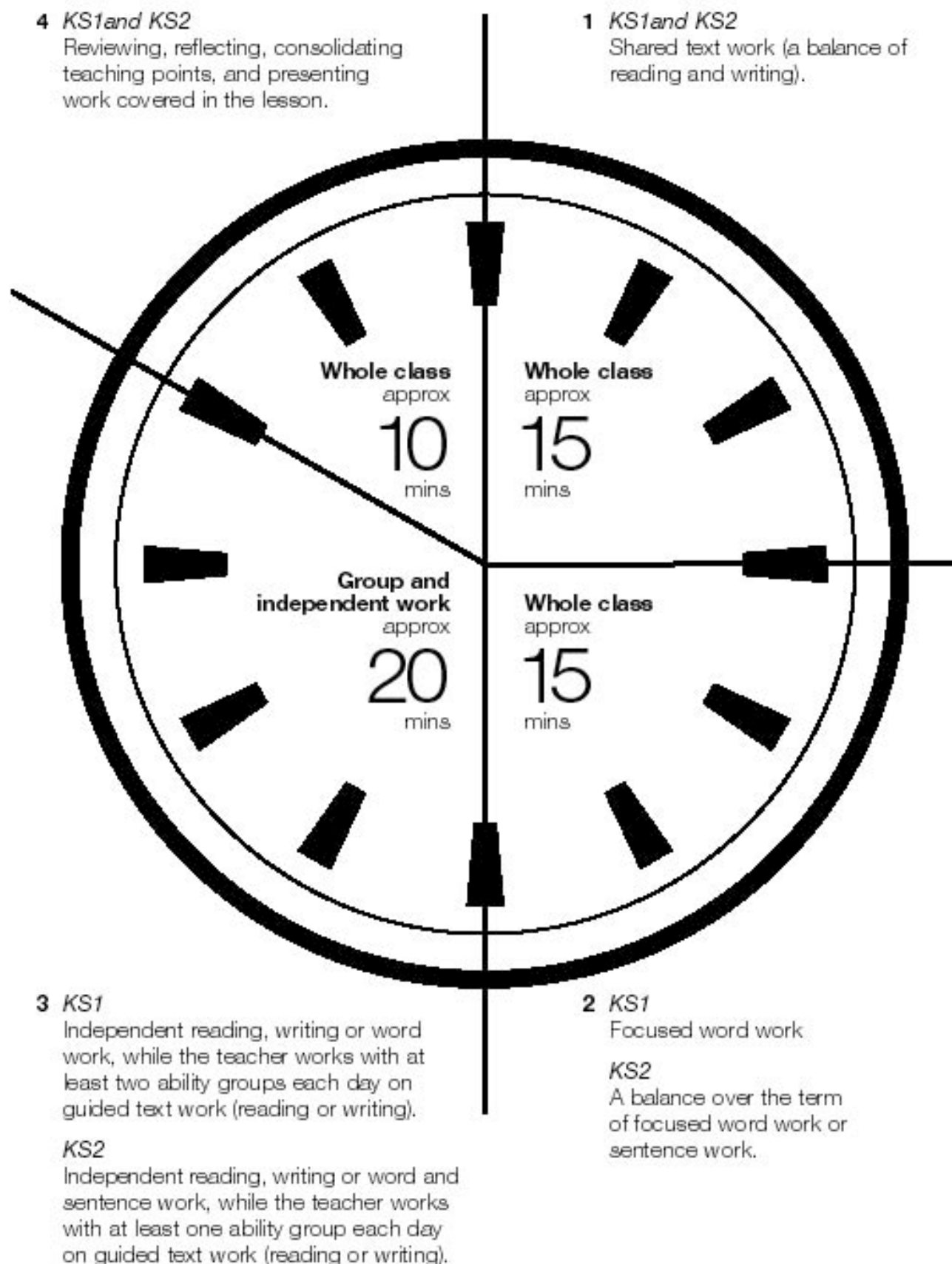
- discursive – characterised by high quality oral work;
- interactive – pupils' contributions are encouraged, expected, and extended;
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed;
- confident – teachers have a clear understanding of the objectives;
- ambitious – there is optimism about and high expectations of success.

The objectives in the Framework should give literacy teaching focus and direction, which should aim for high levels of motivation and active engagement for pupils. To achieve this, teachers will need to use a wide range of teaching strategies including:

- direction: e.g. to ensure pupils know what they should be doing, to draw attention to points, to develop key strategies in reading and writing;
- demonstration: e.g. to teach letter formation and join letters, how to read punctuation using a shared text, how to use a dictionary;
- modelling: e.g. discussing the features of written texts through shared reading of books, extracts;
- scaffolding: e.g. providing writing frames for shared composition of non-fiction texts;
- explanation to clarify and discuss: e.g. reasons in relation to the events in a story, the need for grammatical agreement when proof-reading, the way that different kinds of writing are used to serve different purposes;
- questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas;
- initiating and guiding exploration: e.g. to develop phonological awareness in the early stages, to explore relationships between grammar, meaning and spelling with older pupils;
- investigating ideas: e.g. to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussing and arguing: e.g. to put points of view, argue a case, justify a preference;
- listening to and responding: e.g. to stimulate and extend pupils' contributions, to discuss/evaluate their presentations.



# Structure of the Literacy Hour



**Improved classroom organisation and management:** the Literacy Hour offers a structure of classroom management, designed to maximise the time teachers spend directly teaching their class. It is intended to shift the balance of teaching from individualised work, especially in the teaching of reading, towards more whole-class and group teaching. Where pupils are taught individually, the average time they spend being taught is around 5 or 6 minutes a week. This is frequently a cause of frustration for pupils and teachers. Often, because of interruptions and lack of continuity, the quality of this teaching is limited and, at Key Stage 2, the range of individual needs with which the teacher has to deal can become unmanageably wide. Less able pupils often receive fragmentary attention while the more able are left to 'cruise'.

The greater emphasis on whole-class work means that in a Literacy Hour, pupils will spend about three-quarters of their time being taught as members of a whole-class or a smaller ability group. About a quarter of their time will be spent on independent reading or writing work. Careful management of demands and responses in whole-class and group sessions offer high levels of involvement for all pupils, particularly the least able, many of whom quickly gain confidence. Primary teachers are often already skilled at teaching in these ways, for example in story reading, class discussion times and P.E.

**Effective management of literacy at school level:** the Literacy Hour is designed to provide continuity of planning and teaching throughout the school. This has important consequences for pupils, teachers and headteachers:

- for pupils, the Literacy Hour provides common practices and class routines that are clear and predictable and can be carried forward when they move to a new class. Experience with the National Literacy Project has shown this to be a significant advantage that contributes greatly to building confidence and high expectations;
- for teachers, the common structure means that planning can be shared and that there is a common basis for in-service training. It also means that teachers from different schools can collaborate in planning and training more effectively because they come with common assumptions and a shared language about how literacy should be taught;
- for headteachers, senior staff and governors, the teaching objectives establish clear expectations to enable the school to set literacy targets appropriate to different year groups. Alongside this, the time-tabled Literacy Hour determines when and how these expectations will be met in each class. These common structures should enable schools to monitor systematically the quality of teaching and its impact on pupils' achievements.

The Literacy Hour is structured to ensure that all the key aspects in the Framework are covered. Although the times are approximate and there is some scope to vary them to meet pupils' needs, the generic parts of the Literacy Hour should be treated as essential elements and covered on a daily basis. If there are compelling reasons for changing these times, schools should ensure that an equivalent balance of time and teaching elements are planned across the week. This balance should provide a substantial proportion of whole-class and group teaching (approximately three-quarters of the time), and independent working (approximately a quarter of the time).

Teachers should try to keep to an hour each day and avoid stretching out the time. This helps to keep a sense of urgency and pace in the work and helps to maintain a direct and lively atmosphere in the class.

The essential elements of the Literacy Hour, set out on the clock diagram, are:

## 1. Approximately 15 minutes shared reading and writing – whole-class

**Shared reading** is a class activity using a common text e.g. a 'big book', poetry poster or text extract. At *Key Stage 1*, teachers should use shared reading to read with the class, focusing on comprehension and on specific features e.g. word-building and spelling patterns, punctuation, the layout and purpose, the structure and organisation of sentences. Shared reading provides a context for applying and teaching word level skills and for teaching how to use other reading cues to check for meaning, and identify and self-correct errors. Shared reading, with shared writing, also provide the context for developing pupils' grammatical awareness, and their understanding of sentence construction and punctuation.

At *Key Stage 2* shared reading is used to extend reading skills in line with the objectives in the text level column of the Framework. Teachers should also use this work as a context for teaching and reinforcing grammar, punctuation and vocabulary work.

At both Key Stages, because the teacher is supporting the reading, pupils can work from texts that are beyond their independent reading levels. This is particularly valuable for less able readers who gain access to texts of greater richness and complexity than they would otherwise be able to read. This builds confidence and teaches more advanced skills which feed into other independent reading.

**Shared writing** provides many opportunities for pupils to learn, apply and reinforce skills in the context of a larger group with careful guidance from the teacher. Teachers should use texts to provide ideas and structures for the writing and, in collaboration with the class, compose texts, teaching how they are planned and how ideas are sequenced and clarified and structured. Shared writing is also used to teach grammar and spelling skills, to demonstrate features of layout and presentation and to focus on editing and refining work. It should also be used as a starting point for subsequent independent writing. Wherever possible, shared reading and writing should be interlinked. For example, over a five-day period a teacher, may plan to (a) introduce a text, (b) work on it through shared reading and then (c) use the text as a 'frame' for writing or as a stimulus to extend, alter or comment on it.

## 2. Approximately 15 minutes word level work – whole-class

There must be a systematic, regular and frequent teaching of phonological awareness, phonics and spelling throughout *Key Stage 1*. Teachers should follow the progression set out in the word level objectives carefully. It sets out both an order of teaching and the expectations for what pupils should achieve by the end of each term. Appendix List 3 summarises these objectives and can be used as a list of criteria for assessing progress. The work must be given a specific teaching focus in the Literacy Hour. Although it is essential that these decoding skills are practised and applied in shared reading, they also need to be taught through carefully structured activities, which help pupils to hear and discriminate regularities in speech and to see how these are related to letters and letter combinations in spelling and reading. The majority of pupils can learn these basic phonic skills rapidly and easily. Word recognition, graphic knowledge, and vocabulary work should also have a teaching focus during this period of 15 minutes.

At *Key Stage 2*, this time should be used to cover spelling and vocabulary work **and** the teaching of grammar and punctuation from the sentence level objectives. For *Key Stage 1* pupils, these sentence-level objectives should be covered in the context of shared reading and writing and this remains an important context for teaching skills at *Key Stage 2*. Nevertheless, teachers will need to plan a balance of word and sentence level work for this second part of the Hour, across each half-term, to ensure that all these objectives are covered.

### 3. Approximately 20 minutes guided group and independent work

This section of the Literacy Hour has two complementary purposes:

- to enable the teacher to teach at least one group per day, differentiated by ability, for a sustained period through 'guided' reading or writing;
- to enable other pupils to work independently – individually, in pairs or in groups – without recourse to the teacher.

**Guided reading** is the counterpart to shared reading. The essential difference is that, in guided reading and writing, the teacher focuses on **independent** reading and writing, rather than modelling the processes for pupils. Guided reading should be a fundamental part of each school's literacy programme. In effect, it takes the place of an individualised reading programme and, as a carefully structured group activity, it significantly increases time for sustained teaching. In ability groups of four to six, pupils should have individual copies of the same text. The texts need to be carefully selected to match the reading level of the group. In the early stages pupils should meet texts of graded difficulty as they progress these texts will often be selected from reading schemes or programmes and can usually be built up from existing book stocks with some careful supplementation.

At *Key Stage 1*, teachers should introduce the text to the group, to familiarise them with the overall context of the story and point out any key words they need to know. Pupils then read it independently, while the teacher assesses and supports each pupil in the group. The same principles apply at *Key Stage 2*. However, as pupils progress, the teaching should focus increasingly on guided silent reading with questions to direct or check up on the reading, points to note, problems to solve etc., to meet the text level objectives in the Framework.

**Guided writing** – as with guided reading, these writing sessions should be to teach pupils to write independently. The work will normally be linked to reading, and will often flow from work in the whole-class shared writing session. These sessions should also be used to meet specific objectives and focus on specific aspects of the writing process, rather than on the completion of a single piece of work. Often, these teaching inputs can be followed through during independent work in subsequent sessions. For example, pupils might focus on:

- planning a piece of writing to be continued independently later;
- composing a letter;
- expanding or contracting a text to elaborate, summarise, etc.;
- constructing complex sentences;
- connecting points together in an argument;
- editing work into paragraphs, headings, etc. for clarity and presentation.

**Independent work** – this happens at the same time as the guided group work. The class needs to be carefully managed and the pupils well trained so that they are clear about what they should be doing and do not interrupt the teacher. There are many forms of organisation ranging from a carousel of ability groups, with a rotation of activities for each group, to completely individual work e.g. a whole-class writing activity derived from an earlier shared writing session. Independent tasks should cover a wide range of objectives including:

- independent reading and writing;
- phonic and spelling investigations and practice;
- comprehension work;
- note-making;
- reviewing and evaluating;
- proof-reading and editing;
- vocabulary extension and dictionary work;
- handwriting practice;
- practice and investigations in grammar, punctuation and sentence construction;
- preparing presentations for the class.

Pupils should be trained not to interrupt the teacher and there should be sufficient resources and alternative strategies for them to fall back on if they get stuck. They should also understand the importance of independence for literacy, and how to use their own resources to solve problems and bring tasks to successful conclusions.

#### **4. Final 10 minutes – plenary session with the whole-class**

The final plenary is at least as important as the other parts of the lesson. It is not a time for clearing up and should be clearly signalled as a separate session when the whole-class is brought together. It should be used to:

- enable the teacher to spread ideas, re-emphasise teaching points, clarify misconceptions and develop new teaching points;
- enable pupils to reflect upon and explain what they have learned and to clarify their thinking;
- enable pupils to revise and practise new skills acquired in an earlier part of the lesson;
- develop an atmosphere of constructive criticism and provide feedback and encouragement to pupils;
- provide opportunities for the teacher to monitor and assess the work of some of the pupils;
- provide opportunities for pupils to present and discuss key issues in their work.

#### **Links with the rest of the curriculum**

Where appropriate, literacy teaching should be linked to work in other areas of the curriculum. For example, during the Literacy Hour, pupils might be searching and retrieving from information texts used in science, writing instructions linked to a technology topic, studying myths, autobiographies or stories linked to a study unit in history. Nevertheless, the focus of teaching must be on the literacy objectives from the Framework and **pupils must be working on texts**. In other words while links with the rest of the curriculum are fundamental to effective literacy teaching, other subjects should be treated as vehicles for literacy work and not displace it from its primary focus in the Literacy Hour. It would not be appropriate, therefore, for pupils to be spending time drawing or making models linked

to reading during the Literacy Hour but it could certainly be appropriate for literacy work to provide a context for related activities in other curricular areas outside the designated time.

The Literacy Hour is intended to be a time for the explicit teaching of reading and writing. Teachers will need to provide opportunities for practising and applying new skills in independent work at other times. Most of this practice should be productively linked to other curricular areas. However, additional time may also be needed for:

- continuing the practice of reading to the class;
- pupils' own independent reading for interest and pleasure;
- extended writing for older pupils.

# Planning from the Framework

The organisation of the Literacy Hour is designed to reflect the structure of the objectives. Schools will probably already have school systems for medium- and short-term planning. Implementing the NLS Framework will require a similar structure. You should have three connected levels of planning as follows:

<b>The Framework (given)</b>	– <b><i>What</i> should I teach?</b>
<b>Medium-term planning – termly or half-termly</b>	– <b><i>When</i> should I teach it?</b>
<b>Short-term planning – weekly</b>	– <b><i>How</i> should I teach it?</b>

The Framework provides the **content**. Medium-term planning should be used to distribute this content to achieve **balance and coverage** of the objectives over a term or half-term. The more detailed weekly planning should focus on the teaching process i.e. on devising the tasks, activities and strategies needed to teach the work during the five literacy hours. The school's literacy planning procedures should meet the following criteria. There should be:

- common formats for planning a balanced programme of objectives for each half-term;
- common formats for planning each week's work, derived from the half-term plans. These plans should identify the week's objectives, the texts to be used, the class organisation and the tasks and activities through which the objectives will be taught;
- agreed procedures and deadlines for teachers to work to;
- monitoring arrangements to evaluate the quality of the planning and its impact in the classroom;
- support arrangements for sharing and assisting with planning.

The Appendix contains examples of medium- and short-term planning formats. These have been derived from experience of planning in the National Literacy Project. You may find these helpful to use or adapt.

## **The medium-term planner**

This uses a half-termly format, with space to plan up to eight weeks. The form sets out each of the strands in the Framework (Word, Sentence and Text), against each of the weeks. An additional column is included for teachers to note particular texts to be used in each of the weeks, linked to the range of work for the term. Each strand contains a 'continuous work' and a 'blocked work' section because some objectives, for example, phonics or practising reading and spelling strategies, will need to be part of your teaching throughout the term, while other more specific objectives, for example, learning about apostrophes or writing poetry, may be assigned to particular weeks.

## **The weekly planner**

This can be used to represent the key activities for each Literacy Hour in a given week. Each day is set out as a row showing the sequence of work through the Literacy Hour. The columns for group and independent work are based on an assumption of about 30 pupils in a class and five ability groups. These groupings should enable teachers to differentiate their focused work. It does not imply that pupils need to remain in those groups when working independently, or at other times outside the Literacy Hour.