



# Planning and programming for literacy

Credit: Jennifer Asha

# Planning and programming for reading

Teachers plan and program for reading and writing on a term basis, part of a term or a month, in different ways, including:

- thematic programs – *based on a theme such as Australian animals or linked to other Key Learning Area such as Science or History.*
- literature based programs – *based on English concepts or particular authors/illustrators.*

# Planning and programming : step by step

## Backward mapping

1. Summative assessment task/skills and knowledge goals
2. Associated outcomes
3. Learning intentions
4. Teaching and learning activities
5. Suitable literature – mentor texts
6. Formative assessment

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# Planning for Literacy: A sample week long program

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Modelled reading:</b> <i>Little Red Riding Hood</i> <b>Comprehension</b> focus: Prediction & story structure	<b>Modelled reading:</b> <i>Little Red Riding Hood</i> <b>Phonics</b> focus: Letter 'R'	<b>Modelled reading:</b> <i>Little Red Riding Hood</i> <b>Vocabulary</b> and <b>grammar</b> focus: adjectives and synonyms for 'little'.	<b>Modelled reading:</b> <i>Little Red Riding Hood</i> <b>Comprehension</b> focus: Monitoring meaning	<b>Shared reading:</b> <i>Little Red Riding Hood</i>
	Whole class <b>phonological awareness</b> & modelled & jointly constructed <b>writing</b> : R tongue twisters/ alliteration sentences.			Whole class <b>oral language</b> activity: drama/role play new ending to story.
<b>Modelled and guided oral language:</b> retell story to a partner.		Whole class <b>grammar</b> game	Whole class <b>vocabulary</b> game	<b>Jointly constructed writing;</b> Compose a new ending to <i>Little Red Riding Hood</i> .
<b>Modelled writing:</b> Personal response to text.	Small group activities: <b>Guided Reading</b> <b>Independent writing</b> <b>Independent reading</b> <b>Phonics</b> and <b>handwriting</b> activity 'R' <b>Oral language</b> activity	Small group activities: <b>Guided Reading</b> <b>Independent writing</b> <b>Independent reading</b> <b>Phonics</b> and <b>handwriting</b> activity 'R' <b>Oral language</b> activity	Small group activities: <b>Guided Reading</b> <b>Independent writing</b> <b>Independent reading</b> <b>Phonics</b> and <b>handwriting</b> activity 'R' <b>Oral language</b> activity	Small group activities: <b>Guided Reading</b> <b>Independent writing</b> <b>Independent reading</b> <b>Phonics</b> and <b>handwriting</b> activity 'R'
<b>Modelled &amp; independent handwriting.</b>				
Whole class independent reading.				

# Teaching reading in Kindergarten: A day in detail

## Before Modelled Reading:

Oral language activity to activate background knowledge about healthy and unhealthy food.  
Small groups classify pictures of different foods that are included in the story.  
Whole class discussion sharing which days of the week they eat every day foods versus sometimes foods.  
Teacher displays days of the week labels and reads aloud.  
Class sings the days of the week.

## During Modelled Reading: *The very hungry caterpillar* by Eric Carle

Teacher reads title and author of book, highlighting the word 'hungry'.  
Teacher thinks aloud to predict what a hungry caterpillar would and wouldn't eat.  
Teacher reads book with expression, pausing at the days of the week and using thinking aloud to articulate using sound-letter relationships, capitalisation and grammar to decode word. Pausing at different points to think aloud and articulate comprehension strategies used.  
Encourage children to join in choral reading of repeated parts of the text, *But he was still hungry*.  
Teacher reflects on reading, encourages students to share personal responses to text.

## Whole class grammar and punctuation focus:

Notice the capital letters on days of the week and author's name. Introduce term 'proper noun'.  
Use whiteboards to practice upper and lower case letters of familiar single sounds.

## Small group reading activities:

**Sea urchin group** - high frequency word match using cards and copies of *The very hungry caterpillar*.

**Starfish group** - Guided reading

**Sea shell group** - independent reading a variety of fiction and non fiction on insects, days of the week etc.

**Seahorse group**- Oral language and collaborative writing, *'The different things I do each day of the week*.