

Part **2** Planning for the Literacy Hour

Long-term planning

Part 2 of this book deals with planning for the literacy hour for pupils with severe, complex and profound learning difficulties.

What should I teach?

1. The Scheme of Work

Part 3 provides a Scheme of Work, which can be used or adapted to form the school's long term plan. It describes the structured steps towards achieving the objectives in the National Literacy Strategy. P1/2 is always the first level of experience and the final small step leads directly to the learning objective of the NLS. It also makes suggestions of activities to enable pupils to achieve these steps. Appropriate books and IT packages are also included for each objective. Each step has been referenced to the Qualification and Curriculum Authority 'P' levels scale to support teachers in using the framework for assessment. (See the following example.)

WORD LEVEL: PHONOLOGICAL AWARENESS, PHONICS AND SPELLING

W.L. YR: LO 1.1 To understand and be able to rhyme through recognising, exploring and working with rhyming patterns. <i>See also: W.L. YR: LO 1.2; W.L. Yr 1 Term 1: LO 1</i>		
Levels	Learning Objectives/Targets	Activities/Strategies
P1/P2	To respond positively to adults by smiling, eye contact or a stillness, as activities take place.	Teacher reads and re-reads simple nursery rhymes, finger rhymes, with puppets including big arm puppets. Large books, action rhymes. Pupils listen to music, nursery rhyme tapes. Adults focus on rhythm, particularly for pupils with sensory impairment.
P2/P3	To respond to and anticipate a missing word or phrase in a familiar rhyme.	Adult reads/enacts a familiar rhyme, emphasising the rhyming words, and prompts with question to elicit response or pauses with gesture to encourage anticipation.
P3/P4	To join in at the appropriate time with words, vocalisation or gestures.	Adult reads/tells a familiar rhyme, and encourages pupils to join in the rhyming words.
P4/P5	To respond through vocalising or gesture to the rhythm and sounds.	Adult uses rhyme with strong rhyme and rhythm and teaches pupils to clap, bang, gesture in time to the rhythm.

P5/P6	To identify similar sounding words in lists of words.	Teacher/adult uses lists of similar sounding words in whole group sessions and encourages pupils to 'add another'.
P6/P7	To identify similar sounding or rhyming words in texts and rhymes.	Adult reads stories/rhymes while pupils find rhyming words. Make lists of words that rhyme.
P7/P8	To add a rhyming word to a partially completed rhyme.	Games in small groups or one to one, pupils work with adults to complete rhymes by adding one or more rhyming words.
<i>Suggested books, other resources and IT packages to enable pupils to meet this objective are then listed.</i>		

2. Summary of the range of work from Reception Year to Key Stage 3

In addition, the NLS defines the range of work that should be covered during the primary years. As shown below this has been reviewed and adapted to ensure good balance and breadth across the full range of genres. It is not term related but divided into five broad bands:

- Early Years/Reception
- Infant/Key Stage 1
- Lower Junior/Years 3/4
- Upper Juniors/Years 5/6
- Older pupils/Year 7+

EARLY YEARS/RECEPTION
<p>Fiction and Poetry A wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language.</p>
<p>Non-fiction Simple non-fiction texts, including recounts.</p>

INFANT/KEY STAGE 1
<p>Fiction and Poetry Stories with familiar settings: Stories and rhymes with predictable and repetitive patterns. Traditional stories and rhymes. Fairy stories. Stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes. Plays. Stories about fantasy worlds. Poems with patterned and predictable structures. A variety of poems on similar themes.</p>
<p>Non-fiction Signs, labels, captions, lists, instructions. Information texts, including non-chronological reports. Simple dictionaries. Information texts including recounts of observations, visits, events.</p>

LOWER JUNIORS/YEARS 3/4

Fiction and Poetry

Stories and a variety of poems with familiar settings.
Traditional stories; stories and poems from other cultures.
Stories and poems with predictable and patterned language.
Poems by significant children's poets.
Extended stories.
Stories by significant children's authors.
Different stories by the same author; texts with language play, (e.g. riddles, tongue-twisters, humorous verse and stories).

Non-fiction

Instructions.
Dictionaries, glossaries, indexes and other alphabetically ordered texts.
Explanations.
Information texts including non-chronological reports.

UPPER JUNIORS/YEARS 5/6

Fiction and Poetry

Stories with familiar settings.
Plays.
Poems based on observation and the senses.
Shape poems.
Myths, legends, fables, parables.
Traditional stories, stories with related themes.
Oral and performance poetry from different cultures.
Adventure and mystery stories.
Stories by the same author.
Humorous poetry and poetry that plays with language, word puzzles, puns, riddles.

Non-fiction

Information texts on topics of interest.
Non-chronological reports.
Thesauruses, dictionaries.
Instructions.
Dictionaries without illustrations, thesauruses.
Letters written for a range of purposes: to recount, explain, enquire, congratulate, complain.
Alphabetical texts, directories, encyclopaedias, indexes.

OLDER PUPILS/YEAR 7+

Fiction and Poetry

Historical stories and short novels.
Play scripts.
Poems based on common themes, (e.g. space, school, animals, families, feelings, viewpoints).
Classic fiction, poetry and drama by long established authors, including where appropriate, study of elements of a Shakespeare play.

Stories/novels about imagined worlds: science fiction, fantasy adventures.
Stories in series.
Classic and modern poetry, including poems from different cultures and times.
Stories/short novels, etc, that raise issues (e.g. bullying, bereavement, injustice).
Stories by the same author.
Stories from other cultures.
Range of poetry in different forms (e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse).

Non-fiction

A range of text-types from reports and articles in newspapers and magazines.
Instructions.
Information texts on same or similar themes.
Explanations.
Persuasive writing: adverts, circulars, flyers.
Discussion texts: debates, editorials.
Information texts linked to other circular areas.

3. School Development Plan

It is important to incorporate the literacy action plan in the School Development Plan (see example, Figure 2.1).

Medium-term planning

When should I teach it?

The following are examples of two different types of medium-term plans.

In the first example (Figure 2.2) the teacher has chosen a book which gives opportunities to teach to particular learning objectives from the framework. The teacher has then planned word, sentence and text level work and has linked the work to other areas of the curriculum. These plans, the story bag and other resources, are kept with the book and can be used where appropriate in the future.

The second example (Figure 2.3) shows the plan for work across the agreed range and genre for one term in one class. It secures a balance across word, sentence and text level work. It also includes the resources that will be needed.

LITERACY: Book Focus
Book: <i>Mrs Mopple's Washing Day</i> by Anita Hewitt.
Resources: Washine line; pegs; soft toys – pig, rabbit, chicken, turkey, cow; clothes – red spotted hankie, woollen bed socks, white gloves, pink frilly petticoat; Big Mac – 'blow wind, blow'; cassette player; switch box and switch ' washing machine sound effect; fan linked to switch.
<p>Suggested use:</p> <ol style="list-style-type: none"> 1. Use sound effect of washing machine for washing. Link to switch. 2. Sensory exploration of clothes. 3. Hang clothes left ' right, encourage scanning/number counting. 4. Use Big Mac to say 'blow wind, blow'. 5. Use switch ' fan for wind. 6. Encourage visual attention when clothes blow off the line. 7. Reinforce the repetitive element: A pig in a petticoat . . . <ul style="list-style-type: none"> – possibly give it a rhythm/beat – give a child a soft toy (left ' right)
<p>Link to Scheme of Work*:</p> <p>Word Level: 1.1 abcd/5/12 abc.</p> <p>Sentence Level: 1 ab, 3 abcde.</p> <p>Text Level: 1.1 abcd, 1.4 abcd, 2 a, 3 a, 5 a, 6 abc, 8 ab, 10 abc, 11 a.</p>
<p>Suggested activities for small group work:</p> <ol style="list-style-type: none"> 1. Left ' right scanning activities. <ul style="list-style-type: none"> – UV clothes (picture of) on a washing line – add to washing line/take off washing line with 'blow wind, blow' – other left ' right UV activities (see Flo Logthorn book). 2. Symbol work – matching symbols to animals (symbols/pictures/signs) (3.1.1 abcd). 3. Make UV book with clothes in, then on the washing line. 4. Using switches to anticipate missing word – 'blow wind, blow'. 5. Computer – left ' right programmes. <ul style="list-style-type: none"> First steps/First moves. <p>Other curriculum links</p> <p>Art: Painting UV clothes.</p> <p>Listening Skills: Animal sounds Matching.</p> <p>Design and Technology: Cause and effect (switch work).</p> <p>Maths: One to one correspondence/counting.</p>

Figure 2.2 Example of medium-term plan

*Some teachers have labelled each level a, b, c etc. for ease of reference instead of writing P1/2 or P2/3 etc. in their planning.

Medium-Term Plan: Literacy		Class: 3	Key Stage: 2	Term: Autumn 98
<p>Range Fiction and Poetry:</p> <ul style="list-style-type: none"> ● stories with familiar settings ● stories with predictable and repetitive patterns 	<p>Word – 2:2</p> <p>To recognise initial letter of own name and make sound and/or sign</p> <ul style="list-style-type: none"> ● auditory discrimination ● vocalisation ● collection of initial letter sounds ● sounds linked to stories ● circle time, registration 	<p>Sentence – 2.2</p> <p>To indicate that printed words/pictures/symbols mean something</p> <ul style="list-style-type: none"> ● matching object to symbol ● symbol to symbol ● object matching ● picture books linked with symbols/objects 	<p>Text – 3.2</p> <p>To relate printed to written word/symbol to pictures and objects</p> <ul style="list-style-type: none"> ● choice work with symbols/objects – drinks, toys, activities ● use of augmentative communication ● small group activities, symbol object matching 	<p>Resources</p> <p>Bank of stories with consistent element – animals</p> <ul style="list-style-type: none"> ● switches, Echo 4 ● symbols ● animal pictures, miniatures
<p>Non-fiction</p> <p>Signs, labels, captions, lists and instruction</p>	<p>Initial letter activities</p> <ul style="list-style-type: none"> – names – labels 	<p>Recognition of symbols/pictures/words as labels for pictures, equipment, etc</p>	<p>As above – to make symbols books to anticipate daily activities/routines</p>	<p>Symbols Pictures Objects Symbol books</p>

Figure 2.3 Example of medium-term plan