

# PAGHS Scheme for Whole-School Literacy, Numeracy, SMSC and British Values – 2016 - 2017

## Guidance for Implementation:

Teachers may use their discretion as to how they wish to incorporate the Whole-School plan into their lessons. One idea is to plan for a 5 minute starter activity, quiz, which covers the necessary ideas.

For subjects that have **1 lesson a week**: One subject must be covered in each lesson alternating between Literacy, Numeracy, SMSC and British Values. Eg Week 1 – Literacy; Week 2 – Numeracy; Week 3 – British Values; Week 4 – Literacy etc

For subjects that have **2 lesson a week**: One subject must be covered in each lesson alternating between Literacy, Numeracy, SMSC and British Values. Eg Week 1 – Literacy & Numeracy; Week 2 – British Values & Literacy ; etc

For subjects that have **3 or more lessons** a week: All of the Whole-School objectives for each week must be covered throughout each week

Term	Week	Literacy Focus	Weekly Breakdown for Literacy	Numeracy Focus	Weekly Breakdown for Numeracy	SMSC / British Values	Weekly Breakdown for SMSC / British Values (Tutorial)
1a	1	Spelling Rules and Strategies	<b>All:</b> will know and understand Lit Non-negotiables <b>Most:</b> Spelling Rule 1 <u>'l' before 'e' except after 'c'</u> <b>Some:</b> Spelling Rule 1 and 2 <u>'l' before 'e' except after 'c'</u> Dropping the 'e' when adding a suffix	Times Tables	<b>All:</b> will know how important times tables are <b>Most:</b> Will know their 2,5,and 10 table and answer verbal question quickly <b>Some:</b> will know timetables 2-5 and be able to answer verbal and written questions immediately	Democracy	<b>All:</b> will know that we live in a Democracy; <b>Most:</b> will be able to define the term Democracy <b>Some:</b> will know some of the requirements of a democracy / democratic political system
	2		<b>All:</b> will know and demonstrate use of Spelling strategy 1 LSCWC <b>Most:</b> Spelling Rule 2 <u>Dropping the 'e' when adding a suffix</u>		<b>All:</b> will understand the purpose of a school council; <b>Most:</b> will be able to explain how we could implement democracy in electing a school council		

		<p><b>Some:</b> Spelling Rule 3 and 4 <u>Double your consonants</u> <u>'q' must be followed by 'u'</u></p>			<p><b>Some:</b> express a desire to be part of a school council</p>
	<b>3</b>	<p><b>All:</b> will know and demonstrate use of Spelling strategy 2: using a dictionary <b>Most:</b> Spelling Rule 3 <u>Double your consonants</u> <b>Some:</b> Spelling Rule 5 and 6 <u>'k' or 'ck'</u> <u>Silent letters 'w', 'k', 'b', 't', 'l', 'h'</u></p>			<p><b>All:</b> will play a part in planning an election campaign <b>Most:</b> contribute campaign ideas with a view to persuade voters <b>Some:</b> will be involved in speech writing and preparing to deliver a speech</p>
	<b>4</b>	<p><b>All:</b> will know and demonstrate use of spelling strategy 3: Visuals <b>Most:</b> Spelling Rule 4 <u>'q' must be followed by 'u'</u> <b>Some:</b> Spelling Rule 7 and 8 <u>'ou' and 'ow' words</u> <u>'ough' words</u></p>			<p><b>All:</b> will play a part in planning an election campaign <b>Most:</b> contribute campaign ideas with a view to persuade voters <b>Some:</b> will be involved in speech writing and preparing to deliver a speech</p>
	<b>5</b>	<p><b>All:</b> will know and demonstrate use of spelling strategy 4: Spell Checker <b>Most:</b> Spelling Rule 5 <u>'k' or 'ck'</u> <b>Some:</b> Spelling Rule 9 and 10 <u>'ph' words</u> <u>'c' spelling patterns</u></p>			<p><b>School Council Candidate speeches to take place</b></p> <p><b>Nomination by secret ballot after the candidates of each year group have completed their speeches</b></p>
	<b>6</b>	<p><b>All:</b> will know demonstrate use of spelling strategy 5: Mnemonics <b>Most:</b> Spelling Rule 6 <u>Silent letters 'w', 'k', 'b', 't', 'l', 'h'</u> <b>Some:</b> Spelling Rule 9 and 10 <u>Changing 'y' to 'i'</u> <u>'-tion', '-cian', '-sion' endings</u></p>			<p><b>School Council Candidate speeches to take place</b></p> <p><b>Nomination by secret ballot after the candidates of each year group have completed their speeches</b></p>
	<b>7</b>	<p><b>All:</b> will know demonstrate use of</p>			<p><b>All:</b> understand that they have taken</p>

		spelling strategy 6: Prefixes <b>Most:</b> Spelling Rule 7 <u>'ou' and 'ow' words</u> <b>Some:</b> Spelling Rule 11 and 12 <u>'-able' and '-ible' endings</u> <u>'-ous' endings</u>				part in a Democratic process <b>Most:</b> will be able to consider the benefits of democracy and elections <b>Some:</b> will begin to realise that the opposite of democracy is autocracy or dictatorship.
	8	<b>All:</b> will know demonstrate use of spelling strategy 7: Homophones <b>Most:</b> Spelling Rule 8 <u>'ough' words</u> <b>Some:</b> Spelling Rule 13 and 14 <u>'-ate' and '-ite' endings</u> <u>All of the Above spelling Rules</u>				<b>All:</b> will understand that democracy is different to a dictatorship <b>Most:</b> will be able to explain the benefits of living in a democracy <b>Some:</b> will be able to make reasoned arguments as to why democracy is better