**Planning, Teaching, and Assessing Literacy**

**Introduction:** Literacy (reading, writing and spelling) is part of our daily timetable and a focus of our strategic plan. We will work together this year to strengthen our literacy instruction. Our assessment data shows that our students are strong when decoding but weaker in comprehension. This is not unusual, particularly when many of our students are not native English speakers. Therefore it is essential that you assess students carefully, pay particular attention to comprehension and not move students up too quickly through reading levels.

**Curriculum:** We use the National Curriculum for Literacy instruction. It divides the curriculum into 12 strands and teaches these strands over approximately 12 units. These units are divided among narrative, non-narrative and poetry and run from 1-5 weeks. You will find these unit titles and specific learning objectives for your year level in this binder.

**Planning:** When planning your literacy units, it is expected that every effort is given to meaningfully integrate the unit with concurrent Topic/Science units. Year levels teams work together to align units during semester planning sessions.

For more information about Literacy in the NC please go to:

http://webarchive.nationalarchives.gov.uk/20110809101133/http://www.nsonline.org.uk/primary/literacysubjectarea

Guided reading/Literature Circles:

It is expected that guided reading/literature circles are a regular part of your literacy plans. When constructing your timetable, plan to have at least 2-45 minute sessions per week. You can find guided reading materials in the teacher book rooms. To support guided reading instruction we have compiled a text correlation chart. This chart enables you to determine which color band your students are at based on a variety of indicators (i.e. NC level, RAZ-kids level, Lexile, PM Benchmark, ORT). Guided reading books are color-banded to enable you to select the right books to meet the needs of your students.

Spelling: Guidance documents are included in this binder (Y2-6).

**Teaching Resources:** We are not a textbook school and we use a variety of resources to teach Literacy. Each year level has a wide variety of resources to use when planning a unit. At RP, resources can be found in the Teacher Resource room in the library and in your classrooms. Oxford Reading Tree books are on the 4th floor at RP. At CP resources are in classrooms and the ERC. A few of the core resources we use are:

**Y1/2** Get Reading Right, ORT, Rigby Star, trade books, Letts Literacy, Scholastic Literacy Framework lessons, Nelson Spelling and Handwriting

**Y3-6** ORT, Literacy World, Letts Literacy, Scholastic Literacy Framework lessons, Nelson Spelling and Handwriting

**Helpful Online Resources:**

http://www.readwritethink.org/

<http://www.scholastic.com/teachers/>

http://www.nwp.org/cs/public/print/resource\_topic/teaching\_reading

<http://www.tes.co.uk/teaching-resources/>

<http://www.iboard.co.uk/>

<http://www.brainpop.com/educators/new_subscribers/>

<http://www.primaryresources.co.uk/>

ORT <http://www.primaryresources.co.uk/english/englishbooks_readingschemes.htm>

http://www.oup.com/oxed/primary/oxfordreadingtree/teachers/downloadable/

**Online Subscriptions:**

Bookflix: <http://online.scholastic.asia/cn>

Username: yewchung Password: pudong

RAZ-kids: <http://www.raz-kids.com/main/Login/> (you will get log-in details during orientation)

Echalk: http://subscription.echalk.co.uk/index.htm

**Assessment:**

* Formative assessment takes place during the course of each unit and may occur in a variety of ways, generally in consultation with the year group.
* Summative assessments are common across the year level and are developed collaboratively.

**Assessment Resources:** Resources can be found in the book rooms and classrooms

Running records resources: <http://www.busyteacherscafe.com/literacy/running_records.html>

http://www.teachervision.fen.com/read-aloud/assessment/48545.html