

## **FIRS FARM LITERACY GUIDELINES**

Teaching follows the National Strategy.

### Individual reading & Guided Reading: Years R to 6

These guidelines should be followed:-

- Reception & Y1 are read with individually
- When children are deemed ready to cope with a group situation, the children should be arranged in ability groups of approximately 4-6.
- There should be regular weekly provision.
- Teacher and/or teaching assistant should take the group.
- Reading books should match the reading level of the group (see back cover of the book).
- The completed Guided Reading Record Sheet should be kept in the “Guided Reading” file.(Appendix A in School Top Copy file)
- Two/three targets should be identified from the sheet by the teacher for each group and specified on the Guided Reading Record Sheet Record Sheet. These should be reviewed regularly and new targets set.
- Comments on Record Sheet should be dated, focused and relate to identified targets.
- The Literacy Coordinator will monitor the files.

### **Scheme books/Catch Up Programmes Level 3C & below**

These guidelines should be followed:-

- All children with an NC level of 3C or below should have an Oxford Reading Tree level and follow through the Scheme to Stage 11 and be identified for a Catch up or intervention programme.
- The children should be allocated a colour band which corresponds to their Oxford Reading Tree level. As and when appropriate, the children should read across the colour band to broaden their reading experience.
- The Oxford Reading Tree book (or class reading book) should be changed regularly (2 books given per week) either in reading sessions or catch up sessions.
- The books should be recorded in the home/school booklet for KS1 and KS2 Homework diary and a note made in the Teachers Individual Reading Record file).
- The children should be encouraged to take home a book from the class or local library. This can be a book on their colour band to read, or a book in a different band they wish to share with their parents.
- Special needs children throughout KS1 and KS2 should be carefully monitored and their reading reviewed every half-term.
- The children become “free readers” after they have successfully read Oxford Reading Tree stages 10 and 12 (Cream colour band) and achieved a National Curriculum level 3C. These free readers in KS1 and KS2 should take home books regularly and record these in their home/school booklet which will be monitored

weekly by class teachers /teaching Assistants and termly by SLT. Children can stay on a scheme until Stage 14 if teachers feel it will support the child's reading. Children not completing homework diaries should be warned and parents spoken to. If there is no improvement they must be referred to the SLT as soon as possible

The colour bands are as follows:

Brown	Oxford Reading Tree	Stages 1 to 4
Green	Oxford Reading Tree	Stage 5
Grey	Oxford Reading Tree	Stage 6
Orange	Oxford Reading Tree	Stage 7
Black	Oxford Reading Tree	Stages 8 and 9
Cream	Oxford Reading Tree	Stages 10 to 14
Free Reader		Stage 12 upwards

The colour banded class library is comprised of a range of reading scheme books, picture and longer story books by significant children's authors. This is to provide a broad and balanced reading experience.

### **Word Walls & Phonic Phases & Spelling**

We follow the Letters & Sounds programme. In reception we use the Jolly Phonics programme and assess using phonics passports. In Yr1 to 2 we use 6 phonic phases (a master copy is kept with the literacy co-ordinator). Children are taught weekly through a 1 hour session and followed up daily through 15 minute sessions outside of the Literacy hour from YR-Y2. Children in Y1/2 (and children still on Letters & Sounds in Y3) are assessed termly and moved to the next phase when ready. A copy of the assessment document is kept in the master copies file and each child's assessment should be kept in the class assessment folder.

Y3 –Y6 children are taught through differentiated spelling patterns which are set weekly from the Ginn Spelling Scheme & Literacy Strategy or catch up Phonic programmes. Spelling lists often incorporate revision & topic words.

Word walls are divided into 20 per phase and children are tested weekly. Y2 & Y1 & read & write each word wall before moving on to the next level Reception are issued with tricky words & sound books to learn weekly which reflect the common words & Phase 2 .

The word walls and phonic phases are assessed together termly and children move to the next level.

Literacy – writing assessment

Reception use The Enfield Passports to phonics assessment sheet which enables them to record detailed statements about Phase 1 & 2. Children working within Phase 3 use a school assessment sheet which tracks the phonics within words.

### **Writing Assessment through Level Descriptors & Progress Files**

- Where evident required standards of work are being seen e.g. 2/3 pieces Y1 and Y2, 3 pieces Y3/4 and Y5 and Y6 working towards 5 pieces.

For each child and held in the classroom. 1 piece of moderated writing per term (before parents evening). Children's levels highlighted on APP sheet. Targets taken from Group Target sheet. Targets distributed at parents evenings.

APP (assessment of pupil progress) sheets to be used in progress files from Sept 09 (in place of existing descriptors).

### **End of year assessments/class transfers**

Reception - Foundation Stage Profiles stages 1-9

Year 1 – School summary sheet (from head) for reading, writing, speaking & listening, Salford reading age (Jan and June), phonic phase.

Year 2 - SATs results, School summary sheet to include Salford reading age (Feb and June), Phonic phase

Year 3,4,5 – QCA analysis, School summary sheet to include Salford reading age (Jan and June), Phonic phase (where relevant)

Year 6 – SATs results & Teacher Assessment , Salford Reading age (Feb and June)

### **Speaking and Listening**

EAL - Assessed using Language in Common  
SEN - P levels.

Reception – e/o Year profiles

Year 1 Spk & Listening at end of Year for transfer

Year 2 & 6 - SATs assessment

Year 1, 3, 4, 5 - Provision made through curriculum Speaking and Listening objectives must be clear in planning.

**To be reviewed as and when APP targets are issued.**