

3.4 The NSP self-review, development and planning toolkit: Learning and teaching: literacy

Introduction

There are two sub-sections ('components') on learning and teaching. One deals with literacy (sub-section 3.4) and one with numeracy (sub-section 3.5).

Each component is divided into two parts:

- The first covers the review and development of a learning and teaching policy (that is, setting the school's overall approach).
- The second covers learning and teaching strategies (that is, what happens in the classroom).

Feedback suggests that some schools will want to deal with literacy and numeracy separately. However other schools, particularly smaller schools and primary schools, may want to look at literacy and numeracy together.

Some of the issues, such as achieving a consistent approach to literacy and numeracy across the school, are the same. Others, which relate more directly to the content of the separate LNF components, are different.

Consequently, in order to give schools flexibility, the component dealing with literacy is separate from the one dealing with numeracy. However, the broad structure of self-review and planning is similar for both components, so that they can be brought together by schools wishing to do so.

Part 1: Policy

Overview

A whole-school approach to the LNF involves planning for the teaching of literacy in the whole curriculum and embedding practices in each year group and subject, to support learners in developing and applying literacy skills in different contexts.

When pupils practise their reading and writing skills in a range of different subject contexts, they can develop their skills to higher levels. Good reading and writing skills also support all aspects of learning across the curriculum. Ensuring pupils develop these skills in a progressive and systematic way in subjects across the curriculum enables them to build on and improve the skills they gain in English and Welsh lessons. It is self-evident that when pupils have difficulty with reading and writing, this affects their progress in all other subjects.

Reading and writing are not only tools for communication but also skills important to the processes of developing thinking. For example, when pupils explain what they like about the story they are reading and when they write about an experiment that worked, they are forming their own opinions and ability to reflect on their learning. In this way, the skills of reading and writing are vital to pupils' cognitive development, helping them to develop their ideas, acquire understanding and explore and make sense of their world⁵⁵.

The school literacy policy should outline the principles for embedding literacy across the curriculum and summarise the approaches to be used. It should be a living document which is used as a basis for planning. The school literacy policy should be reviewed and amended to reflect progress and changing circumstances.

Since the LNF is statutory from September 2013, all schools will need to have a literacy policy which reflects the implementation of the framework. For schools that have an existing literacy policy, the starting point for the process is to review and update that document. Schools where there currently is no literacy policy need to decide on the structure and content of that policy. This policy has aspects in common with a policy for English/Welsh but they are not the same. A literacy policy concerns the teaching of the skills of oracy, reading and writing across the curriculum whereas a policy for English/Welsh relates to the statutory requirements for English/Welsh and includes aspects such as reading and writing literary texts.

⁵⁵ *Best practice in the reading and writing of pupils aged five to seven years* (Estyn, 2009).

What works? Evidence about good practice

A policy is an overview document of principles which reflect and guide practice. It sets out objectives and enables staff and governors to review progress in reaching them. A whole-school literacy policy aims to:

- develop, maintain and improve standards of literacy across the school;
- promote consistent classroom approaches to oracy, reading and writing;
- enable learners to transfer knowledge, skills and understanding between subjects;
- ensure careful tracking and monitoring of learners' progress, using assessment for learning;
- support consistent assessment, recording and reporting of learning.

Schools will be at various stages and on different paths to implementing the LNF. Rather than waiting until all aspects of the LNF are fully embedded in a school, it is important to capture the principles of teaching literacy in a policy which can be updated as developments take place. It is essential that the policy reflects actual classroom practice.

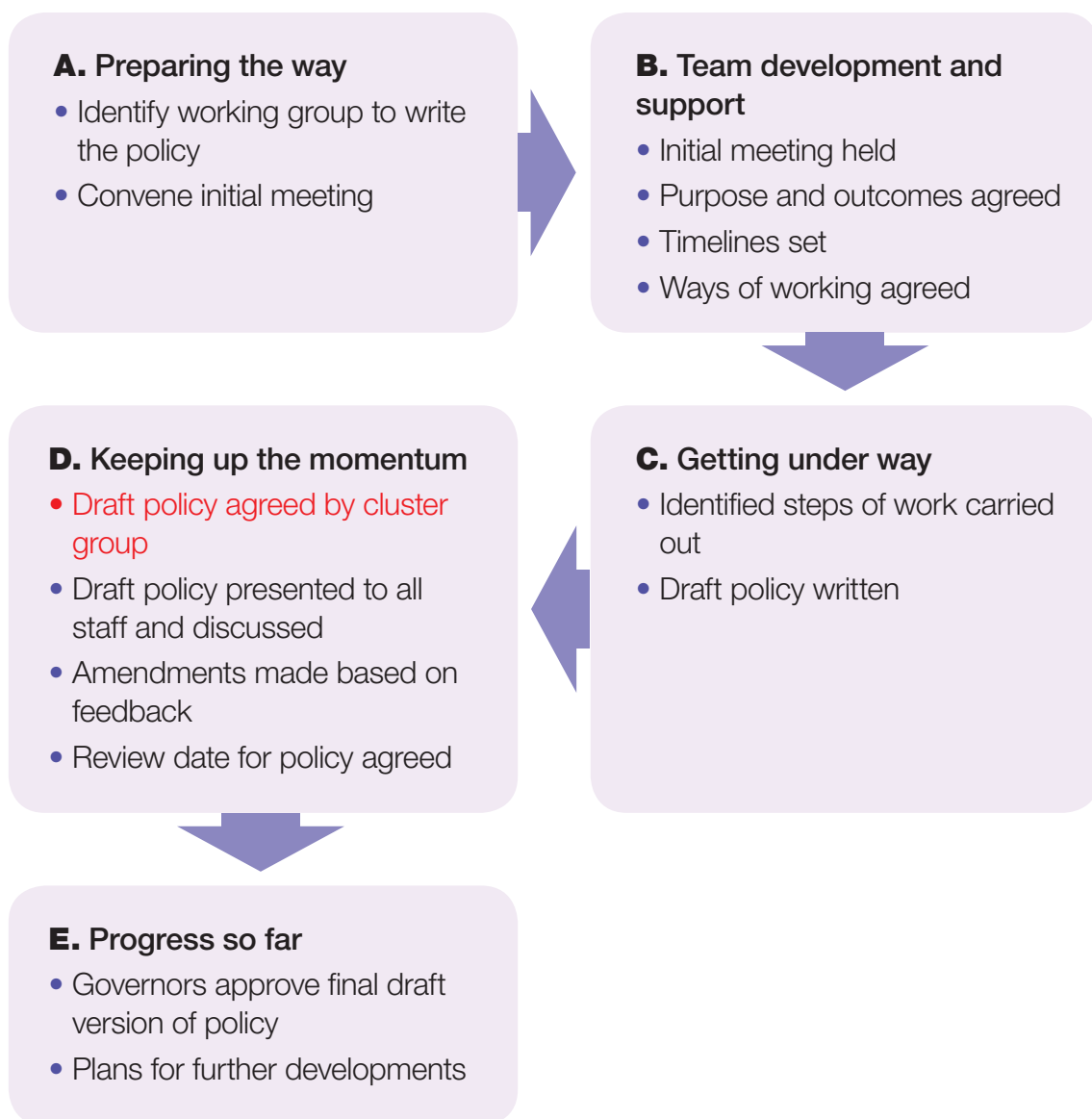
In schools where a working group is established to write the draft policy it is important that all staff are given the opportunity to review and give feedback on the document. This can help ensure that all staff are kept up to date with developments and have ownership of any processes adopted.

The following documents outline one possible approach to writing a literacy policy. Schools can select which steps of the process are applicable to them. Guidelines and exemplars are provided which can be adapted according to a school's needs.

Review and development process: learning and teaching – literacy/numeracy

Developing a policy for literacy/numeracy across the curriculum

School/cluster approach



Key:

Preparing the way column:

Red = alternative approach where cluster group decide to work together to produce a common whole-school literacy policy. This encourages consistency in strategies used across the curriculum within schools, between schools and between key stages, e.g. FP to KS2 and KS2 to KS3.

What this might look like ... column:

Black = Exemplar for both primary and secondary schools

Green = Primary school exemplar

Blue = Secondary school exemplar

Red = Cluster exemplar

How much progress has been made with LNF implementation?

In reaching judgements, use the following assessment criteria, which are consistent with those in the Progress Map:

Red = not in place

Amber = work has started but consolidation is needed

Green = in place and monitored regularly

Step-by-step guidance

Learning and teaching: literacy policy

NSP model		School review			
A. Preparing the way	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>A.1 A member of the Senior Leadership Team (SLT) appointed as manager with overall responsibility for developing the literacy policy.</p> <p>Cluster group representative for each school likely to be a senior manager. Need to elect chair for working group.</p>	<p>Since the LNF is a statutory requirement which influences a whole school, the curriculum leader on the management team is made responsible for overseeing the development of the literacy policy in Primary school A.</p> <p>In Cluster B it is decided to have the curriculum deputy headteacher of the secondary school leading, with the deputy headteacher of one of the primaries as co-leader.</p>				
<p>A.2 The senior leader identifies a cross-curricular working group, probably with the literacy coordinator in charge of drafting the policy. The senior manager and</p>	<p>In Primary school C, with only three teaching staff, all three are involved in the development of the literacy policy.</p> <p>In Primary school D, the group includes someone from each key stage as well as the leader for literacy, and they appoint a deputy leader to help with the work and</p>				

literacy coordinator agree the composition and size of the working group before approaching staff members. In clusters, need to consider:	with continuity. In Secondary school E a literacy coordinator is appointed who works closely with members of the English and Welsh departments and representatives from other subject departments. Secondary school F opts to base its working group on the school faculties. The head of each faculty – Humanities, Language, Science, Technology and Creative – is asked to attend or appoint a representative to be part of the working group.		
A.3 Initial meeting convened. Before the meeting the working group members were asked to familiarise themselves with relevant documentation, e.g. school teaching and learning policy, current whole-school literacy policy, any existing departmental literacy policies and the LNF. Cluster approach is the same.	In Primary school G different members of the group are asked to compare specific documents, e.g. school learning and teaching policy with the framework, or the literacy policy and the English/Welsh policies, or the current literacy policy with the section on literacy in the school SEF/SDP. The group members are asked to be ready to report at the first meeting. In Secondary school H the group also looks at the mapping of curriculum opportunities which has taken place earlier and the subject schemes of work where literacy is included.		

B. Team development and support	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>B.1 At the first meeting of the literacy working group (see Annex 3.4.i – page 187), consider:</p> <ol style="list-style-type: none"> 1. how the group will operate, for example: <ul style="list-style-type: none"> • how often the working group will need to meet, where and when, e.g. designated PPA time, twilight sessions, INSET days; • how outcomes of the meetings will be recorded, e.g. minutes or agreed action points; • who will be responsible for writing the policy, e.g. one person or several members of the working group with one person collating the document. 2. the approach taken to 	<p>In Primary school I all three members of staff meet during a twilight session to plan how they will write their school's literacy policy. They decide to meet weekly for three weeks. The discussions enable the literacy coordinator to write a first draft for the agreed sections of the policy. These are reviewed in the next meeting before discussion of new sections of work begins. A working group in Secondary school J holds its first meeting during the morning of an INSET day. After a brief recap on the LNF the group considers the existing whole-school literacy policy and whether it provides an accurate overview of activity within the school in relation to the LNF. A work plan is created to keep track of the proposed work. Dates are set for completion of draft sections of the policy. Future meetings, held as twilight sessions, are planned, to review and amend the written drafts.</p>				

<p>the work, for example:</p> <ul style="list-style-type: none"> • review what was learned from the pre-reading comparing the various documents; • decide whether the format and sections of the existing policy are appropriate; • decide which aspects need to be rewritten to reflect the implementation of the LNF; • anticipate any difficulties which may arise, e.g. timing, relating to other school priorities. <p>This applies equally to the work of the cluster group, which needs to consider carefully whether it is necessary for every section of the policy to be common to all schools. This might</p>			
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not always be possible and the cluster might agree that some sections be kept specific to individual schools.				
C. Getting under way	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A
<p>C.1 The group agrees the steps to be carried out by members of the working group. These include:</p> <ul style="list-style-type: none"> • agreeing the structure of the policy (Annex 3.4.ii can help with this, see page 190); • reviewing current practice for each aspect of policy; • identifying areas in need of development to incorporate the LNF from review. <p>Further work will need to be planned and undertaken on these;</p>	<p>Primary school K identifies that one of their school priorities, extended writing, is not evident in their policy, so uses a staff meeting to agree what the approach should be, which is then incorporated into the policy.</p> <p>Teachers at Primary school L find that they are currently not reporting to parents/carers in relation to the LNF, so need to review their tracking, assessing and reporting arrangements. This review is noted in the policy and a date set for updating it with the new procedures.</p> <p>The focus of the literacy working group meeting in Secondary school M is to discuss the roles and responsibilities of all those involved in developing literacy within the school. The main points for discussion are identified and the existing policy</p>			G

<ul style="list-style-type: none"> writing the draft policy. <p>A coded version of the LNF (Annex 4: The coded LNF) is available to support identification of progression and cross-referencing.</p> <p>The group members carry out the writing tasks which are brought back to the group for review.</p> <p>The literacy coordinator collates the policy and ensures consistency of style and content.</p> <p>Cluster approach is the same.</p>	<p>reviewed. Agreed outcomes from the discussions enable the literacy coordinator to draft those sections of the policy. These are reviewed in the next meeting and amendments made. The process is repeated for other sections of the policy.</p>			
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D. Keeping up the momentum	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>D.1 Cluster group agrees draft version of the policy before it is shared with staffmembers in individual schools.</p>	<p>In Primary school N a draft literacy policy is given to all teachers and teaching assistants (TAs) prior to a whole-school meeting. All staff are given the opportunity to provide oral feedback during the meeting. Feedback given is discussed and</p>				

<p>In a meeting of the school where all parts of the curriculum are represented, the literacy coordinator explains the rationale for the draft policy, what it is based on and the implications for teaching across the curriculum. Staff are given the opportunity to feed back on the policy. This can:</p> <ul style="list-style-type: none"> • update and reinforce understanding of the processes adopted to implement LNF amongst teachers and TAs; • encourage ownership of the policy across the school. <p>The last draft of the policy is checked by the SLT and approved.</p> <p>D.2 A review date is set for the policy. As the</p>	<p>amendments are made to the draft policy in light of the outcomes of the discussions. A final draft policy is then produced.</p> <p>In Secondary school O the literacy coordinator gives a presentation on the draft policy in a whole-school staff meeting. Each member of staff is given a copy of the policy and a feedback form for noting suggested amendments (see Annex 3.4.iii, page 193). Comments on returned forms are collated and discussed in the next meeting of the working group. Responses to each comment are noted and any necessary amendments made to the policy. The collated feedback form plus responses (see Annex 3.4.iii, page 193), together with the amended policy, are discussed in a further staff meeting and a final draft policy is agreed.</p>			
<p>D.2 A review date is set for the policy. As the</p>	<p>With work on mapping the LNF ongoing in the school and aspects such as tracking,</p>			

<p>process of implementing the LNF is likely to be ongoing over the next two years the policy will need to be reviewed and updated regularly during this period. Schools decide the best approach to take.</p> <p>Cluster approach is the same.</p>	<p>assessment and reporting still in their infancy, Primary School P decides that the policy will be updated annually.</p> <p>In Secondary school Q (a large school) where the work of mapping opportunities and ensuring progression across the curriculum is ongoing, it is decided to update various aspects of the policy termly, e.g. tracking and monitoring, assessment and reporting. It is felt that updating sections to reflect the work completed during a term keeps the work in manageable chunks. Sharing updates with the staff keeps them abreast of developments.</p>			
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E. Progress so far	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>E.1 Final draft policy is presented to the governors for approval, together with plans for development, such as:</p> <ul style="list-style-type: none"> a focus on progression in reading; ensuring consistency in teaching accuracy in 	<p>The headteacher of Primary school R presents the literacy policy to the board of governors for approval. She makes the most of the opportunity to explain the processes adopted for implementing the LNF in the school and is able to share data and anecdotal feedback as to the impact of the LNF to date. The governors are keen to look at data over time and request</p>				

<p>writing;</p> <ul style="list-style-type: none">ensuring suitable challenges for different groups of learners. <p>This is also an ideal opportunity for updating all governors about literacy in the school.</p> <p>Once the governors have approved the policy, a final version should be circulated to all staff.</p> <p>The policy may need to be approved more than once during the period when the implementation of the LNF is ongoing.</p> <p>Cluster approach is the same.</p>	<p>further updates on this. Future planned developments in literacy are also shared and there is discussion of the likely impact of these developments. Following a detailed discussion the governors approve the policy.</p> <p>The literacy coordinator in Secondary school S is invited to give a presentation to the governors on the draft literacy policy. She shows how the school's vision of the implementation of the LNF will improve literacy standards. Given the need for further development and consolidation, the policy is a draft one which will be reviewed biannually and presented for approval to the governors each time.</p>			
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Part 2: Strategy

Overview

However, standards of writing remain a concern across all school sectors. In the Foundation Phase, for instance, although a majority of pupils achieve well, a minority make basic spelling and punctuation errors or have poor letter formation. Similarly, in key stage 2 a minority of pupils have weak writing skills and do not transfer the grammar and spelling skills they have learnt in language sessions to their writing in other subjects.

In a majority of secondary schools, teachers' abilities to support and develop reading and writing in their subjects are too variable. Often this is because teachers in subjects other than English do not know enough about the kind of literacy strategies that they could usefully deploy⁵⁶.

The literacy component of the LNF is designed to help schools and teachers understand what learners should be able to do in any subject. It outlines the skills in oracy, reading and writing which need to be used and developed in different contexts so that learners become independent users of those skills. Teachers have the responsibility to make the connections for learners, so that they can see when the skills need to be used and how to adapt to a different context.

This component identifies:

- key issues associated with teaching literacy;
- how teachers can use their professional knowledge and skills to select the right teaching strategies.

The framework offers the backbone for a robust approach to literacy in every subject which means that skills are learned in a relevant context and consolidated in others. The aim is to ensure that learners' skills in reading, writing and talking are secure and can be transferred from one context to another.

To achieve this potential, schools and teachers need to develop:

- **systematic integration** of the teaching of literacy across the school, and in every subject;
- **consistent approaches and strategies** in teaching the skills;

⁵⁶ Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2011-2012.

- understanding of what skills are expected, how to set suitable challenges and how to adapt demands for different learners, so that they all make **progress**.

When literacy teaching is fully integrated into work across the curriculum teachers are not only aware of opportunities to use literacy to support learning, but also they can make decisions about approaches to the literacy dimensions of a task. They can work out what learners need to know to complete tasks successfully and the support they need. For example, when beginning a new topic, teachers will be able routinely to identify the subject learning objectives and the key aspects of literacy which will support learning in the topic, using the framework. These are then, in effect, the literacy objectives for the topic. These might be such aspects as specialist words and phrases, ways to join ideas together in an explanation, and sentence structures (and hence punctuation) which show the connections between events or ideas. The teacher then makes decisions about how to integrate these literacy demands into the teaching of the topic.

Teachers can then decide which **strategies** are useful for the class or individual learners, drawing on the bank of ideas that the school has developed. These strategies are likely to be generic and need adapting to specific tasks and subjects.

What works? Evidence about good practice

The introduction of the LNF requires all teachers to be teachers of literacy. This is potentially daunting, and non-specialists will need training and support, including opportunities to see and share good literacy practice in their own and linked schools.

Literacy is a complex area. Nonetheless, it is possible to identify some key aspects of effective teaching, including the following⁵⁷:

Reading

Reading strategies:

- Provide consistent approaches to the teaching of phonics throughout the school, helping learners to read and spell accurately;
- Give learners access to progressively more challenging texts, to extend their reading skills;
- Include a wide range and type of texts, including digital ones, and identifying how they have different purposes, structures and layouts;
- Show how to locate and retrieve information from different sources;

⁵⁷ *Sharing good practice in developing pupils' literacy skills* (Estyn, 2009); *Best practice in the reading and writing of pupils aged 7 to 14 years* (Estyn, 2008).

- Develop higher-order reading skills, including skimming, scanning, inference and deduction.

Comprehension:

- Use approaches such as guided reading to support understanding;
- Include activities that demonstrate how to read for different purposes;
- Show how to use inference and deduction to understand implicit meanings.

Response and analysis:

- Make links between what they read and what they already know;
- Compare the views of different writers on the same topic;
- Distinguish between facts, theories and opinions.

Writing

Meaning, purposes, audience:

- Show how to adapt writing for different readers, including selection of vocabulary, sentence structures, layout;
- Distinguish how to write for different purposes, such as use of persuasive techniques, diagrams, notes.

Structure and organisation:

- Support drafting by using techniques such as modelling, templates and writing frames, sentence starters, paragraph starters;
- Encourage learners to use ICT to support the process of planning, drafting, revising and presenting their work and to share their work with others.

Language:

- Teach the technical vocabulary used in a subject, together with any conventions, such as hypothesis and conclusion in scientific reports, causes and consequences in historical accounts.

Grammar, punctuation:

- Show how to organise sentences to make clear sense;
- Use agreed grammatical terms consistently;
- Show how punctuation clarifies meaning and has specific functions, such as commas in lists, quotation marks, question marks, by drawing on reading.

Many pupils develop an understanding of grammar through their reading. The most common mistakes relate to subject and verb agreement, tenses and the construction of complex sentences. When staff explain grammatical conventions clearly, this helps pupils understand the errors in their work. However, there is little consistent practice in teaching grammar. A few secondary schools provide very clear guidance to pupils, often developed with the modern foreign languages department, so that all staff use the same terminology to talk about grammar. In these schools, pupils have a good understanding of grammar in Welsh and English⁵⁸.

Spelling, handwriting:

- Consistent approaches to displaying words in the classroom, using dictionaries and thesauruses, responding to errors;
- Whole-school expectations about the clarity of handwriting and on the use of word-processing.

Spelling improves when pupils:

- have a good phonic understanding and sound out words so that they can hear them before they spell them;
- learn and understand word families and regular spelling patterns;
- learn the spellings of commonly used words that sound similar but are spelt differently; and
- are taught strategies to learn irregular spellings including 'look, say, cover, write, check'⁵⁹.

^{58, 59} *Best practice in the reading and writing of pupils aged 7 to 14 years* (Estyn, 2008).

Oracy

Speaking:

- Understand that development of oral skills underpins development of reading and writing skills and the articulation of ideas supports learning;
- Encourage learners to give reasons and evidence for their views and answer questions positively.

Listening:

- Use approaches which require responses such as asking relevant questions, retelling what they have heard, note making, evaluating what they hear;
- Show how to discriminate between different components of words⁶⁰.

Collaboration and discussion:

- Adopt consistent approaches to group discussion and the kinds of roles, purposeful talk and organisation which lead to problem solving;
- Show how to reach conclusions, negotiate disagreements, achieve the aims of the group.

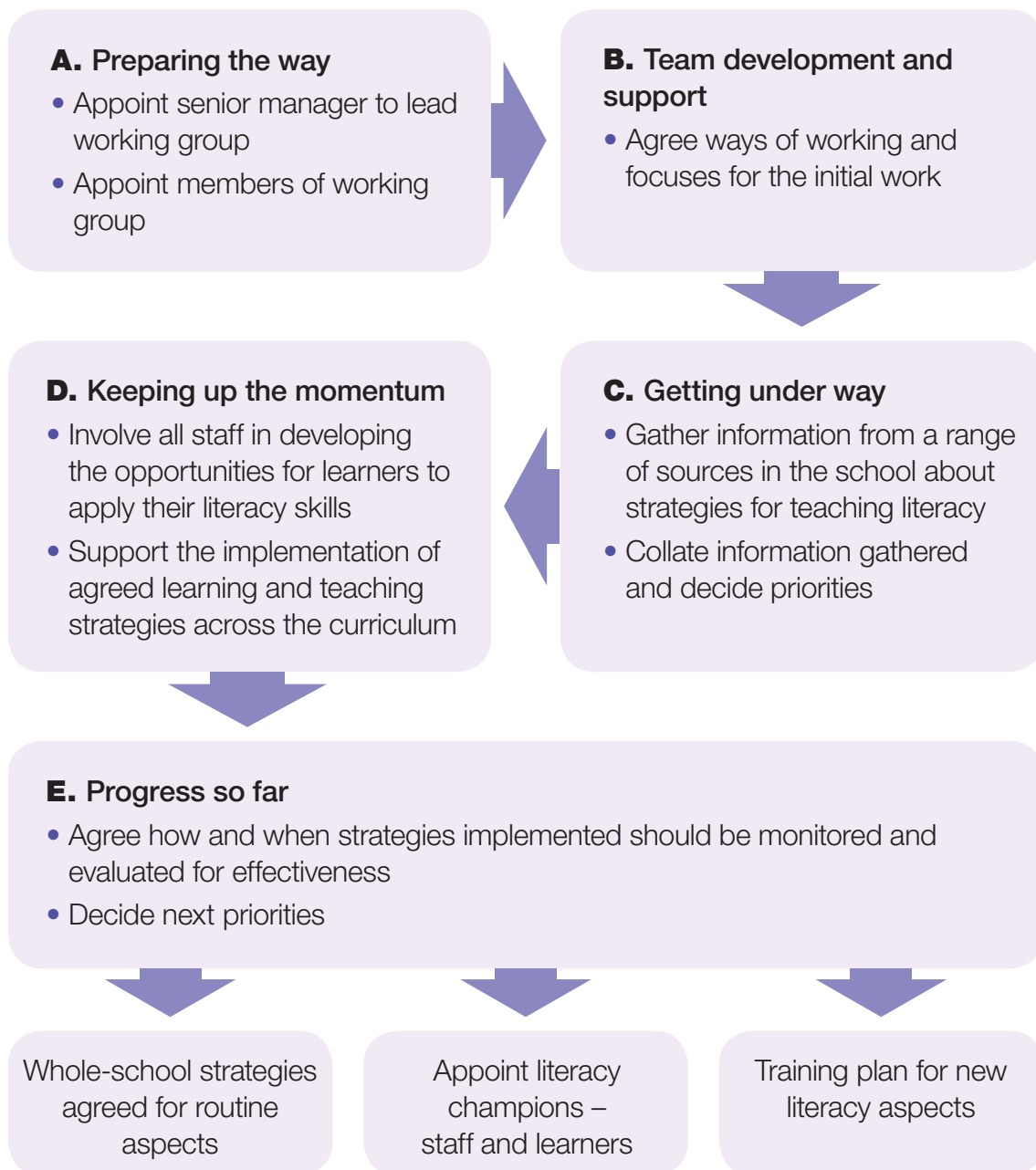
Once staff have discussed and agreed a set of strategies, they will also need to establish monitoring to check that they are using the strategies and evaluate whether this approach to teaching enables learners to rise to greater challenge. Monitoring and evaluating the whole school's approaches to literacy also involves looking for evidence of increased standards of reading and writing and increased learner confidence in tackling new tasks. Monitoring arrangements need to be systematic, with agreed performance measures. For example, learners might be set a reading task on an extended non-fiction text, to check whether they can tackle the task independently and successfully.

A process for a school to embed literacy teaching, share strategies and use marking and tracking to monitor learners' progress is offered in the step-by-step guide. Schools are on different stages of that journey and can make choices about which elements of the process are most useful to them.

⁶⁰ Described by Estyn in *Sharing good practice in developing pupils' literacy skills* as 'rhyme awareness', 'syllable awareness so that pupils can hear parts or segments of phonemes that comprise the rhythm of the word'.

Review and development process: learning and teaching

Making literacy work across the curriculum



Key:

Preparing the way column:

Red = alternative approach where cluster group decide to work together to produce a common whole-school literacy policy. This encourages consistency in strategies used across the curriculum within schools, between schools and between key stages, e.g. FP to KS2 and KS2 to KS3.

What this might look like ... column:

Black = Exemplar for both primary and secondary schools

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How much progress has been made with LNF implementation?

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Step-by-step guidance: learning and teaching

Literacy strategies

NSP model		School review			
A. Preparing the way	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>A.1 Senior manager appointed to oversee the work. Scope of initiative agreed, depending on where the school is in implementing literacy across the curriculum. Timeline agreed and resource allocated.</p>	<p>Primary school A, a large urban school, decides that implementing the Literacy component of the LNF is the major curriculum focus for the year and asks the deputy headteacher to lead the initiative.</p> <p>Secondary school B has already been working on literacy and numeracy for a year and decides that the first activity needs to be reviewing progress so far. The previous team, led by an assistant headteacher, is asked to continue.</p>				
<p>A.2 Senior manager and literacy coordinator (may be same person in some schools) decide membership of a working group, e.g. a representative from each year group, key stage, heads of departments or</p>	<p>In Primary school C, with only three teaching staff, all three are involved in the development of the literacy policy.</p> <p>In Primary school D, the group includes someone from each key stage as well as the leader for literacy, and they appoint a deputy leader to help with the work and with continuity.</p> <p>In Secondary school E a literacy coordinator</p>				

<p>faculties. This group has oversight for identifying priorities, putting strategies in place and monitoring progress.</p>	<p>is appointed who works closely with members of the English and Welsh departments and representatives from other subject departments.</p> <p>Secondary school F opts to base its working group on the school faculties. The head of each faculty – Humanities, Language, Science, Technology and Creative – is asked to attend or appoint a representative to be part of the working group.</p>			
<p>A.3 A summary was prepared of recent Estyn reports, other official reports (PISA, etc.), inspection reports, school data of assessments of reading and writing. (See Annex 5, page 463, for note of possible sources.)</p>	<p>Primary school E has already used an Estyn best-practice report on five- to seven-year-olds when reviewing their provision. However, they decide that they will look more broadly to see if there is more evidence which would help focus further development.</p> <p>In Secondary school F it is noted that there have been a number of recent reports raising issues about the teaching and application of literacy skills. It is decided that this will be a useful basis for assessing current work in school and may also offer helpful solutions. So two members of staff are asked to prepare a summary of the main points from the reports, and,</p>			

	in particular, to bring out the priorities for action from a national perspective.				
B. Team development and support	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>B.1 First meeting of the working group is convened by senior manager and literacy coordinator. The brief is shared with the group members: evaluating current classroom practice relating to literacy across the curriculum by:</p> <ul style="list-style-type: none"> judging teacher confidence in integrating literacy into lessons (see Annex 3.4.v – page 210); the adequacy of the current repertoire of strategies for teaching the literacy component of the LNF expectations; 	<p>The first meeting of the working group in Primary school G is timetabled for a half day within an INSET day, as the agenda needs a lot of discussion and action planning. The leader wants to move quickly and thinks a longer first meeting would enable everyone to have a good grasp of what the issues are and how they are to be tackled.</p> <p>Before the meeting in Secondary school H, the leader circulates the literacy component of the LNF and the summary report (A.3) and asks the group members to come with their ideas about how the issues apply in their school. The general feeling is that the picture is patchy and they need more evidence of what is actually happening.</p> <p>Two members of the group are asked to look in detail at the framework to gauge where there is probably good practice and aspects which are probably not yet used.</p> <p>They use the framework for progression as this is helpful in thinking across year groups.</p>				

<ul style="list-style-type: none"> • how far progression is evident. <p>The summary of evidence (A.3) is also shared.</p> <p>There is initial discussion of where the school is currently in implementing literacy across the curriculum, and possible areas for development, including linking current classroom work to the LNF.</p>			
<p>B.2 Agree ways of working and responsibilities.</p> <p>Consideration is given to:</p> <ul style="list-style-type: none"> • how they plan to gain an accurate picture of current classroom practice and teacher confidence in integrating literacy, e.g. auditing schemes of work, lesson observation, interviews 	<p>Primary school I decides to investigate all three strands of enquiry, so each group member is allocated to one of them and asked to recruit someone to help them from a different key stage. From these plans the literacy coordinator prepares an overview of actions which is presented to staff so they understand that the investigations are to find out where best to help, not to assess them.</p> <p>Secondary school J already has a focus on progression, so decides to begin by looking at test data and learners' work across</p>		

<p>with individual teachers, curriculum leads or heads of departments, interviews with learners;</p> <ul style="list-style-type: none">• how to find out how far the strategies for teaching literacy in current use are sufficient to address the issues arising, e.g. learners' views of what they find hard, ongoing problems of basic literacy for many learners, what teachers say they find difficult to include;• how they can identify learners' current progress in literacy and how far that is supported by application across the curriculum, e.g. learner work reviews	<p>subjects and ages. This raises a lot of questions which leads back to schemes of work and teachers' attitudes to literacy in their subjects. So the enquiry broadens into the other two areas. Members of the working group attend departmental meetings to ask their questions and include as many teachers as possible.</p>			
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across age groups, analysis of test data, asking a selection of learners across years to undertake a writing task to see if progression is evident.				
B.3 Roles and responsibilities for investigations agreed and timelines are set. Discussion of likely actions once the picture has been established.				
C. Getting under way	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A
C.1 The early evidence (A.3) is summarised for everyone to use and orientate school practice. Evidence may come from consortium audit/review, local Estyn inspections, Estyn reports on similar schools.	In Primary school K the use of national evidence as well as local data helps this rural school to see how they fit into the larger picture. At the introductory session, which is part of a staff meeting, teachers are asked to think about how implementing the framework might change what they do in the classroom.			G

<p>C.2 Some members of the working group conduct an audit of current classroom teaching and techniques and how far literacy is integrated across the curriculum, based on what is already known, using a variety of possible approaches. Analysis takes place to show strengths and where aspects of the framework are not yet integrated into teaching. Reasons for this pattern are identified. Teachers put forward views of how far they can integrate literacy effectively.</p>	<p>In Primary school L it is found that teachers are comfortable with setting different types of writing but are not sure about integrating the 'Writing accurately' aspects into their subject and topic teaching.</p> <p>In Secondary school M the working group decides to focus on the previous term to examine what actually happens. They look at schemes of work for an overview, lesson plans where literacy was a focus and learners' books. They link the activities to the framework. They talk to teachers from different subjects to gauge their confidence in making choices about which literacy strategies to use. It is found that teachers who have recently joined the school are less confident as they have missed earlier training. As well as remedying this, the school changes its induction programme.</p>		
<p>C.3 Identify how far the strategies for teaching literacy in current use are sufficient to address the issues arising. Refer to any previous work</p>	<p>Primary school N has agreed ways of marking errors in spelling, grammar and punctuation but there is inconsistent follow-up about these errors. They have mapped the types of writing and where they should be included in subjects but teachers do not</p>		

on practical ways to ensure literacy demands in subjects are met, use of school intranet/paper resources, the role of the literacy coordinator in supporting good ideas, finding out teachers' favoured strategies. Analysis focuses on the range of strategies teachers are using and how far they cover the framework.	always remind learners about applying their knowledge of the structure they should use and how to adapt for the reader. They find that not all staff are using the staff booklet of resources, techniques and reminders. Secondary school O finds that teachers are using many different strategies and there is no consistency. Also the strategies are not based on any evidence of impact. So an immediate action is to draw together the best routines and techniques and to ensure all staff understand them and how they can be embedded in their planning.		
C.4 Some members of the working group conduct investigation to identify learners' current progress in literacy and compare to the LNF expectations. Analysis begins with Estyn nominated issues, such as early reading, extended reading, accuracy in writing, extended writing, reading	In Primary school P the group choose different strands of the framework and look at learners' work across year groups to identify the aspects which seem to be problematic or inconsistent – both in learners reaching the expectations in the framework and in teachers focusing on appropriate challenges. Reading strategies are not taught consistently or progressively across Key Stage 2, and in Years 5 and 6 writing is scaffolded too much so that learners rely on that rather than making their own choices.		

and writing for different purposes. School-specific issues also need to be identified, together with examples of effective practice. Analysis links learners' work to what has been taught in different areas and different age groups.	Secondary school Q already has data that shows a dip in literacy in Years 8 and 9, so the group, together with the heads of those years, use a short programme of lesson observation to try to identify why this might be. They find that in some subjects the rush to cover content is inhibiting the inclusion of literacy, and in other subjects the teachers do not see opportunities to include literacy skills, nor do they understand progression in literacy and how it could help learners access their subjects.			
C.5 Collate information on current practice, teacher confidence in integrating literacy, the adequacy of strategies in use, and progression. Working group reviews the various strands of evidence and suggests priorities for action in short and medium term.	In Primary school R there is concern about standards of literacy so it is decided to focus on action both to improve teaching and to monitor progress. In Secondary school S each member of the group contributes to the discussion about the most effective ways forward. They look at different ways to improve literacy across the curriculum and rate them to see which is thought to be most likely to raise standards in literacy and across subjects.			

D. Keeping up the momentum	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>D.1 Decision by leader and working group about the best focus for next steps, choosing from:</p> <ul style="list-style-type: none"> helping teachers integrate literacy more effectively into their teaching, by making good choices from their repertoire of strategies, so that the expectations in the framework are covered (see D.2); teachers' need for more classroom techniques and strategies for teaching literacy in order for the school to ensure full coverage of the framework and for standards to be raised (see D.3); 	<p>After a half term spent investigating practice, members of the working group in Primary school T put together a plan to update all staff on strategies and ways of working to be introduced immediately, and then focus on how to ensure progression in literacy, so that by the end of Key Stage 2 most learners will be able to apply their skills independently and effectively.</p> <p>The working group in Secondary school U put together a plan which they negotiate with each department, to cover all parts of the literacy component of the LNF, involving timelines for amending schemes of work and using the literacy component of the LNF to make sure expectations are high enough.</p>				

<ul style="list-style-type: none">• using identified areas of weakness in learners' literacy to look at progress and whether they are being sufficiently challenged across the curriculum in order that they make good progress (see D.4). <p>Working group prepares recommendations and action plan which is made available to all staff.</p>			
<p>D.2 Consultation over the plan.</p> <ul style="list-style-type: none">• Teachers and teaching assistants are asked to contribute their ideas about the best ways to proceed.• The group leader also consults with governors for their comments. <p>Amendments are made</p>	<p>Members of the working group in Primary school V meet each year team (teachers and teaching assistants), to find out their thinking about the plan and enable them to contribute to its development.</p> <p>In Secondary school W the chair of the curriculum committee has looked at the evidence the group has produced and is now keen to see action. The curriculum committee approves the plan.</p>		

and implementation is the next focus. (See D.2, D.3, D.4.)				
<p>D.3 Implementation: integrating literacy – helping teachers make good choices. The plan and actions need to cover the following areas.</p> <ul style="list-style-type: none"> Reinforce what teachers already know about literacy in subjects – when to use oracy, reading, writing to support subject learning. Discuss the expectations in the framework to see which are <ul style="list-style-type: none"> – more easily integrated, e.g. spelling, reading short pieces of text for explicit meaning; – more difficult to integrate, e.g. the 	<p>In Primary school X the existing policies for spelling and marking are updated and a plan for checking their use is agreed. The areas of the framework which are not well covered, including grammar and inferential reading, are approached through a mixture of ideas that are tried out and evaluated, and then it is agreed how and when to use them in planning lessons.</p> <p>Secondary school Y decides to focus on reading for a term and to embed the resources and approaches which are already being used in some departments. During this term plans are made for a more extensive focus on progress in writing.</p>			

types of sentence structures needed for different types of writing, how to read and understand complex texts.		
<ul style="list-style-type: none">Consider how far the integration of literacy is consistent across subjects. (Annex 3.4.vi, page 214, offers a way to start discussion on this.)Identify areas of the framework which are not yet included and agree how to move these forward.Agree date when this will be reviewed.		
D.4 Implementation: classroom strategies and techniques – how to approach the teaching of aspects of the framework in the classroom. The plan and actions need to	The working group in Primary school Z is very concerned about the lack of consistent use of approaches to reading skills through the school. They compile a handbook of strategies and approaches which each teacher keeps with their lesson planning materials. Every two weeks the teams	



<p>cover the following areas.</p> <ul style="list-style-type: none">● Identify, from the framework, skills that learners need, e.g. comprehension in Key Stage 2, which involves reading strategies such as skimming, scanning, finding key words and main ideas, using subheadings, visual presentations, etc.● Discuss ways to make sure learners apply these strategies – supported by practical ideas from literacy/language teachers.● Identify other areas where teachers need more ideas for helping learners apply their skills, e.g. in the Foundation Phase building into topics how to construct sentences in explanations or	<p>report on what worked well and at the end of the term the handbook is amended in the light of this experience.</p> <p>In Secondary school AA the audit of standards in Year 7 shows that learners are not secure in applying their reading and writing skills, and teachers are not sure of the best ways to remedy this. A set of resources is developed containing lots of ways to support reading and writing, and the group institutes a 'strategy of the week', where a quick ten-minute session in the morning staff meeting gives teachers useful ways to tackle an aspect of literacy.</p>			
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<p>descriptions.</p> <ul style="list-style-type: none"> • Agree other aspects where practical help is needed to implement the framework and a programme to develop them. • Agree the date when this will be reviewed. 				
<p>D.5 Implementation: progression in literacy – ensuring sufficient challenge and support. The plan and actions need to cover the following areas.</p> <ul style="list-style-type: none"> • Share evidence of lack of learner progress, inconsistent challenge across the curriculum and where framework expectations are not being met. • Look at how progression is seen in the framework (use coded version for 	<p>Primary school BB decides to institute a series of activities where younger and older learners work together. This means that staff work with learners from other year groups and see what older/younger learners can do. In pairs, staff from consecutive years share their lesson plans, work out where there are repetitions and discontinuities and work on this, using the framework to guide expectations.</p> <p>Secondary school CC work with staff to develop their approaches to differentiation, so that there are different kinds of support for tasks which can then be matched to learners' needs. The working group analyses the literacy demands in GCSEs and then discusses how to ensure that learners are well equipped by the end of</p>			

Year 9 to cope.

E. Progress so far	What this might look like ...	School (purpose, lead person, activity, outcome)	R	A	G
<p>E.1 The working group meets to review progress so far. They develop a medium-term plan for monitoring the implementation of the framework with dates. The plan is based on the usefulness of the methods of evidence collection in Section C, e.g. revisiting schemes of work, sampling learners' work, lesson observation, etc. A rolling programme is set out with dates by which developments will take place and be evaluated. This plan is shared with staff.</p>	<p>Primary school DD decides to give a higher profile to literacy by organising reading weeks, writing competitions and performances. This has the effect of enthusing everyone and enabling a close look to be taken at what is working and what needs to be done next.</p> <p>In Secondary school EE the life of the working group is extended to use their experience to monitor and evaluate the progress in implementing the framework. Timescales are short, so monitoring is carried out each term.</p>				
<p>E.2 Helpful next steps may be:</p> <ul style="list-style-type: none"> agreeing whole-school approaches to the 					

<p>aspects which can be taught using routines such as spelling, new vocabulary, phonics;</p> <ul style="list-style-type: none"> • appointing literacy champions among staff and learners, and using other ways to show the value of literacy; • organising a training plan for aspects where staff confidence is low, which may include external input, new resources, and peer support to keep up the focus; • establishing PLCs to address specific development needs. 		
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Annex 3.4: Learning and teaching: literacy

3.4.i: Agenda for the first meeting of the literacy and/or numeracy policy working group

Initial meeting

Venue:

Date:

Time:

Objectives

By the end of the meeting the group will:

- understand that they are responsible for drafting the school's literacy/numeracy policy so that it reflects the implementation of the LNF;
- be familiar with LNF and relevant school documents and policies;
- have reviewed the existing literacy/numeracy policy and, using that as the starting point, have agreed the structure of the new policy; if no policy exists, the group will discuss and agree the structure for the new policy (Annex 2 on page 45 could help with this);
- have identified their objectives for drafting the new policy and drawn up a work plan outlining the steps that need to be taken, by whom and by when they should be completed.

Agenda

1. Welcome and purpose of working group
2. Discussion of existing documentation
3. Content of literacy/numeracy policy
4. How will the work be carried out?
5. AOB
6. Date of next meeting

Agenda point	Notes
1. Welcome and purpose of working group	<p>Explain why the working group has been established – in order to develop a whole-school literacy/numeracy policy reflecting the LNF, which is statutory from September 2013. This policy is expected to feed into the wider school learning and teaching policy.</p> <p>Brief explanation of the rationale for the selection of the working group members.</p>
2. Discussion of documentation, e.g. LNF and existing school documents	<p>Coordinator presents main points of the LNF to ensure that all working group members are familiar with the document and its requirements. Analysis of other school documents (policies, schemes of work, SEF) and links to ensure consistency in literacy/numeracy across the curriculum.</p>
3. Agree structure of literacy/numeracy policy	<p>Most schools will not need to begin writing a policy from scratch since they will have an existing literacy and numeracy policy. This policy will need to be reviewed and decisions made about what needs to be added, omitted or changed in order to accurately reflect the implementation of the LNF. Should a school not have an existing policy then Annex 3.4.ii (page 190) could be used as a starting point for this discussion.</p>

<p>4. How will the work be carried out?</p>	<p>The working group will need to make operational decisions, for example:</p> <ul style="list-style-type: none"> • are meetings to be mainly for discussion of the various aspects of the policy or for actually writing the policy? • how often will the working group need to meet? • will one person write the policy or will this work be divided among the working group members, with one person given the responsibility for coordinating the work? Who will ensure consistency within the document? <p>They will also need to identify objectives for drafting the policy and agree:</p> <ul style="list-style-type: none"> • the steps to be taken; • who is responsible for each step of the work; • the timescale for the work.
<p>5. AOB</p>	<p>Any other points that arise during the meeting and need to be discussed.</p>
<p>6. Next meeting</p>	<p>Decide on the date, time and venue of the next meeting. An agenda can be drawn up by the literacy/numeracy coordinator and shared with other members of the working group.</p>

3.4.ii: Literacy policy: suggested structure

	School notes
<p>Introduction</p> <ul style="list-style-type: none"> • Why literacy is a priority in this school. • Why now? • Relationship to SEF. • Relationship to policies for English/Welsh. 	<p>Brief introduction, which gives an indication of why the school is reviewing its policy.</p>
<p>Aims</p> <ul style="list-style-type: none"> • All learners are able to communicate effectively ... • All learners are literate, to support their learning ... • All learners talk/read/write ... • All learners make good progress ... • To close the gap between boys and girls by ... 	<p>School's aims for its learners.</p>
<p>Definition of literacy</p> <p>The definition of literacy from the LNF is:</p> <p>Literacy is the use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English and Welsh.</p> <p>Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us.</p> <p>Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas.</p> <p><i>National Literacy and Numeracy Framework</i> (Welsh Government, 2013)</p>	<p>School adapts this for its aims, giving emphasis needed.</p>

<p>Literacy across the curriculum</p> <p>The literacy component of the LNF offers a set of objectives that are relevant across the curriculum and are to be embedded in all subjects. Consistency in teaching literacy will enable learners to develop strategies and be able to adapt them to different contexts.</p> <p>Oracy</p> <p>Developing and presenting information and ideas:</p> <ul style="list-style-type: none"> • Speaking • Listening • Collaboration and discussion <p>Reading</p> <p>Locating, selecting and using information:</p> <ul style="list-style-type: none"> • Reading strategies <p>Responding to what has been read:</p> <ul style="list-style-type: none"> • Comprehension • Response and analysis <p>Writing</p> <p>Organising ideas and information:</p> <ul style="list-style-type: none"> • Meaning, purposes, audience • Structure and organisation <p>Writing accurately</p> <ul style="list-style-type: none"> • Language • Handwriting, grammar, punctuation, spelling 	<p>School covers these areas, giving brief indication of the school approach. This is to ensure:</p> <ul style="list-style-type: none"> • common understanding of the aspects of literacy; • consistent teaching strategies and approaches are used by all staff.
<p>Curriculum planning</p> <ul style="list-style-type: none"> • <i>Differentiation</i> – sufficient challenge for all learners. • <i>Consolidation</i> – learners can confidently adapt and independently use relevant literacy skills. • <i>Progression</i> – all learners reach or exceed the expectations. • <i>Across the curriculum</i> – common approaches. 	<p>School provision which maximises all learners' learning of literacy.</p>

<p>Assessment, recording and reporting</p> <p>Assessment for learning:</p> <ul style="list-style-type: none"> • how tracking of individual learners' progress, marking of work and recording are undertaken • how this data, together with data from national tests, is used to support learners' progress. <p>Assessment of learning:</p> <ul style="list-style-type: none"> • how judging against expectations is carried out and when; • how progress is reported to parents. 	<p>School approaches and systems outlined.</p>
<p>Roles and responsibilities</p> <p>What each of these does:</p> <ul style="list-style-type: none"> • Senior Leadership Team • Literacy coordinator • Heads of departments/subject coordinators • Outstanding Teachers of Literacy • Teachers • Governors • Parents/carers 	<p>School makes clear how responsibility for literacy is embedded across the school.</p>
<p>Monitoring and evaluating implementation</p> <ul style="list-style-type: none"> • Identifying impact and areas for further work; • Deciding action plan for this. 	
<p>Timeline</p> <p>Plan for implementation of teaching, assessing and evaluating progress in literacy across all subjects.</p>	

3.4.iii: Literacy/numeracy: collated staff feedback and working group responses

Policy section <i>This should be adapted to structure of policy document</i>	Form No.	Collated feedback	Working group response
Introduction			
Aims <ul style="list-style-type: none"> • Key aims of LNF • Literacy/numeracy aims 			
Definition of literacy/numeracy			
Literacy/numeracy across the curriculum (headings from LNF)			
Curriculum planning <ul style="list-style-type: none"> • Differentiation • Consolidation • Progression • Across the curriculum 			
Assessment, recording and reporting <ul style="list-style-type: none"> • Assessment for literacy/numeracy learning • Assessment of learning in literacy/numeracy 			



Roles and responsibilities <ul style="list-style-type: none">• Senior managers• Literacy/numeracy coordinator• Heads of department/subject coordinators• Outstanding Teachers of Literacy/Numeracy• Teachers• Governors• Parents/carers			
Monitoring and evaluating <ul style="list-style-type: none">• Implementation• Impact• Action planning			
Timeline <ul style="list-style-type: none">• Welsh Government and school			

3.4.iv: Exemplar literacy policy

Introduction

This policy has been adapted from a policy that predated the introduction of the LNF.

Llyth-Rhif Infants School: Literacy across the Curriculum policy

Introduction

Literacy and language are crucial factors in children's development. In Llyth-Rhif it is particularly important for our children because many of them do not bring extensive experience of literacy from home. The introduction of the LNF as a statutory requirement from September 2013 has prompted a review of our Language, Literacy and Communication policy together with the development of a Literacy across the Curriculum policy. The Language, Literacy and Communication policy sets out in more detail our approach to teaching children to speak, listen, read and write. This Literacy across the Curriculum policy focuses on those skills which are important for learning and their use in all areas.

Definition

Language is a form of communication used to express thoughts, ideas, feelings, emotions and information. As well as being a tool for communicating, language is also a tool for thinking and is closely linked to children's cognitive development.

Language is a means by which children learn about the world and communicate with their peers and practitioners. It is crucial in enhancing their cognitive development and in the way they go about solving problems and forming relationships.

It is important that the different elements of language and literacy are seen as linking and having a purpose so they should not be taught in isolation from each other. Literacy skills are developed through real life and meaningful experiences for the children.

Language, Literacy and Communication Skills relate to of the progressive development of children's skills in:

- speaking;
- listening;
- reading;
- writing;
- communicating.

Children are immersed in language experiences and activities. Their skills develop through talking, signing/communicating and listening. They should be encouraged to communicate their needs, feelings and thoughts, retell experiences and discuss individual and group play. Some children will communicate by means other than speech. Children refer to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media and by building on previous experiences.

They should be encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and ICT interactive software. They should have opportunities to choose and use reading materials, understand the conventions of print and books and be given a wide range of opportunities to enjoy mark-making and writing experiences. They should be helped to develop an awareness of Wales as a country with two languages, and to show positive attitudes to speakers of languages other than Welsh and English. Language skills learned in one language should support the development of knowledge and skills in another language.

Aims

- To provide meaningful and enjoyable experiences, as defined by the Foundation Phase curriculum, through which ideas can be explored.
- To provide a stimulating and exciting environment for learning to take place where all children reach their potential and develop positive attitudes to developing their language, literacy and communication skills.
- To help children become confident in their language, literacy and communication abilities.
- To encourage the effective use of language, literacy and communication skills as a tool across the curriculum and in real life.
- To develop confidence and competence in using language, literacy and communication skills.
- To encourage children to contribute their own ideas to discussions.
- To encourage children to work independently and have the ability to work in cooperation with others.
- To provide all children with stimulating and developmentally appropriate language activities.
- To challenge children and value their efforts, to give a sense of achievement.

- To support children in developing the skills to be effective lifelong learners.
- To foster children's curiosity and interest in the world about them by being better able to understand information and questions and order their thoughts.
- To foster children's imagination through allowing language experiences to feed their imagination and using their own language skills as the vehicle for the expression.

These can be achieved through the process of experiential learning which:

- is central to good practice in the education of young children;
- is fun and active;
- starts with the child's past or present experience;
- enables all children to feel successful;
- is visually stimulating and encourages curiosity;
- uses resources effectively and provides opportunities for children to talk about their experiences and learning;
- uses a variety of approaches and styles of learning and teaching;
- encourages independent thinking;
- values all children's contributions, builds confidence and rewards effort;
- relates learning to children themselves, their own lives and the real world;
- relates learning to all areas of learning within the Foundation Phase curriculum;
- allows for new learning;
- allows the practice of skills.

See Appendix 1 (page 203) for specific definitions and aims for speaking, listening, reading, writing and communication skills.

Skill development

The following skills are essential to this area of learning and can also be developed across the curriculum.

- Observing.
- Investigating.
- Exploring.
- Listening.
- Decision making.
- Describing.
- Asking and answering questions.
- Problem solving.
- Communicating.
- Reflecting and evaluating.
- Persevering.
- Discussing.
- Presenting and recording.
- Collaborating.

Learning and teaching

Effective learning and teaching involve a variety of styles and strategies. Teachers identify the most appropriate methods to best support the learning of the children they are teaching. These are encompassed in an enquiry and investigation context, with an emphasis placed on first-hand experience. We aim to access the knowledge and skills that children bring with them and to provide them with experiences that will help them to develop their level of knowledge and understanding. The quality of questioning and talk is a central feature of Language, Literacy and Communication Skills within the school. Children are encouraged to work as individuals, in pairs and in groups.

We use a variety of learning styles in the teaching of Language, Literacy and Communication Skills as recommended in the *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* and the National Literacy

Programme. Our principal aim is to develop children's skills, knowledge and understanding in Language, Literacy and Communication. We do this through regular activities that have a high proportion of group teaching. The children have the opportunity to experience a wide range of texts and use a range of resources.

There are children with differing abilities in all classes at Llyth-Rhif Infants School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, differentiated activities, small-group work or individuals developing their own ideas. Teaching assistants support children and enable work to be matched to the needs of the individual. Where appropriate, children are encouraged to use ICT to enhance their learning. Whenever possible we encourage children to use and apply their learning to other areas of the curriculum.

Planning

Our Language, Literacy and Communication Skills planning is in three phases (long, medium and short term). It is based on the *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* and the National Literacy Programme, which clearly identify the range of experiences which all children should have and the skills which they should be taught.

The short-term fortnightly planning focuses on specific learning outcomes and is differentiated. Each member of staff plans their Language, Literacy and Communication sessions for their own class daily, taking into account the differing abilities of the children. This can be with small or large groups of children depending on ability. Staff reflect on and evaluate their planning to decide the best way forward.

Assessment, reporting and recording

Throughout the school we assess the children's work in Language, Literacy and Communication Skills by making informal judgements as we observe them. The *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* is used to assess children against the Foundation Phase Outcomes on a termly basis. These assessments are monitored by the headteacher.

Children have individual targets in language which are negotiated with the teacher and are assessed by both teacher and learner at the end of a piece of work.

A Language, Literacy and Communication Skills portfolio has been developed for each year group which exemplifies what the expected level of achievement is in Language, Literacy and Communication Skills at each Foundation Phase Outcome. This is used to support staff in making judgements about children's progress. This

area of learning is included in our school-wide 'Listening to Learners' programme – children's comments are analysed and influence the future development of Language, Literacy and Communication Skills across the school.

As Language, Literacy and Communication Skills is a core Area of Learning, children's achievements are reported to the LA at the end of the Foundation Phase.

Intervention programmes

We have a range of intervention programmes to support children with language development needs.

In Nursery, children identified through 'Teaching Talking' assessments follow the 'Spirals' programme. In Reception, children identified with specific language needs follow the 'One-Step-at-a-Time' programme.

A 'Reading Recovery⁶¹' programme runs in Years 1 and 2 and is designed to support children who have not yet acquired basic language skills and who therefore are unable to make progress at the same rate as their peers. Children are initially assessed and work with the Reading Recovery Teacher daily for 30 minutes, for 20 weeks.

'Tackling the Tail of Underachievement', another intervention programme for children in Years 1 and 2, is due to commence in the forthcoming academic year.

Children with English as an additional language are encouraged to use both languages in school.

Language, Literacy and Communication Skills coordinator team

The Language, Literacy and Communication Skills coordinator team consists of four senior members of staff whose role is to:

- support and advise in policy development;
- help ensure continuity and progression throughout the school;
- support colleagues in their planning and assessment activities;
- monitor progress and advise the headteacher on any action needed;
- monitor resources;
- keep up to date with any curriculum developments and to disseminate information to colleagues as appropriate;

⁶¹ This policy is derived from a school's literacy policy. As such, it contains references to commercial products. These references do not constitute an endorsement of the product by the Welsh Government or CfBT.

- help with training and CPD for all school staff.

Equal opportunities and special educational needs

We aim to provide a curriculum to which all children have access, differentiating work appropriately by taking account of ability as well as individual cultural backgrounds and linguistic needs. When teaching Language, Literacy and Communication Skills we take into account the targets set for the children in their Individual Learning Plans (ILPs).

We take positive steps to ensure that the contribution of all children is valued and that children work together with cooperation and understanding, learning from one another's varied experiences. Our teaching challenges racial prejudices and stereotypes and we foster children's critical awareness of bias, inequality and justice.

Every effort is made to ensure that Language, Literacy and Communication Skills experiences are equally interesting for boys and girls. Provision is made for children with physical and sensory difficulties using appropriate methods.

Language, Literacy and Communication Skills across the curriculum

Effective provision for the development of Language, Literacy and Communication Skills needs careful planning across all areas of learning to ensure that children have opportunities to develop, apply and extend their skills of communication, speaking, listening, reading and writing through a variety of media. There are many opportunities to develop these within the other areas of learning and within the different teaching areas in the school, for example:

Personal and Social Development, Well-being and Cultural Diversity

- Through role/imaginative play children have opportunities to discuss and communicate different emotions with others in order to develop their personal and social skills.
- Through listening to events (happy and sad) that have happened to others, they can discuss or record how they think they might have felt in the same situation.

Mathematical Development

- Children's mathematical language can be developed through handling 3-D and 2-D shapes, by describing the properties of these shapes.
- Through problem-solving activities and the use of relevant questions such as 'What do you think might happen next?' children's thinking and speaking skills can be developed, through suggesting relevant and possible answers/solutions.

Welsh Language Development

- Opportunities for children to listen to simple rhymes/songs/stories in Welsh, through to writing sentences about their favourite stories, activities undertaken or visits made in the community.
- Listening to and talking about stories from around the world and writing recipes for food from different cultures.

Knowledge and Understanding of the World

- Recording pictorial through to written accounts of investigations undertaken in both the indoor and outdoor environments.
- Children giving directions on their journey to school orally, pictorially or in writing.

Physical Development

- Listening to instructions/directions in movement activities.
- Making lists and rules of how to keep healthy and safe in their immediate and local environments.

Creative Development

- Talking, listening and writing about their work and that of others in art and craft.
- Listening to and copying rhythms that are clapped/tapped by practitioners and other children, and creating their own musical pieces on the computer or through using instruments.

Signed: Headteacher

Signed: Chair of Governors

Review date:

Appendix 1

Oracy

Speaking and listening are essential skills for children's cognitive development and for making progress in the other literacy skills of reading and writing. Children need many opportunities to speak and listen with practitioners and other children. When appropriate, it is also important that children are encouraged to look at the person to whom they are speaking or listening.

Effective learning throughout the curriculum depends on the acquisition of these skills. We aim to develop in our children an ability to speak clearly, coherently and confidently, to communicate effectively and to listen with attention, understanding and enjoyment. We recognise the value of role play and drama in developing speaking and listening skills. Role play is a feature of every year group.

Speaking

Speaking involves children producing sounds, having an understanding of language development and developing the ability to speak for different purposes and audiences. Through speaking, children learn and make sense of their world. Children enter settings/schools with a variety of language experiences and language skills, having had different linguistic and cultural experiences. These can impact on their current achievements and understanding of the power of the skills of speaking, listening and communicating.

Good role models will engage children in discussions so that they can develop their thinking and understanding of their experiences as well as a wide and varied vocabulary. Further along in their development, most children who have been exposed to enriching language experiences will be able to produce words and simple sentences.

To progress in their development children will need to have experienced quality speaking and listening activities, both spontaneous and planned, throughout the Foundation Phase. It is through these experiences that children should become more confident and willing to contribute. These experiences will also develop their skill in controlling their voice to match the audience and activity; for example, the noise level and voices used in a reading corner or during circle time will be very different to the voices needed in team games outdoors or playing cooperatively in the role-play or imaginary play area.

Speaking provides opportunities for children to:

- be involved in active play and role play;
- ask and answer questions;
- share ideas and experiences;
- discuss and express different emotions and feelings;
- develop their ideas and those of others;
- learn to take turns, to be patient and tolerant of others;
- solve problems and create solutions individually, in pairs and small groups;
- contribute to discussions/debates;
- reflect on what they have learned;
- argue constructively over moral issues and whether they are right or wrong;
- articulate that they do not understand;
- ask for information and clarify their thinking and understanding;
- have fun with sounds, words, rhymes and songs;
- tell stories, whether their own or others' retold;
- give instructions;
- make predictions.

Listening

Listening is an intricate and complicated skill that children need to develop and practise. Listening does not come naturally to all children and therefore practitioners must provide opportunities for children to develop their listening skills. Some children may need to learn how to listen. As with other skills, some children enter the setting/school with quite sophisticated and developed listening skills. Today, some children live in noisy environments with a great deal of background sounds, such as television, music, and noisy electronic games, so there is an explicit need to ensure that all children have opportunities to develop and enhance their listening, concentration and thinking.

Listening provides opportunities for children to:

- hear simple instructions and carry them out accurately;

- comprehend the main ideas in simple items of information, or an explanation given orally;
- be able to ask questions, make comments and respond in other relevant ways to what they have heard – but to realise the importance of taking turns;
- maintain their listening attention for a reasonable length of time when their interest is engaged;
- follow a story line and recall the main events;
- hear patterns of sound and rhythm.

Reading

Early literacy is best promoted through meaningful and real contexts of learning and a print-rich environment. Children do not learn to read in isolation of the other skills of speaking, listening and writing. Learning to read should be fun for all children and it should not be rushed, as 'learning to read' is special and unique to all children. Many factors can influence when children are ready to read; these can include children's:

- previous linguistic and social experiences;
- developmental readiness, which can include auditory, visual and speech development;
- intellectual and emotional development.

Children progress from looking at and showing an interest in books through to reading a range of fiction and non-fiction texts, and showing an understanding of the main ideas or events. They should have had opportunities to experience reading across the curriculum and for a range of purposes.

Reading should always be a fun and pleasurable activity for children, whether they are reading to a member of staff, for themselves or to find out information for a specific task. They should be allowed to read from books that have meaning for them and not just be made to read through a commercial scheme. An environment that is rich in print and colourful displays, along with areas for speaking and listening (as well as reading and writing) will encourage a love of words, books and reading in children.

In the teaching of reading we aim to promote positive attitudes to reading, enabling children to read for a wide range of purposes with understanding and pleasure. Our objective is to develop the individual reading skills of each learner and give all

children access to the wider curriculum through the written word in a great variety of forms. An understanding of the phonetic structure of our language gives the child a valuable tool for de-coding words. We use the programme of Jolly Phonics to help the children access the sounds they need from Reception to Year 2 if necessary. Initially children read individually, then in small groups and are benchmarked as they progress through the reading scheme.

Reading provides opportunities for children to:

- develop knowledge about books and genre and the required book behaviour;
- develop awareness of the meaning of language in order to make sense of text;
- develop a visual awareness of pictures and print;
- develop awareness of the structure and pattern of spoken and written language, to predict text;
- develop listening skills and phonological awareness;
- expand their knowledge and experience of a wide range of information texts, and understand their forms, purpose, language and intended audience;
- acquire research skills, so that they can locate and extract information from a wide range of texts;
- respond to information text so that they can interpret and evaluate;
- develop a love of reading, to enable them to read with enthusiasm and pleasure, and through a range of texts gain an understanding of the experiences of others;
- develop understanding and awareness of a wide range of texts demonstrating an understanding of the characterisation of different genres.

Writing

Children should have plenty of opportunities to make marks and write in meaningful activities. Through participating in purposeful writing tasks, they will develop and improve their written skills as they move along the learning continuum. Although there are stages of writing that the children move through, it is important to note that even if they are at the stage of mark-making they are still able to write for a variety of purposes. At all stages of development children's work should be valued and displayed. The following is a breakdown of the different stages that children move through to become confident and competent writers:

- mark-making;
- unexplained scribbles;
- explained scribbles;
- attempts to write letters;
- left-to-right orientation;
- modelled writing;
- making lists/notes, etc.;
- attempts to write simple sentences;
- writing simple sentences using word books/dictionaries;
- writing simple sentences with capital letters, full stops, question marks;
- writing short stories/accounts using word books/dictionaries with increasing independence;
- writing for a variety of purposes, mainly unaided, with evidence of planning/shaping.

Children should have opportunities to write in a variety of styles and genres, and for a range of purposes. These could include:

- recounting, e.g. events that have happened, visits, etc.;
- expressing personal feelings, thoughts and ideas, e.g. something funny, something serious;
- descriptive writing, e.g. describing objects, people, the outdoor environment, animals, minibests and artefacts;
- predictive writing, e.g. what they might think will happen next in a story or experiment;
- letters/invitations, e.g. writing to an organisation to get information for a topic;
- imaginative writing, e.g. writing about how Baby Bear might have felt in the story Goldilocks and the Three Bears;
- information writing, e.g. researching, collating and writing about a famous person or local celebrity, or developing a questionnaire;

- instructive writing, e.g. how to make a fruit salad;
- poems/rhymes, e.g. making up some nonsense poems;
- persuasive writing, e.g. trying to persuade someone to choose the healthy option for snack or lunch;
- explanatory writing, e.g. to explain why they felt someone had behaved in a certain way or writing to explain what the meaning of a story was;
- report/factual writing, e.g. writing a factual account of a visit or activity that had happened for the setting/class/school magazine;
- narrative/story, e.g. using three story-cubes to identify character, circumstance, setting.

Writing provides opportunities for children to:

- recognise and use specific characteristics of different kinds of writing, e.g. narrative, dialogue, etc.;
- write for a wider audience, e.g. other children, groups within the classroom, adults etc.;
- plan, review, assemble and develop their own ideas;
- collaborate, share, read aloud and discuss the quality of what has been written;
- read aloud one's own and others' work and understand the connection between punctuation and the sense of the piece of writing;
- check the accuracy of spelling and use wordbanks and dictionaries, etc.;
- recognise and write simple spelling patterns, word families and letter strings of common words;
- write clearly, legibly for different purposes;
- understand the difference between the spoken and written word.

Communication skills

Children can communicate through actions and gestures as well as through language. Practitioners working with children can pick up many cues from them. These could be to do with their involvement in their learning, their relationships with peers, practitioners and the environment and how they feel about themselves and those around them.

Through their play and structured activities, children use and communicate through verbal and non-verbal interactions. Children should have plenty of opportunities throughout the Foundation Phase and across the curriculum to:

- express themselves, their needs, feelings, emotions and desires;
- use facial expression, including eye contact;
- use body gesture;
- follow instructions and directions;
- understand spoken language and discriminate between different sounds;
- practise using words and sentences.

An appropriate, active, experiential learning curriculum should provide children with ample opportunities to express themselves. Through participating in art and craft, movement, dance, drama and music activities, children should be able to see immediate results, represent aspects of their world and follow up on their own experiences.

Art and craft activities allow children to squeeze, mould and touch materials which can provide them with opportunities to experiment, discover and represent different emotions. Mark-making, using a variety of media, will allow children to represent different feelings and aspects of their lives and experiences, as well as allowing them to communicate new ideas to others.

Movement, dance and drama activities are ideal for allowing children to use their imagination and to take on different roles while moving and responding to different stimuli. They are able to express themselves and release their emotions and feelings through using their bodies in a variety of ways. Music and movement activities are often linked and allow children opportunities for self-expression. Most children respond to music and it is a wonderful medium for them to communicate their emotions and feelings. Music can provide a release for them as well as allowing them to explore sounds by making their own using instruments that have been made or commercially purchased. A range of music activities, as well as opportunities to listen and respond to a variety of different kinds of music, will provide children with opportunities to learn about different cultures and the special music that plays an important part within their customs.

3.4.v: Investigating teacher confidence in supporting literacy across the curriculum

Helping learners to apply their literacy skills needs to become a natural part of subject teaching.

Routines for use across the curriculum

Some aspects of literacy can be tackled by school-wide routines, such as when beginning a new topic teachers introduce new vocabulary and how to spell the words. The words and spellings need to be related to what learners already know, e.g. where there are prefixes or different parts of speech using the same word (noun, adjective, adverb, etc.). The words are then displayed in the classroom and learners may keep their own lists.

Another common school routine is around responding to mistakes in spelling and punctuation, with marking codes and follow-up routines. These routines are a basic tool for schools to help all teachers approach using literacy confidently as they know other staff are following the same procedures.

Teachers making choices

Other aspects of literacy are less easy to integrate in an automatic way. Where research in a topic is required, learners are likely to need a range of skills, including how to locate information, how to extract information, how to evaluate what they find and how to present their findings. In primary schools these skills may be best taught in subjects which give a context for such research. In secondary schools, English/Welsh lessons should teach these skills. If subject teachers are to integrate them effectively they need to understand the skills, decide which ones are relevant and ensure that learners are aware of the need to apply the skills they have learned elsewhere.

Similar choices need to be made when expecting learners to apply their knowledge of structures, styles, formats, purposes, audiences and presentation of writing. To nominate a specific reader of the writing, e.g. someone from a foreign country, does not unlock learners' skills unless they are encouraged to use simple language, a very clear structure, and think about what the 'reader' might already know. This is adapting learners' literacy to the context and they need to be helped to do that effectively.

Activity

This activity is designed for individual teachers to reflect on their practice. However, it could also be used as the basis for a discussion among a group of subject specialists or class teachers. Award RAG ratings according to the following criteria:

Red = not in place/no

Amber = work has started but consolidation is needed/sometimes/partially true

Green = in place/yes

Reading			
	R	A	G
Reading strategies			
Do I use the agreed school approach to phonics? (I.e. Do I follow the school policy?)			
Have I helped learners use their knowledge of how to read words to read unknown words and subject words?			
Have I offered texts which challenge learners to use their reading strategies?			
Have I made opportunities for learners to retrieve information independently, offering support if needed?			
Do I have sufficient knowledge of higher-order reading strategies to help learners apply them?			
Have learners read digital texts and researched the internet using their literacy skills?			
Comprehension			
Do I support learners in using inference and deduction when reading?			
Can my learners compare texts and make connections between them?			
Do I know and use the school policy on learners researching on the internet and in books?			
Response and analysis			
Do I ensure learners make critical evaluations of what they read, assessing bias, opinion, factual accuracy?			

How far are learners in my lessons able to judge if a text is effective in conveying information and ideas?			
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Writing			
	R	A	G
Meaning, purposes, readers			
When I set writing for different readers, do I help learners to adapt their style and content for those readers?			
How far am I confident about the different purposes for writing and the genres, organisation and styles that are useful in my subject?			
Do I help learners present their work in different formats and using different techniques, depending on what they are trying to say?			
Do I enable learners to use techniques for planning and redrafting writing, by modelling, using templates and writing frames as needed?			
Structure and organisation			
Do I know how to help learners write clearly and logically, with a structure and paragraphs which organise and present their ideas?			
Do I give sufficient opportunities for learners to do extended writing?			
Language			
Do I teach the technical vocabulary, concepts and types of writing used in my subject sufficiently for learners to be able to apply this knowledge independently?			
Grammar, punctuation, spelling, handwriting			
Do I know enough about the technical terms and ways to teach grammar?			
Do I help learners with punctuation and spelling at the planning stages to prevent errors?			
Can I explain to learners how punctuation clarifies meaning and has specific functions, such as commas in lists, quotation marks, question marks?			
Do I follow the whole-school policy on teaching spelling, including reference to the strategies that help learners to spell?			

Are my expectations clear about handwriting and why I choose word processing and other forms of presentation as appropriate?			
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Oracy			
	R	A	G
Speaking			
Do I make use of learners' talk to develop ideas and support their reading and writing skills?			
Do I encourage learners to give reasons and evidence for their views and answer questions positively?			
Listening			
Do I actively support listening by using approaches such as learners asking relevant questions, retelling what they have heard, note-making, evaluating what they hear?			
Collaboration and discussion			
Do I make use of consistent approaches to group discussion and the kinds of roles, purposeful talk and organisation which lead to problem solving?			
Do I help learners in groups take turns, use different roles, reach conclusions, negotiate disagreements, and achieve the aims of the group?			

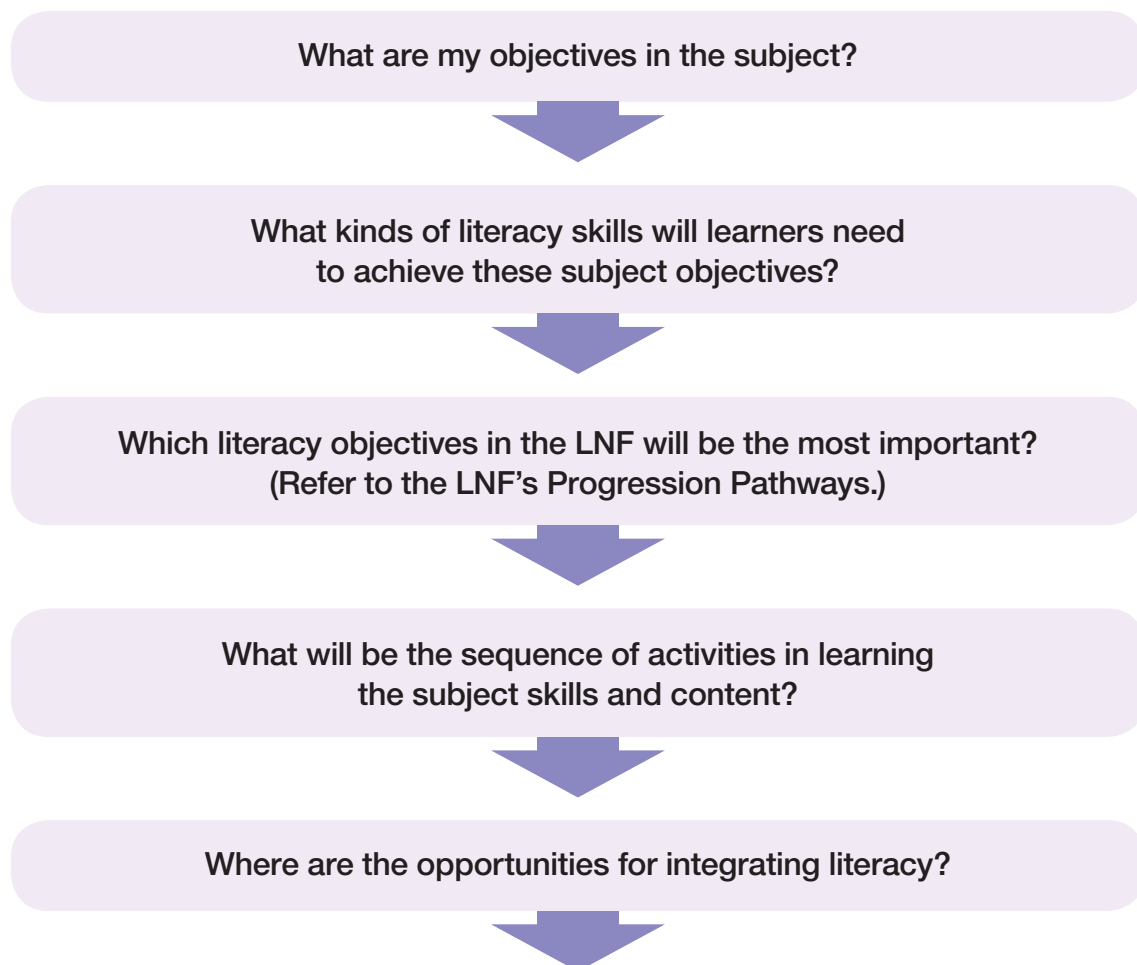
3.4.vi: Integrating literacy into subject teaching

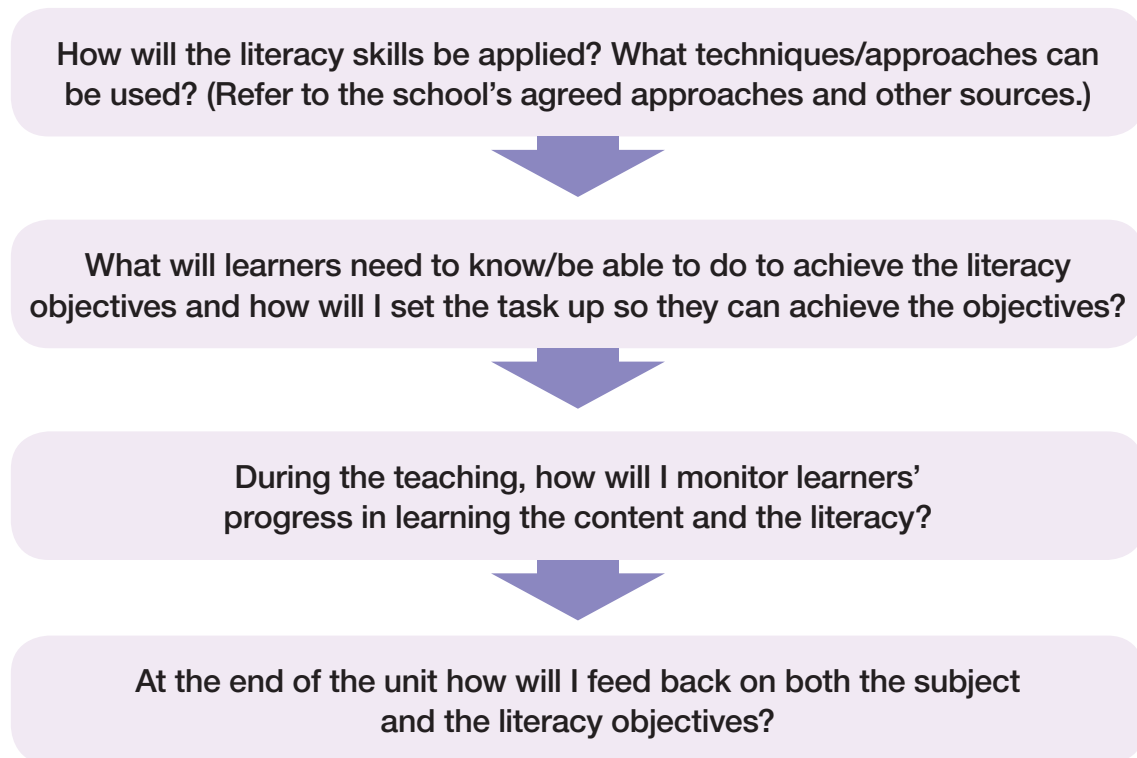
The integration of literacy into subjects is mutually supportive to subjects and literacy learning. It is essential for learners to be able to apply their literacy skills effectively and teachers need to use the framework to identify opportunities to do this and to devise learning opportunities in the classroom.

Below is a series of questions which can be used:

- for teachers to ask themselves when planning a unit of work;
- as a starter for discussion about how to integrate literacy into the next round of lesson planning and schemes of work;
- as a template to support planning.

This approach is equally applicable to numeracy.





Useful background evidence of the national picture and the school picture, used alongside the LNF, can help all staff integrate literacy into their teaching.

Possible sources:

Official reports:

PISA 2009: Achievement of 15-year-olds in Wales, NFER (2010)

Best practice in reading and writing of pupils aged five to seven years, Estyn (2009)

Sharing good practice in developing pupils' literacy skills, Estyn (2009)

Developing higher-order literacy skills across the curriculum, Estyn (2010)

Literacy in key stage 3, Estyn (2012)

Annual Report of Her Majesty's Chief Inspector 2011-2012, Estyn (2012)

Welsh Government publications:

On the Learning Wales website there are several resources relating to topics such as:

Phonics

<http://learning.wales.gov.uk/improvementareas/literacy/phonics/?jsessionid=C71C0E0A10D1860C284090FF6D1FF5E0?lang=en#/improvementareas/literacy/phonics/?topic=Phonics&tab=research&lang=en>

Literacy and ALN

<http://learning.wales.gov.uk/improvementareas/literacy/alnandliteracy/?lang=en#/improvementareas/literacy/alnandliteracy/?topic=Literacy+and+ALN&tab=research&lang=en>

Literacy interventions

<http://learning.wales.gov.uk/improvementareas/literacy/litinterventions/?lang=en#/improvementareas/literacy/litinterventions/?topic=Literacy+interventions&tab=research&lang=en>

Literacy teacher effectiveness

<http://learning.wales.gov.uk/improvementareas/literacy/litteachereffectiveness/?lang=en#/improvementareas/literacy/litteachereffectiveness/?topic=Literacy+teacher+effectiveness&page=3&tab=keyInfo&sortMethod=date&lang=en&resourceType=Key+information>

Literacy and ICT

<http://learning.wales.gov.uk/improvementareas/literacy/literacyandict/?jsessionid=C71C0E0A10D1860C284090FF6D1FF5E0?lang=en#/improvementareas/literacy/literacyandict/?jsessionid=C71C0E0A10D1860C284090FF6D1FF5E0?topic=Literacy+and+ICT&tab=keyInfo&lang=en>