

Welcome to Cledgau Reach VC Primary

Literacy Open Evening
Thursday 13th March 2014



Aims

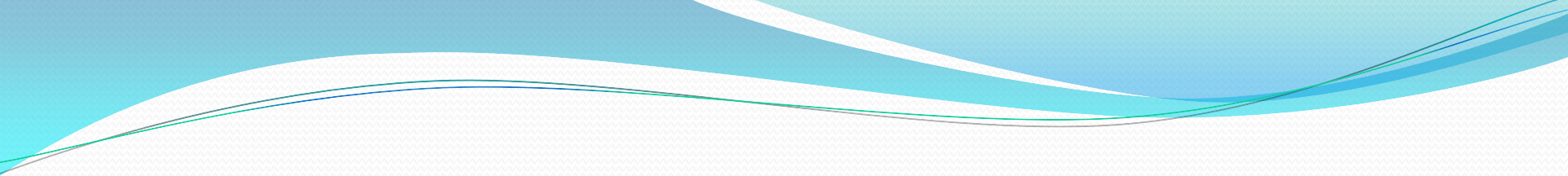
- To learn about the new National Literacy Framework for Wales.
- To discover more about how literacy skills are taught across the curriculum at Cleddau Reach Primary.
- To see some of the resources used to develop the children's confidence within literacy based activities.

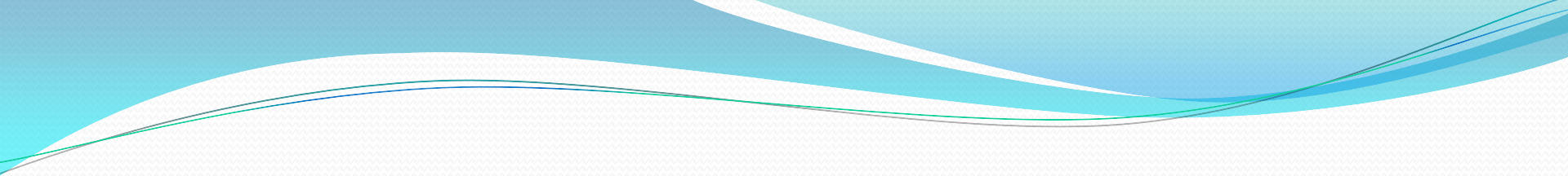
Developing Effective Communication

- At Cleddau Reach we aim for the children to become increasingly confident and effective communicators.
- This means that they need to be fully supported in developing their ability to communicate through speaking, listening, reading and writing.
- Every day these skills are developed within an English lesson and also through the application of literacy skills across different areas of the curriculum.

The National Literacy Framework in Wales

- The National Literacy Framework has been statutory since September 2013.
- It provides a structure for all learners from ages 5-14 to improve their literacy skills.
- This means that there are clear expectations for the literacy skills first taught within English lessons to be reinforced at an appropriate level across the curriculum.

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- The National Literacy Framework contains clear expectation statements for each age range from Reception to Year 9.
 - The literacy strands within the National Literacy Framework are oracy, reading and writing across the curriculum.
 - National Reading tests from Year 2 measure individual progress against the national expectations every May.

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- Ongoing teacher assessment also provides a detailed overview of progress.
 - Annual reports will also contain information linked to individual progress within the National Literacy Framework.
 - The handout at the end of the evening will provide an outline of the National Literacy Framework expectations for children from Reception to Year 7.

Workshop Sessions

Theme	Providers	Classroom
Workshop 1 Developing Literacy skills within creative and knowledge based Foundation Phase Learning (Early Years, Reception, Year 1 and Year 2 Focus)	Mrs Thomas, Mrs Ralph and Mrs Hughes	Class 1 Early Years
Workshop 2 The Stages within Emergent Writing (Early Years, Reception, Year 1 and Year 2 Focus)	Mrs Martin	Class 3 Year 1
Workshop 3 Guided Reading (Year2 – Year 3 Focus)	Miss Evans and Mrs McLoughlin	Class 8 Year 6
Workshop 4 Reciprocal Reading (Year 3- Year 6)	Mrs Woodward Miss Clark	Class 7 Year 5
Workshop 5 The Importance of Oracy Skills (Year 3 – Year 6)	Mr Benbow	Undercover Area

Reception - Writing

Elements	Aspects	
		<ul style="list-style-type: none"> • compose and dictate a sentence to describe events, experiences and pictures to communicate meaning
Organising	Meaning,	<ul style="list-style-type: none"> • convey meaning through pictures and mark making
Ideas and Information	Purposes, Readers	<ul style="list-style-type: none"> • recognise the alphabetic nature of writing and understand that written symbols and sounds have meaning
		<ul style="list-style-type: none"> • copy and write letters, words and phrases
		<ul style="list-style-type: none"> • use pictures and symbols to compose writing on-screen
	Structure And Organisation	<ul style="list-style-type: none"> • begin to sequence words, signs or symbols appropriately • contribute to a form modelled by the teacher, e.g. through shared writing
		<ul style="list-style-type: none"> • show understanding of different formats e.g. cards, lists, invitations
Writing Accurately	Language	
	Handwriting	<ul style="list-style-type: none"> • hold writing instruments appropriately
	Grammar	<ul style="list-style-type: none"> • write from left to right
	Punctuation	<ul style="list-style-type: none"> • discriminate between letters
	Spelling	<ul style="list-style-type: none"> • distinguish between upper- and lower-case letters
		<ul style="list-style-type: none"> • use correct initial consonant by beginning to apply phonic knowledge
		<ul style="list-style-type: none"> • use familiar and high-frequency words in writing.

Year 6 - Writing

Elements	Aspects	
Organising Ideas and Information	Meaning,	<ul style="list-style-type: none"> • adapt writing style to suit the audience and purpose, e.g. formal style for unknown reader, simple style for younger readers
	Purpose,	<ul style="list-style-type: none"> • write a comprehensive account of a topic or theme
Writing Accurately	Readers	<ul style="list-style-type: none"> • use a range of strategies to plan writing e.g. notes, diagrams, flowcharts • explore different ways to present work and use them appropriately e.g. moving image, slides, voice-over • reflect on, edit and redraft to improve their writing
	Structure And	<ul style="list-style-type: none"> • adapt structures in writing for different contexts e.g. reporting an event, investigation or experiment
	Organisation	<ul style="list-style-type: none"> • write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion • use paragraphs making links between them • use features and layout which are constructed to present data and ideas clearly
Writing Accurately	Language	<ul style="list-style-type: none"> • use language appropriate to writing, including standard forms of English • use a varied and appropriate vocabulary, including subject-specific words and phrases
	Handwriting	<ul style="list-style-type: none"> • use varied sentence structures for emphasis and effect
	Grammar	<ul style="list-style-type: none"> • use the full range of punctuation accurately to clarify meaning
	Punctuation	<ul style="list-style-type: none"> • use strategies to spell correctly polysyllabic, complex and irregular words
	Spelling	<ul style="list-style-type: none"> • produce fluent and legible handwriting.

English Attainment at Cleddau Reach VC Primary

Key Stage 2 2011-2013 Averages Level 4+

	Cleddau Reach VC	Family Average	Pembrokeshire	Wales
English	95.18%	91.48%	86.26%	85.23%

Key Stage 2 2011 – 2013 Averages Level 5+

	Cleddau Reach VC	Family Average	Pembrokeshire	Wales
English	47.31%	42.31%	32.82%	33.05%