



Language, Literacy and Communication Policy

Date	Review Date	Co-ordinator	Nominated Governor
February 2021	February 2024	Mr. Darryl Evans	Micky Dixon

United Nations Convention on the Rights of the Child

At Llangewydd Junior School, we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a Rights-Respecting School and teach about children's rights - modelling rights and respect in all our relationships: between teachers/adults and our learners.

The UNCRC underpins our school vision and aims. We encourage our children to:

- listen to others and respect their ideas.
- learn about their rights, respect the rights of others and to inform others of children's rights.

Introduction

This Language, Literacy and Communication (LLC) policy outlines the purpose and organisation of teaching and learning in English and Welsh Second Language at Llangewydd Junior School. It is shaped by our commitment to enabling all our learners to achieve the highest academic and personal standards of which they are capable, gaining knowledge and skills in English and Welsh Second Language as well as in literature. In designing and continuously refining our provision in Language, Literacy and Communication, we are committed to providing our learners with a broad and balanced curriculum that enables them to realise the four purposes and equips them for ongoing learning, work and life. Our Language, Literacy and Communication provision in English and Welsh Second Language currently adheres to the statutory requirements of the National Curriculum as we simultaneously develop high-level curriculum design in preparation for implementation of the Curriculum for Wales 2022.

At Llangewydd Junior School, as lifelong learners, we believe that the teaching and learning of Languages, Literacy and Communication should be a positive and inspiring experience for us all with well-being and enjoyment at its core. Through our provision, we equip our learners with the skills of listening, reading, speaking and writing, learn about and through literature, and explore different languages in relation to one another. We understand that:

- languages connect us.
- understanding languages is key to understanding the world around us.
- expressing ourselves through languages is key to communication.
- literature fires imagination and inspires creativity.

Our nurturing of children's progress in English and Welsh Second Language takes the form of the fullest possible development of a child's capabilities as a listener, a reader, a speaker and a writer. We aspire to extend the language repertoire children bring with them from their home backgrounds, creating a linguistic landscape in which they listen, read, speak and write for a range of authentic purposes and audiences across the curriculum.

Principles

(See Language, Literacy and Communication – Our Principles document)

Aims

(See Language, Literacy and Communication – Our Principles document)

Curriculum Organisation – Language, Literacy and Communication



(See Curriculum Policy)

The school's curriculum follows the statutory requirements of the National Curriculum which identifies three core subjects:

- **English**
- Mathematics
- Science

and eight foundation subjects:

- **Welsh Second Language**
- Information and Communication Technology (ICT)
- Design and Technology (DT)
- History
- Geography
- Art and Design
- Music
- Physical Education (PE)
- RE

Literacy, **Numeracy** and **Digital Competency** are central to the curriculum and are planned, taught, monitored and assessed through all areas of learning. We value the **Curriculum Cymreig** and our children are given opportunities across the curriculum to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

At Llangewydd Junior School, English and Welsh Second Language are taught through cross-curricular, topic-based learning that blends the NC subjects. Our thematic approach is shaped by the four purposes, responsive to Pupil Voice and informed by pedagogical principles. Through 'Pupil Voice' exercises, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them. Each half term, topics with a specific AoLE bias are chosen and a balance between the AoLEs is achieved throughout the academic year although Language, Literacy and Communication informs **all** our topics :

Autumn Term	Humanities Topic (History bias)
Spring Term 1	Science and Technology driven topic
Spring Term 2	Health and Well-being driven topic
Summer Term 1	Expressive Arts driven topic
Summer Term 2	Humanities Topic (Geography bias)
Language, Literacy and Communication (English and Welsh Second Language) is taught throughout all our topics.	

Each topic is launched with a 'Super Start' - immersion activities or experiences to engage the children's interest and enthusiasm for their anticipated learning. Similarly, each topic culminates with a 'Fabulous Finish' event to celebrate or showcase the learning that has taken place with parents, governors and other stakeholders.

- Language, Literacy and Communication (English and Welsh Second Language) is taught throughout **all** our topics.
- Literacy, numeracy and digital competency skills are taught throughout **all** our topics.
- Whole Class Guided Reading linked to each topic is taught in 2 x 30 minute sessions every week in 3 week units with a balance achieved between fiction, non-fiction, poetry and digital literacy throughout each term.
- Welsh as a Second Language is linked to thematic, cross-curricular topics as much as possible but discrete lessons may be taught where more appropriate.

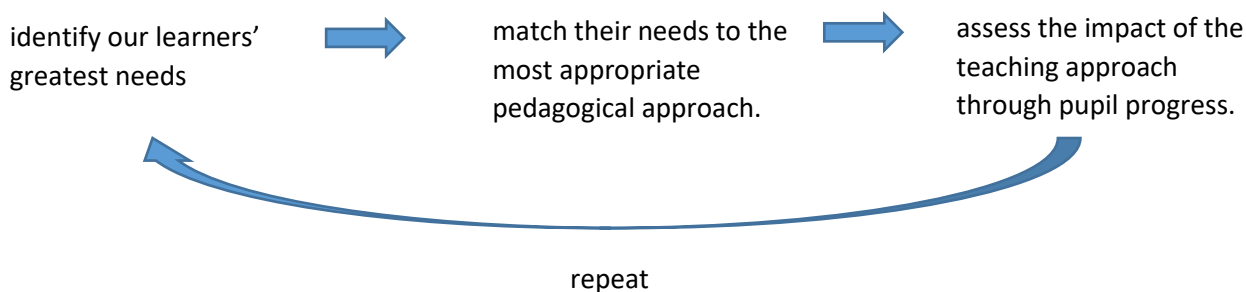
- Lexia and *Reading Eggs* are literacy interventions accessed by specific learners independently throughout the school day.

We implement a fluid, flexible timetable structure where sequential lessons build cumulatively and activities may be sustained over a series of lessons in order to secure quality outcomes (See Appendix 1).

Teaching Approaches

(See Teaching and Learning Policy)

In shaping our Language, Literacy and Communication curriculum, we do not place an emphasis on any particular teaching approach, understanding that decisions about teaching and learning are very context and purpose specific, and are best taken by our teachers themselves. Teaching and classroom support staff use different teaching styles such as direct instruction, inquiry-based learning and collaborative learning to suit the ability and learning styles of our learners in a wide variety of teaching and learning contexts in English and Welsh Second Language. We:



Within our Language, Literacy and Communication provision, our teaching approaches are informed by pedagogical principles that we view as having integrity depending on the learners and their specific contexts. These include:

- creating authentic contexts for learning.
- encouraging learners to take responsibility for their own learning.
- supporting social and emotional development and positive relationships.
- encouraging collaboration.
- promoting sustained pupil effort to reach high but achievable targets.
- employing a broad repertoire of teaching approaches.
- promoting problem solving, creative and critical thinking.
- building on previous knowledge and experience to engage interest.
- focusing on the four purposes.
- using Assessment for Learning to accelerate progress.
- making connections within and across Areas of Learning and Experience.
- reinforcing cross-curricular responsibilities in literacy, numeracy and digital competence.

It may be appropriate to implement the teaching and learning of Language, Literacy and Communication as:

- a whole class – whole class teaching and learning is differentiated appropriately.
- in groups
- with individual learners.

Classroom support staff are used effectively throughout the school to provide additional support for groups and individuals, helping to support specific learning difficulties, weaknesses or barriers to learning as well as challenging and extending more able learners.



At our school, a balance and variety of approaches to teaching Language, Literacy and Communication are used. We recognise the relationship between listening, reading, speaking and writing, and our teaching promotes interaction between these so that a balanced language and literacy provision is achieved. Our learners are given opportunities to apply and improve their developing skills in listening, reading, speaking and writing across the curriculum:

WHOLE TEXT level work (**Literature fires imagination and inspires creativity**)

Understanding languages is key to understanding the world around us

Reading: fiction, poetry, drama, digital and visual literacy and non-fiction.

Listening (Oracy)

Expressing ourselves through languages is key to communication.

Speaking (Oracy)

Writing: fiction, poetry, drama, digital and visual literacy and non-fiction.

SENTENCE level work (grammar and punctuation)

WORD level work (phonics, spelling and vocabulary)

In our cross-curricular Language, Literacy and Communication lessons opportunities are created for:

- teaching of **Reading (Understanding languages is key to understanding the world around us)**:

modelling of reading and specific reading skills and strategies e.g. *activating prior knowledge, making connections, summarising, inferring meaning, visualising, asking questions, synthesizing, evaluating, skimming for overall meaning, scanning for specific detail.*

Listening to individuals reading.

Shared Reading.

Paired reading.

Whole Class Guided Reading with a focus on pre-reading, vocabulary, reading strategies, comprehension, response and analysis, and spelling.

Read, Write, Perform approach.

An emphasis placed on identifying the characteristics of specific genres of texts as well as their intended purpose and audience.

Linking of our 'Q' criteria (what makes a quality outcome) to reading skills and the characteristics of specific genres of texts as well as their intended purpose and audience.

Reading Comprehension.

Think: Pair: Share in relation to reading of texts.

Use of the school library and class libraries – for reading for pleasure as well as to support work across the curriculum.

Use of digital/electronic texts on i-Pads, computers, IWB.

Linking of phonics strategies to texts read.

Use of dictionaries and thesauruses.

Use of digital, multi-media/audio-visual texts.

Silent/independent reading for pleasure.

Class Storytime.

Analysis of text in terms of VCOP.

Research-led activities.



Reading of Bug Club books (physical and online) and completion of the quizzes.

Use of interventions including Lexia and Reading Eggs.

Listening to individuals reading in context of one-to-one 'Daily Reader' sessions with support staff.

Phonic interventions.

An emphasis on phonic strategies/specific reading skills in response to diagnostic assessments for ALN children i.e. targeted, formative work in orange books.

An emphasis on specific reading skills in response to diagnostic assessments for BEL children i.e. targeted, formative work in blue books.

- teaching of **Listening**: listening in a range of contexts for different purposes and audiences.
(Understanding languages is key to understanding the world around us)

Whole class discussion, group discussion, one-to-one interactions.

Participation in group discussions in a variety of roles e.g. spokesperson, scribe.

Read, Write, Perform approach.

Paired Talk (Think: Pair: Share)

Snowballing

Hotseating

Envoying

Active Listening

Individual Think Time

Mini-presentations

Thought Shower

Rainbow groups / Jigsawing

Bullet-point thinking

Diamond Ranking / Placemat activities as a focus for collaboration

Drama, role play and improvisation

Prediction

Presentations / class assemblies / Fabulous Finish events.

Use and interpretation of digital/electronic/audio-visual texts

Listening to visiting speakers, storytellers, theatre productions.

Visits to theatre/places of interest.

Class Storytime.

P4C

Circle Time.

Debates.

Storytelling.

- teaching of **Speaking**: speaking in a range of contexts for different purposes and audiences.
(Expressing ourselves through languages is key to communication.)



Whole class discussion, group discussion, one-to-one interactions.

Participation in group discussions in a variety of roles e.g. spokesperson, scribe.

Read, Write, Perform approach.

Paired Talk (Think: Pair: Share)

Snowballing

Hotseating

Envoying

Active Listening

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Diamond Ranking / Placemat activities as a focus for collaboration

Drama, role play and improvisation

Prediction

Presentations / class assemblies / Fabulous Finish events.

Use and interpretation of digital/electronic/audio-visual texts

Responding to visiting speakers, storytellers, theatre productions.

Visits to theatre/places of interest.

Class Storytime.

P4C

Circle Time.

Debates.

Storytelling.

- teaching of **Writing**: writing in a range of genres for different purposes and audiences.

(Expressing ourselves through languages is key to communication.)

An emphasis on the sharing of our 'Q' criteria (what makes a 'quality' outcome) for specific genres of writing.

An emphasis on identifying and applying the characteristics of different text types.

Modelling of effective writing.

Shared and Guided Writing.

Read, Write, Perform approach.

Annotating/analysing exemplars of writing e.g. up-levelling a piece of work.

Paired Writing.

Collaborative writing in a group context.

Use of VCOP strategies in writing.

Placemats as a planning tool.

Thinking maps/Diamond Ranking as a planning tool.

An emphasis on the writing composition process and skills e.g. planning, drafting, proof-reading, editing, redrafting and publishing.

Use of writing frames and scaffolds.

Response partners – self- and peer- assessment of writing outcomes.

Applying of phonics/spelling strategies in independent writing.

Use of 'Have a Go' spelling books.

Forms of writing



At Llangewydd, our learners are given opportunities to see, read and write different genres of writing with a variety of purposes including to:

- recount
- instruct
- inform
- explain
- argue/persuade
- discuss/analyse
- evaluate
- narrate
- describe
- empathise

They see, read and write as many forms of writing as possible in our cross-curricular Language, Literacy and Communication lessons including those listed below. Choices of text reflect progression in terms of style, content and challenge throughout the key stage.

narrative/story	poem	fable/myth
joke	word puzzle	fairytale
song lyrics	article	autobiography/biography
report	menu	label
contents page	glossary	index
blurb	bibliography	description
explanation	rules	timetable
complaint	journal	diary entry
memo	survey	questionnaire
interview	directions	manual
list	recipe	experiment report
headline	slogan	editorial
job application	order form	review
greetings card	message	note
programme	advertisement	letter
CV	poster	leaflet
e-mail	website	blog.....
multimedia text	soliloquies	

- **Literature fires imagination and inspires creativity.**

We strive to expose our learners to a balanced canon of literature, providing them with experience of different types of text. They read and respond creatively and imaginatively to a wide range of continuous and non-continuous texts in printed and dynamic form. Over four years at our school, for example, they have experience of and indeed revisit:

extracts and complete texts
a range of modern fiction by significant authors
long-established children's fiction
good quality modern and classic poetry
graphic novels and picture books
drama
texts written by Welsh authors and texts with a Welsh dimension
texts drawn from different cultures and traditions
myths, legends and traditional stories



a range of non-fiction, information and reference texts
screen and digital media texts
texts that have challenging subject matter, which broaden perspectives and extend thinking
texts with a variety of structures, forms, purposes, intended audiences and presentational devices
texts that demonstrate quality and variety in language use
texts that reflect individual choice of reading matter
texts that extend learners' intellectual, moral and emotional understanding
texts with a variety of tone e.g. *humour, parody, wordplay*
texts that present challenge

Writing

At Llangewydd, we understand the importance of motivating our children to want to write. We aim to inspire and enthuse them to develop as enthusiastic, imaginative and reflective writers through:

- Stimulus

We stimulate the children into wanting to write by means of lively, engaging ideas. We create opportunities for the children to write about something familiar and of personal interest – something that matters. We aim to provoke a positive response to writing tasks by providing stimuli that intrigue, interest and surprise the children. Stimuli we use for writing include:

the children's memories, experiences and feelings, special events, talks given and experiences provided by visitors, interesting objects, visits to locations, people, school life, images, music, stories, poems and quality texts, television, film, IT, newspapers and magazines, and drama performances.

- Purpose

We recognise that children are more committed to their writing if there is a genuine purpose for it. At our school, the children write frequently for a range of authentic purposes such as:

to inform, to describe, to explain, to persuade, to amuse, to instruct, to capture the imagination, to make requests, to express opinions and feelings, to argue, to comment.

Our learners write in different forms and use the characteristics of different genres of writing for a wide range of purposes e.g. emails to book a school trip, letters to thank a visiting speaker, questionnaires for market research and persuasive adverts in the context of a mini-enterprise topic, instructions for making a smoothie, TV news reports based on historical events, scripted drama to be performed in a '*Fabulous Finish*' event.

- Real Audience

The children write for a range of real audiences and this is a great motivator. It provides the reason for writing – to be read. Opportunities are created for the children to write for the teacher, the class, other classes in the wider school audience and audiences beyond the school e.g. parents and carers, members of the public, individuals in public life, industry and the media. The value and significance of the children's writing is emphasized through opportunities for them to read, present, perform, publish or broadcast completed work to the class, other classes, in assemblies, in school concerts and '*Fabulous Finish*' showcase events, in staff or Governing Body meetings, on the school website, radio station or 'YouTube' channel.

Our Model for Teaching Writing

Modelling / Demonstration / 'Magpieing'



Shared Writing



Scaffolded Writing

(including Guided Writing at the point of writing with groups)



Learners' Independent Writing

- **Modelling**

We carefully select models of writing that successfully illustrate specific aspects of writing we are focusing on e.g. use of cliff-hangers, aspects of characterisation, layout of dialogue, use of persuasive language.

"I have stolen ideas from every book I ever read. My principle is 'Read like a butterfly, write like a bee', and if this story contains any honey, it is entirely because of nectar I found in the work of better writers."

Philip Pullman

The writing process starts with reading. Immersion in a genre by studying good quality texts beautifully illustrates examples of text features, sentence structures, vocabulary choices, authorial intent and impact upon the reader, use of grammar and accurate spelling and punctuation. Our learners are encouraged to 'magpie' quality examples of such literary and language features and to adapt and apply them in their own writing. Through looking at, reading and discussing quality texts, our teachers model the process of 'reading like a writer', making explicit the author's intent and the impact of choosing specific sentence structures, vocabulary, grammar, punctuation and features of layout. This modelling process then informs our 'Q' criteria for writing – what makes a quality outcome.

Modelling of writing at our school also involves a demonstration of effective writing by the teacher as 'expert'. As the teacher writes on the board, IWB or flip chart, s/he talks the children through decisions that s/he makes. The decision-making and writing choices are explained to the children in real time as they happen. The children, for example, are shown how to:

plan texts



generate and find content
write in a particular tone and style according to purpose and audience
sequence, clarify and structure ideas in a text
write a first draft
refine words, sentences and whole texts
proof-read for accuracy e.g. spelling, punctuation, omissions and repetition.
present a neat, correct and clear final copy.

Our teachers may include purposeful errors in their writing to help the children to realize that writing is a process and that writers do not write perfectly straight away. Clumsy sentences, mis-spellings and poor punctuation may be included so that the teacher can demonstrate to the children how writing can be checked, refined and improved.

- **Shared Writing (teaching at the point of writing)**

Shared writing involves the teacher 'expert' collaborating with the children. The teacher writes in front of the children, structuring their ideas and suggestions in a piece of writing. In this way, the whole class have ownership of the writing with all learners being encouraged to contribute. Shared writing activities highlight writing as a thinking process with the children being able to see a piece of writing being shaped before their eyes. They are asked to make decisions about all aspects of the writing including content, language choices, sentence structures, features of layout as well as spelling, grammar and punctuation. They contribute to the planning, structuring and refining of a written text e.g. composing a whole class poem, a short descriptive passage, a story beginning, a formal letter. Through effective questioning, the teacher elicits the children's thinking about each stage so that they take part in the decision-making e.g. making ambitious word choices, deciding upon the order of words within a sentence to achieve most impact, choosing techniques to achieve particular effects, the overall structure of the writing. In shared writing, the children experience the 'drafting' process at first hand. They come to understand that we should not necessarily accept our first draft. They begin to realise that good writing is shaped and crafted; that it is acceptable to make crossings out, to amend word choices, to make other improvements and to experiment. By internalising such writing processes, it is likely that our learners, when writing independently, will adopt and apply the same writing skills as they compose and improve their own writing.

Key features of our Shared Writing:

- agree how the audience and purpose of the writing task will determine the structure, tone, style, grammatical features...
- use specific objectives that are the focus of the lesson.
- orally rehearse sentences before writing them down.
- encourage the automatic use of basic punctuation.
- constantly and cumulatively re-read to achieve a flow from one sentence to another, as well as to check for possible improvements or errors.
- discuss and explain why one decision might be preferable to another.
- make the occasional deliberate error in order to highlight a teaching point.

Shared writing can be used to scaffold independent writing in a number of ways in addition to writing a piece from scratch e.g. :

- a worked-out plan for the children to follow.
- writing tasks for the children to 'infill' in a partially worked text.
- an outline in note form or as a flowchart for children to expand in full prose.
- a basic text to be elaborated by vocabulary changes and the addition of appropriate phrases e.g. to change informal language in a formal letter.



- a series of statements or sentences to be joined into a cohesive whole text.
- a text to change by altering its purpose or audience e.g. changing a recount to a procedural text, changing the tense of a text from the present to the past.
- a clear narrative ending, with known steps towards it, to be rewritten using techniques to create tension or surprise.

- **Scaffolded Writing** (including Guided Writing at the point of writing with groups)

- **Paired Talk.** Talk is an important starting point for work that leads to writing. The organisation of talk partners is an effective way to allow learners to explore the topic of their writing, as well as to practise using unfamiliar language structures and vocabulary before actually putting pen to paper or finger to computer. Through talk, our learners can articulate what they want to write, revise it orally until it is exactly right, practise using appropriate terminology and vocabulary, and gain confidence in putting their ideas into words. This approach helps to indicate any misconceptions which can be challenged before they are 'fixed' on paper or screen.
- **Use of Writing Frames.** Writing frameworks can be used to help those children who have a vocabulary range and good ideas, but who need help structuring these in pieces of writing. They provide the overall structure of a piece of writing. Writing frames may:
 - provide sentence starts
 - offer key phrases and vocabulary
 - ask structured questions to act as a guide
 - provide checklists
 - give small 'specific' tasks the children must fulfil as part of the overall task e.g. *Describe what your character looks like.*
 - provide templates and layouts.

Writing frames provide an alternative to a blank sheet of paper – a particularly daunting experience for children who find sustained writing difficult. They break down the overall writing task into more manageable chunks. Writing frames do, however, come with a warning. They should not be used for too long. In fact, prescriptive frameworks can actually restrict the more-able writer who has the ability to experiment independently with the structure and organisation of text. At our school, writing frames are staging posts in the writing process and their use is to be decreased as learners become more confident in their writing. One way to create a bridge between the regular use of writing frames and independence is to require learners to develop their own frames for particular pieces of writing – first as a shared writing activity and then as individuals.

- **Guided Writing** (at the point of writing with groups)

Guided writing is a bridge between whole-class composition and individual independent writing. It:

- involves teaching a small group of learners at a similar level of ability or with a similar need.
- provides an opportunity to focus on a group of learners who missed a key point in learning or to secure skills that are still insecure.
- can be used to challenge more able and confident writers.

Guided writing enables our teachers to:



- supervise and intervene in the writing process as it happens. In a guided writing session, learners may be beginning a piece of writing, revising something they have already written or receiving comments from the teacher who is responding to their writing.
- discuss and exemplify alternatives, in conjunction with the rest of the group.
- initiate a more constructive approach to marking and redrafting, taking away the need to 'correct' when the learner is not present.
- encourage an active approach to improvement by the learners.
- allow learners to gain self-confidence through working in a small group of similar ability to themselves.
- focus on learners' specific needs and abilities.

As in shared writing, the teacher needs to pose questions about the process, making the necessary thinking concrete. For example:

If learners are preparing to write, the teacher might ask:

- *Why are we writing this?*
- *Who is it for?*
- *What do we want to say?*
- *Which ideas shall we use?*
- *How can we link the ideas together?*
- *How could we start? How will we end?*

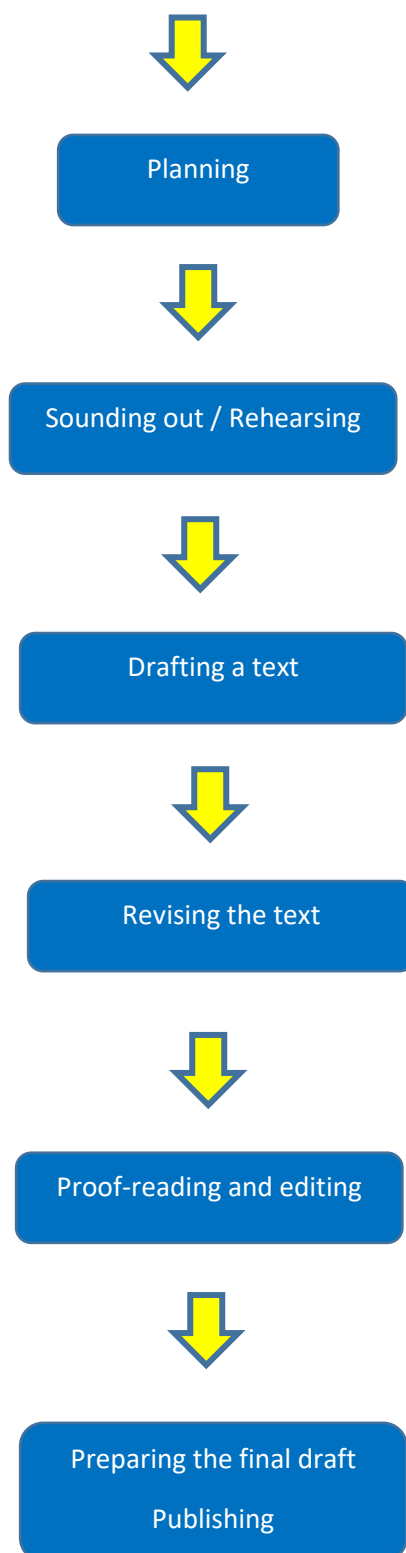
If learners are revising a piece of writing, the teacher might ask:

- *Does this make sense?*
- *Is the language right for the audience?*
- *Have you missed anything out?*
- *What did you mean here?*
- *Have you repeated / over-used anything e.g sentence starts?*
- *Can you use different sentence openers?*

- **Independent Writing**

This is the culmination of the whole 'Teaching Writing' process and the children write independently, using the skills they have learnt and applying everything they know. Whilst writing, the children may make use of prompts such as word banks, placemats of high frequency words, checklists of 'Q' criteria (what makes a 'quality' outcome), VCOP resources as well as dictionaries and thesauruses. Such resources are used by the children when they write in order to give them independence and confidence. The teacher is often able to move around the classroom supporting, prompting and challenging as appropriate. S/he can point out positive features in the children's writing and challenge learners to refine aspects of the writing that could be improved. When the children are writing independently, our teachers 'intervene' in a positive way when it is required. They don't 'interrupt'. We acknowledge that, when writing, children cannot focus on too many things at one point in time e.g. structure, content, spelling, grammar, punctuation 'and' handwriting. Periodically, as work develops and when work is completed, however, our learners are encouraged to proof-read their writing to consider such aspects before editing it accordingly. Upon completion of their first draft, for example, they may make use of dictionaries, thesauruses or visit the 'Q' Quarter to follow proof-reading cues.

The Writing Process



The teaching of Writing at our school places an emphasis on this model of the writing process. Throughout their time at our school, learners are provided with opportunities to “**plan, draft, revise, proof-read and prepare a final copy**” of their writing.

(Curriculum for Wales: Programme of Study for English/Welsh Second Language 2015).



To be fully effective, the process requires our learners initially to identify appropriate 'Q' criteria for their writing and then to evaluate the outcome against those criteria.

- Self-questioning

Proficient writers typically engage with writing by asking themselves questions before they write such as:

What am I going to write? What genre of writing?

Why? For what purpose?

Who are my intended audience?

What sort of tone/language will I need to use?

What are the text features I will need to use?

In contrast, reluctant writers are not likely to pose themselves such questions before, during, or after writing. These learners, in particular, need direct instruction and practice in self-questioning. As they develop this skill, they will become better at writing and will build the skills they need to write with confidence.

- Planning

The children at our school are given time to plan pieces of writing. We consider it important that they are given opportunities to find something to say and to organize their thinking sufficiently before beginning to write. Our learners are shown how writers work and are helped to understand that they do not always produce accomplished pieces of writing on first attempt. Planning techniques are modelled and talked through by our teachers, practised by the children in groups, pairs or individually and then discussed. Our teaching of a range of planning techniques is shaped by our awareness that not all children like to plan in the same way, or indeed like planning at all. Techniques for planning taught at our school include:

- Flow charts, timelines or maps – useful for procedural writing and chronological writing.
- Graphic organisers – such as spider/tree diagrams or mind maps where the main idea is central and subsidiary ideas radiate out.
- Lists – useful as a strategy for noting key points.
- Headings – the main points to be included are listed under key headings.
- Word webs – a key word or theme written in the centre surrounded by a web of associated ideas and important words.
- Thought Shower – listing ideas and thoughts as quickly as possible.
- Drawing/storyboarding – sketching a sequence or ideas to include.
- Note-taking – jotting down key points to include from reference books, interviews etc.
- Picturing – trying to visualise what you will write about.
- Talking – discussing initial ideas about proposed writing.

- Sounding out / rehearsing

We place an emphasis on oral rehearsal of writing through talk. For developing writers it is very helpful for writing processes to be explored through talk so that understanding and ability can be developed in a collaborative and supportive learning context. Through talk, our learners externalise and share the thinking involved in the writing process so that it can ultimately be internalised and individualised. This developmental exploration, through talk, of the thinking and creative processes involved in being a writer happens on three levels:

- teacher talk: the verbalisation of the thought processes involved in writing as the teacher is demonstrating and modelling various stages or aspects of the writing process (See Shared Writing and Guided Writing previously).



- supported pupil talk: structured and scaffolded opportunities for children to talk about their writing in class and group conversations and activities.
- independent pupil talk: opportunities for children to talk about writing in pairs and small groups, independently of the teacher.

- **Drafting a text**

At our school we support our learners in the drafting process, helping them to develop their ideas from the plan into a structured written text. We do this by:

- keeping noise and disturbance to a minimum while the children write so that they can concentrate.
- providing timescales for the children so that writing is focused e.g. 10-20 minute bursts of complete, concentrated silence.
- encouraging the children to focus on their ideas/content of their writing rather than an over-concern with writing neatly or correct spelling. They are reassured that an easy, everyday style of handwriting is acceptable and that they should 'have a go' at spellings rather than interrupt the flow of composition by searching in dictionaries at the point of writing.
- encouraging the children to read aloud and re-read sections of their writing as it develops. Such re-reading is vital because the first sentence leads into the second and the first and second generate the third. Finally, whole paragraphs have to be read aloud and tested. It is the reading aloud that helps writers to hear how their writing sounds and at this point they shift from being the writer into listening to their writing, as readers. It helps them hear where the writing may lack flow or is clumsily phrased, as well as seeing technical and secretarial mistakes. If the children find a sentence hard to read aloud then it is likely that other readers will struggle and potentially give up.
- moving around the classroom supporting, prompting and responding as a reader while the children are writing e.g. checking on anyone who may be finding it difficult to start, pointing out positive features in the children's writing, prompting a child to reconsider areas that could be improved.
- reminding the children, where necessary, about making use of prompts such as word banks, placemats of high frequency words, checklists of 'Q' criteria (what makes a 'quality' outcome), VCOP resources. Such resources are used by the children when they write in order to give them independence and confidence.

- **Revising the first draft, Proof-reading and editing.**

It is important that our learners are shown that few people are able to write exactly what they want at the first attempt. They need to understand that it is necessary and advisable to go back and revise what has been written; the essential activity is the improvement of the writing. First drafts of writing are often completed carelessly though many learners are able to self-correct when errors are pointed out to them either by a teacher or by another learner. They need to achieve a situation where they can look 'with new eyes' at their own work, ideally as they go along, in order to identify errors and aspects of the writing that can be improved instead of 'reading' what they think they have written. We encourage the children to:

- read aloud their writing to themselves.
- self-assess their writing, asking themselves questions such as:
Am I pleased with my writing? Does it match our 'Q' criteria in terms of audience, purpose and form?
Does it make sense? Are there sections that need to be rewritten?
Is there anything I want to add or change?
Can I replace weak words with more ambitious word choices?
Is there too much repetition of anything e.g sentence openers, vocabulary?



Are there any omissions/words missed out?

Are there any details I could add?

Are there any spellings I'm not sure about?

Is the punctuation correct?

- read and respond to a partner's writing, discussing its strengths and areas that might be improved in the context of supportive peer-assessment activities. In some cases, where a learner's self-assessment skills are poorly developed, this peer-assessment might be the only focus for improving the quality of their writing. Meaningful self-assessment is often a direct by-product of peer assessment.
- refer to checklists of 'Q' criteria (what makes a 'quality' outcome) and proof-reading prompts to focus their thoughts about their writing. These checklists may be displayed on the board, IWB, Working Wall or available on desks and/or in the 'Q' Quarter. Whilst revising their writing, the children may also make use of prompts such as word banks, placemats of high frequency words, VCOP resources, dictionaries and thesauruses.
- edit their writing by making alterations straight onto the page e.g. a line can be drawn through words or sections, alterations in the sequence and structure can be indicated with arrows.
- redraft sections or all of their writing, making any changes, correcting any mistakes and improving its overall quality.

- **Preparing the final draft and Publishing**

Our learners are encouraged to redraft their writing, making any changes, correcting any mistakes and improving its overall quality. The final draft should be presented clearly with use of paragraphs, any headings and titles, and neat handwriting. Neat, final drafts of English writing are presented in the children's blue writing books and those in Welsh Second Language are included in topic books. Opportunities are created for the children to publish their writing, sharing it with the teacher, the class, other classes in the wider school community and audiences beyond the school e.g. parents and carers, members of the public, individuals in public life, industry and the media. The value and significance of the children's writing is emphasized through opportunities for them to read, present, perform, publish or broadcast their final writing outcomes to the class, other classes, in assemblies, in school concerts and 'Fabulous Finish' showcase events, in staff or Governing Body meetings, on the school website, radio station or 'YouTube' channel.

Spelling

Our approach supports learners' development of confident and informed spelling. It allows our learners to receive the support they need in order to become independent in their writing. At Llangewydd, we recognise that learning to spell is a developmental process requiring systematic teaching. An on-going programme involves the whole class in direct and incidental teaching, learning and practising of spellings. In this way, we help the children to become independent, effective spellers and fluent, confident writers. We use a variety of strategies to teach essential spelling skills. These strategies can be a focus in Language, Literacy and Communication cross-curricular lessons as well as in teaching and learning contexts such as Whole Class Guided Reading sessions, one-to-one support of ALN learners (orange book work) and BEL learners (blue book work), and our Lexia and Reading Eggs literacy interventions. They include:

- **Sound / Symbol relationships.**

We help the children to develop their phonological awareness. We teach the children the phonemes (speech sounds) of spoken English and Welsh and help them to understand that these can be represented by different graphemes (spelling choices). We achieve this by focusing on:

- **Phonemes** that make up a word e.g. b/oo/t, d/o/l/ph/i/n, y/s/g/o/l, ll/y/f/r



The children are helped to understand that single sounds (phonemes) can be represented by different spelling choices e.g. **collar**, **measure**, **doctor** **i** **uchel** .

- **Onset and Rime.**

Activities focusing on onset and rime promote knowledge of the aural aspects of the writing process. These encourage the children's sensitivity to the sounds they hear – rime (rhyme) and onset (the first consonant/s in a word e.g. the **s** in **sing** and the **dr** in **drop**).

- **Blends and Digraphs.**

We practise and revise common blends and digraphs. Blends are words with letters that blend or run together when they are spoken e.g. **sing**, **drop**. Digraphs are two letters that have only one sound e.g. **ai** in rain or **ch** in chop. We encourage the children to read words aloud, listening for certain sounds whilst they look at the corresponding spelling choice.

- **Syllabification.**

Our learners are taught how to divide words into syllables. This helps them to remember how to spell longer words by finding shorter, known words or roots within the longer word e.g. **know** and **edge** in knowledge. It can also help them to avoid omitting parts of longer words e.g. en vi ron ment by focusing on short sound units. Syllabification also reinforces correct pronunciation of words.

- **Letter strings / Word families**

A knowledge of letter strings / word patterns helps children to spell by analogy. Our learners are encouraged to relate words to other words e.g. **tion** in nation/station, **ough** in ought, brought and thought. We expose and draw the children's attention to words which share letter strings but have different sounds e.g. *gone, done, alone*. Letter strings / word families are useful as a part of memory aids – if the words are put into a sentence to be learned e.g. 'I ought to have brought my books'.

We emphasize links between spelling and handwriting. At our school, the teaching of spelling and handwriting complement each other with the children given letter strings to learn as part of their handwriting practice. When a child learns to spell, s/he is learning a code in which certain letters seem to occur together in a particular sequence. The act of writing these letters in handwriting practice reinforces this. Through handwriting practice, a child uses visual referencing skills and begins to 'see' by the look of a word that some letters can or cannot occur together.

- Developing a good visual memory by using the **LOOK and SAY, COVER and SAY, WRITE and SAY, CHECK** method.

We teach our learners to pay special attention to the visual aspects of words. The skill of looking carefully at words needs careful and explicit teaching. A good visual memory is best achieved (especially for 'tricky' words) by using the LOOK and SAY, COVER and SAY, WRITE and SAY, CHECK method. The child then uses the word learnt in the course of his/her writing, or in a contextualised writing activity.

- **Roots of words.**

Our learners are taught how to identify root words. They can then make sense of the fairly regular patterns of changes of meaning and spelling that occur when prefixes or suffixes are added to roots.

e.g. happy happily happiness happier unhappy

In this way, the children learn how to build words and, conversely, to break them up to facilitate spelling.



- **Prefixes and Suffixes**

The children are taught about prefixes and suffixes and how these alter the meaning of words. Learning about prefixes and suffixes helps children to understand the meanings of new words, and consequently to spell them.

e.g. dis + trust dis + obey dis + appear ('did' prefix – not to do something).

- **Spelling 'Rules'**

We teach the children the 'rules' of spelling. These are taught as generalisations *with exceptions*. The so-called 'rules' of spelling can provide the children with a degree of security in their spelling.

e.g. i comes before e (when the sound is *ee*) – *piece* *relieve* *priest*

except after c - *receive* *ceiling* *deceive*

or when the sound is not *ee* – *reign* *veil* *foreign* *sovereign*

- **Spelling Investigations.**

We adopt an investigational approach to spelling. The children are encouraged to collect words sharing spelling patterns. They are presented with selections of related words and asked to identify rules and patterns governing their spelling e.g. rules about adding 'ing', rules when changing singular words into plurals, sorting words into groups according to the sound of particular letters.

- **Mnemonics**

We familiarise our learners with mnemonics (clues) to help them spell words. We also encourage them to devise their own mnemonics for words they find difficult. Examples of mnemonics include:

the *oo* in look

Mnemonic sentences: because – **B**ig **e**lephants **c**an **a**lways **u**nderstand **s**mall **e**lephants

***I** go home **tonight**.*

There is **a rat** in separate.

There are parallel lines in parallel.

- **Pronunciation of words.**

We help our learners to spell by articulating words clearly and correctly. When necessary, we draw attention to how a particular sound is voiced e.g. three not free.

- **'Have a Go' approach to spelling**

'Have a Go!' is a spelling strategy that we use to encourage our learners to be accountable for their own spelling. If they are unsure of how to spell a word, they are encouraged to attempt spelling it in 'Have a Go!' spelling books or on paper by using strategies we have taught such as visualizing, sounding it out, and thinking about spelling patterns etc.



They are asked to spell the word three different ways unless they are certain they have spelt it accurately sooner. At this point, the children show their spelling attempts to the teacher who looks at them and confirms the correct spelling of the word or gives the correct spelling. In this way, a learner's 'Have a Go!' spelling book becomes a personal list of words to learn. The children are encouraged to learn to spell words they supply for themselves in the course of their own writing. They enter words they mis-spell in these books. It is important that the children re-enter (particularly high frequency words) that cause them difficulty. If a child enters a word three or four times, this indicates that the word needs specific attention.

- **Use of resources to encourage independence in spelling**

Resources available to the children which encourage their adoption of good spelling strategies include:

- Dictionaries: a variety of dictionaries are available in each classroom and their 'Q' Quarters which the children can use to check the spelling and meaning of words.
- Thesauruses: a variety of thesauruses are available in each classroom for the children's reference.
- 'Have a Go!' spelling books for compiling a personal list of spellings to learn.
- iPads, Lenovo tablets and Chromebooks to access online dictionaries.
- Spellcheckers: the children are taught how to use computer spellcheckers.
- VCOP pyramids and resources.
- Placemats/word banks of high frequency words.
- Lexia Skills Builder spelling support materials.
- 'Check' Specs and magnifying glasses in Q Quarters to make proof-reading for spelling accuracy fun.

Assessing Spelling

We do not assess spelling summatively or give spelling tests of words in mainstream classes at our school, preferring to adopt a diagnostic approach to the assessment of spelling. This is a result of our belief that spelling is a skill to be taught through considered teaching, not rote memorization to be tested. The spelling test is a staple of traditional classroom practice with little evidence it changes learner spelling outcomes. Learners can learn words for spelling tests, which they go on to spell incorrectly in the course of their everyday writing. Scoring well in a spelling test is ineffective if this spelling knowledge is not transferred beyond the test. Too often, the spelling test simply documents spelling failure, rather than addresses it. For those who struggle with spelling, the test serves merely as a weekly reminder of their inadequacy. When summative spelling tests are collected and marked, very little analysis of errors occurs. Often marks may be tallied and returned to learners but very little changes in instructional practice. Instead, the test may be changed the following week with fewer words, or simpler words for some learners, and more challenging words for more able learners. Spelling tests thus inform the content of future spelling tests rather than inform practice to improve the spelling skills of learners. They have simply become a routine embedded into the teaching psyche of many. Such ineffective use of test results is compounded by the random approaches to the selection of words in many spelling tests. They may come from high-frequency word lists or from parts of the curriculum being studied. However, they are rarely chosen because there is something to be learned from the words themselves that could be applied to other words.

At Llangewydd, we are committed to a diagnostic analysis of our learners' spelling errors. Such an analysis provides important information that provides insights into which linguistic threads learners are using successfully. It provides both a clear picture of learners' strengths and weaknesses in spelling and a clear direction for future teaching. A 10 year old, for example, who spells *undefeated* as *underfitted* shows strong phonological and orthographical knowledge, as that learner has chosen plausible letter patterns for the sounds he or she can hear. However, the learner does not demonstrate morphological knowledge. Follow-up teaching would focus upon looking at morphemes in words and their meanings. In this particular word, the morphemes are: *un-de-feat-ed*. The purpose of our diagnostic spelling assessments is to monitor learner progress (and, by default, monitor our teaching methods) and to diagnose the spelling challenges of those learners who are not progressing. When we look for evidence of



spelling behaviours across the full repertoire of spelling knowledge, we can better understand *how* learners are making their errors and provide appropriate teaching to address these. Learners' writing is full of words for assessment: words spelt both correctly and incorrectly show what skills learners bring to the spelling tasks when they have to simultaneously attend to other aspects of the writing process. We implement a useful assessment approach which seeks to understand whether our learners can spell in authentic written tasks, which of the spelling skills they use successfully and which they struggle with. Dialogues between our teachers and learners about their spelling, for example, in the context of formative feedback, implementation of our 'Have a Go' approach to spelling and the negotiation of learners' literacy targets, can also provide additional insights into learners' cognitive processes for spelling and encourage reflection and responsibility for their own spelling.

Ultimately, at Llangewydd Junior School, we believe that good spelling is a result of good teaching. And good teaching requires a full understanding of what spelling is – not the rote learning of strings of letters, but a sociolinguistic construction, each word a wonderful tapestry of meaning and history. The teaching of all the linguistic threads that weave through words is key to improving outcomes in spelling. We seek to pass on the wonder of the English language to our learners, understanding that how words work should be an engaging and intriguing exploration for them – and a joy to teach.

Marking Spelling

The children are encouraged to identify any mis-spellings they can find first. Less able spellers may look for spelling mistakes within only a specified few lines. Spelling will be given attention appropriate to the stage of development of individual learners and strategies used to support their development. The children may use dictionaries, online dictionaries, placemats/word banks of high frequency words to check their spellings. When teachers mark written work, we use the following strategies depending on the child's ability:

- No more than 5 spelling corrections for a piece of work will be given.
- The mis-spelt part of a word is underlined and the correct spelling is written above the word according to our School Marking and Feedback code (See Appendix 2) :

mistake

mistaike

This may point out a letter pattern mistake and the child could be asked to look at other words with the same pattern.

- If a child has written a draft with the intention of copying out a neat, final copy, all spelling mistakes are corrected so that the child does not copy out mistakes in spelling.
- Children's spelling errors are used to inform the planning of specific spelling activities.

Handwriting

At Llangewydd, we encourage our learners to take pride in their learning, presenting their work neatly using a controlled, fluent style of handwriting whilst acknowledging that children progress through a variety of developmental stages before they have the necessary hand-eye co-ordination, fine motor skills and visual discrimination to produce a conventional handwriting style. Handwriting and presentation is taught and developed using the school's Handwriting model (See Appendix 3) which is displayed prominently in every classroom. In formal and informal handwriting practice:



- the teacher models all aspects of handwriting on the board/IWB.
- the children sit comfortably with their feet flat on the floor and their body upright but tilted slightly forward.
- handwriting actions are practised in the air with the children encouraged to verbalise their physical actions with language used in the writing experience e.g. *top, bottom, up, down, round, over, back, left, right, join, curve, straight*.
- emphasis is placed on modelling the correct formation of all letters – lower case and upper case or capital letters. Correct entry and exit points are made clear.
- emphasis is placed on writing letters of an even, appropriate size.
- emphasis is placed on spacing letters and words correctly.
- the children are taught the joins that go with each letter e.g. *o, w, r, v* are top joiners while *a, m, n, u* are bottom joiners.

Handwriting activities include:

- practising handwriting patterns.
- practising handwriting patterns in conjunction with spelling letter strings.
- copying from a model.
- writing short passages from texts in joined script.
- using different forms of handwriting for different purposes e.g. print for labelling maps and diagrams, a faster script for notes.

Year 3 children use pencils for writing. Children in Years 4, 5 and 6 use pens for writing when they earn their 'Pen Licence' upon being able to demonstrate that they are consistently using a neat, fluent style of handwriting. Special boards and rubber pencil grips are used where appropriate.

8mm lined paper with a margin is used for all general writing purposes. Lined paper with bold lines (to ensure uniform height of ascenders and capital letters) and dotted lines (to ensure a uniform height of lower case letters) is available for practising handwriting patterns. This paper is used particularly in the early stages of joined handwriting. Where plain paper is used, a sheet with guidelines may be placed beneath the paper on which the child is writing.

Specific provision is made for left-handed writers. Left-handed children sit on the left not the right of a right-handed child. Since the writing hand is moving towards the body, the left-hander is shown how to distance him/herself from the writing paper by sitting in the right hand half of the desk. The writing paper should be positioned at an angle as the left-handed writer tends to push the pencil across the paper, covering up what has been written. Left-handed children are encouraged to hold the pen further up the shaft.

Whole Class Guided Reading

Whole Class Guided Reading (in English) is where the teacher and then the whole class reads and responds to a text. All learners are taught by the expert in the room – the teacher, with the whole class benefitting from the teacher's explanations, modelling, questioning and feedback. Our Whole Class Guided Reading lessons are driven by a text's potential. They are pitched high whilst providing scaffolding to allow all pupils to access the text and to practise reading and responding in challenging ways. In these lessons, high quality shared reading is interweaved with paired and small group talk, and individual thinking. Emphasis is always placed on the reading skills with some consolidatory writing; short, focused writing, note-making and annotation tasks for recording thoughts and responses to reading.



At our school, Whole Class Guided Reading takes place in two 30 minute sessions a week with six sessions over a three-week cycle focusing on a specific text. Throughout a term a balance is achieved with our learners reading and responding to:

- a fiction text.
- a non-fiction text.
- poetry.
- a visual/media text.

Each of the six sessions within our Whole Class Guided Reading units of work has a specific skills focus:

Session 1 – Pre-reading and reading the text.

Session 2 – Vocabulary Focus

Session 3 – Reading strategy focus

Session 4 – Comprehension focus

Session 5 – Response and analysis focus

Session 6 – Spelling focus

(See Appendix 4)

Welsh Second Language / Bilingualism

Llangewydd Junior School is an English medium school and no learners come from Welsh speaking homes. We take pride in our role as Welsh educators and actively promote and develop the use of Welsh as a living language. We aim to make our children's learning across the curriculum as bilingual as possible.

In addition to Welsh lessons taught within the context of our cross-curricular topics where we teach 'Welsh as a Second Language', we use a variety of strategies to promote the use of Welsh:

- Our 'Helpwyr Heddiw' initiative aims to promote the children's confidence in, enjoyment of and enthusiasm for speaking everyday Welsh. Throughout the school day, the Helpwyr Heddiw lead the class in Welsh language activities such as playing Welsh language games, giving commands in Welsh to signal specific times of the day, chanting rhythmic language patterns, initiating Welsh conversation and singing Welsh songs. Each classroom has a Helpwyr Heddiw blackboard/Cornel Cymraeg which is used as the focal point for Helpwyr Heddiw sessions and Welsh resources. Each year group uses the progressive language patterns in the Welsh Second Language Continuum as their starting point for Helpwyr Heddiw activities. Helpwyr Heddiw activities are varied and, whilst placing an emphasis on oracy activities, reading and writing activities are also implemented e.g. leading a re-reading of a Welsh book that has already been read in class, writing Welsh sentences on mini-whiteboards.

Helpwyr Heddiw – A Typical Day/Model:

- Two children are today's Helpwyr Heddiw (HH). They greet children as they enter the classroom at the beginning of the day e.g. 'Bore Da.', 'Sut wyt ti heddiw?'
- The HH lead the register (am and pm), choosing a Welsh vocabulary or topic theme that the children can respond to with a Welsh word or sentence pattern when their name is called e.g. If the theme was 'Lliwiau', they may call out 'Coch', 'Llwyd', 'Gwyrdd'..., if the theme was 'Pwnciau Ysgol', they may simply call out 'Saesneg' or a more sophisticated 'Fy hoff pwnc ydy mathemateg achos mae'n ddiddorol iawn.'



- Before assembly, the HH lead the chanting of a Welsh question the class have been working on e.g. 'Sut mae'r tywydd heddiw?' The class chant the question rhythmically three times as the HH travel around the classroom before standing behind a child's chair. They then repeat the question and the child in the chair answers it e.g. 'Mae hi'n braf heddiw.' The HH give praise and encouragement e.g. 'Seren Super', 'Bendigedig'... and encourage children to extend their contributions where appropriate e.g. through use of conjunctions such as 'achos' or 'ond'.
 - The HH signal different times of the day in Welsh at the beginning and end of lessons, transitions within lessons e.g. 'Mae hi'n amser gwasanaeth', 'Mae hi'n amser Mathemateg', 'Mae hi'n amser chwarae. Tacluswch y bwrdd a sefyll yn dawel.', 'Mae hi'n amser mynd adref.' They also encourage use of incidental Welsh throughout the school day e.g. 'Ga i ddwr os gwelwch yn dda?', 'Ga i bensil os gwelwch yn dda?', 'Dim problem', 'Croeso'...
 - A 30 minute Helpwyr Heddiw session where the HH lead Welsh language games that aim to revise and practise language patterns the class have been exposed to. The children are encouraged to practise language patterns that were learnt some time ago, more recently, as well as current language patterns. The HH may choose to use flashcards or games from the Cornel Cymraeg or Powerpoints that have been used in class previously. This session is varied e.g. one day the HH may lead a re-reading of a Welsh book that has been read in class, another day they might ask the children to write Welsh sentences on mini-whiteboards.
- Tocyn Iaith are awarded to learners who speak Welsh throughout the school week. A 'Siaradwr yr Wythnos' is awarded in each class at the end of the week to a learner who has made efforts to speak Welsh with fluency, accuracy or enthusiasm.
 - Almost all instructions are given in Welsh or bilingually so that the children regularly listen and respond to the Welsh language e.g. during registration, when lining up, tidying up, asking to go to the toilet, in transitions between lessons.
 - School staff and learners greet each other throughout the school day in Welsh. Learners are encouraged to use the language patterns they know beyond the classroom e.g. in corridors, in the playground, in the canteen.
 - Our 'Crew Cymraeg', consisting of a representative from each class, promotes the use of Welsh throughout the school. They are currently working on actions to support the school in achieving the Bronze Award of the Siarter Iaith.
 - Our *Clwb Cymraeg*.
 - Some subject-specific Welsh appropriate to learners' age and ability is used within topic-based teaching.
 - The use of Welsh is promoted through prayer and collective worship. Traditional Welsh stories, myths and legends are read, and Welsh songs are regularly sung during assemblies.
 - Our learners are encouraged to speak Welsh in our 'Siop Tuc', in our canteen and in the playground.
 - The use of Welsh at special events such as our St. David's Day Eisteddfod, concerts, Fabulous Finish showcase events, sports events, charity events, special assemblies.

Curriculum Cymreig

The teaching and learning of Language, Literacy and Communication at our school reflects the 'Welsh dimension' of the curriculum. LLC activities are planned for the learners which reflect their own sense of identity and place and



which are meaningful to their experience within their community and country. A clear *Curriculum Cymreig* is made explicit through the following LLC activities:

- *the reading of texts linked to cross-curricular themes written in English by Welsh writers.*
- *the reading of texts with a Welsh dimension.*
- *visiting speakers from Wales are invited to school to talk to the children about their lives, work and experiences.*
- *whole school LLC opportunities with a Welsh dimension e.g reading, writing and talking about texts on a Welsh theme for the school Eisteddfod.*
- *visits to locations in Wales provide stimuli for a range of LLC work.*

Pupil Voice and how it co-constructs our Language, Literacy and Communication curriculum

Our curriculum is co-constructed and shaped by Pupil Voice processes. Our Pupil Voice Committees have been created to allow all our learners to have a voice that is heard and acted upon. Children from all our classes are represented in our Pupil Voice Committees and have responsibility for discussing and making decisions about different aspects of school life including our Language, Literacy and Communication (LLC) curriculum. Our eight Pupil Voice Committees are:

Pupil Voice Committee

(consisting of the Head/Deputy Head Boy and Girl and a representative from each of the Pupil Voice committees below. These give feedback about the outcomes of the other committees. This committee has overarching responsibilities.)

Teaching and Learning Committee	Criw Cymraeg	Digital Leaders
Playground Wellbeing Committee	Outdoor Sports Committee	
Eco Committee	Rights Ambassadors	

Before every topic, through designated 'Pupil Voice' time, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them.

We encourage our children to take responsibility for their own learning in Language, Literacy and Communication and to assume ownership of the learning process as much as possible through:

- creating opportunities to initiate and influence teaching and learning in Language, Literacy and Communication e.g. through class planning sessions.
- creating opportunities for learners to make personal choices and to follow their interests in LLC activities.
- our Assessment for Learning (AfL) processes.
- ensuring that status is given to 'thinking time'.
- sharing and negotiating learning objectives (our WALTs) and our 'Q' – what is needed for quality outcomes.
- placing an emphasis on modelling.
- involving our learners in setting their own targets in literacy.
- celebrating children's positive attitudes and efforts.
- providing high quality feedback to children regarding their learning in LLC.
- encouraging and facilitating self- and peer-support and assessment in LLC.
- recognising and celebrating children's achievements in LLC.

Planning

Planning is carried out in three phases (long-term, medium-term and short-term). As our preparations for Curriculum for Wales 2022 progress, we are currently in a period of transition where our teaching staff are encouraged to explore new ideas and approaches through a collaborative process in order to inform planning for the future. Our current planning processes are as follows:

- **Medium-Term Planning.**

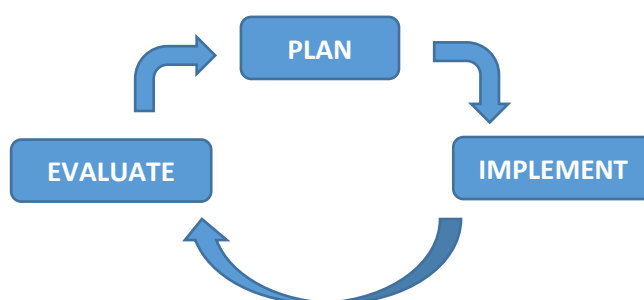
Prior to each half term, year group teams meet with the Assistant Headteacher, collaborating on medium term topic plans that are driven by Pupil Voice. Each half term, medium term planning with a specific AoLE bias is undertaken although an emphasis is placed on blending AoLEs (only when links have integrity) within the context of topics. Our medium-term planning ensures an appropriate balance of learning across the AoLEs is achieved throughout the academic year.

- **Long-Term Planning.**

Once a year's cycle of medium term planning has been completed and mapped in terms of Curriculum for Wales 2022 coverage and progression of skills, AoLE teams will develop long-term plans that map out opportunities for developing learners' skills/covering curriculum content within their respective AoLEs in each year group throughout the school. It is anticipated that these long term plans will provide an overview of coverage and progression in learning as opposed to being detailed Schemes of Work and that they will be adapted regularly to acknowledge a fluidity in medium term topic plans resulting from a responsiveness to Pupil Voice and real life local, national and global events.

- **Short-Term Planning.**

Teachers plan and organise their teaching within the agreed medium-term topic plans on a weekly basis. Weekly, short term plans are completed by individual teachers (or collaboratively in year group teams). These plans are specific to individual classes and are always informed by an evaluation of pupil progress in learning. Teachers determine particular activities and the nature of those activities to support and challenge the specific needs of the pupils in their classes within the context of themes jointly shared by classes. Teaching plans are refined and adapted on a day-to-day basis according to teachers' evaluations of pupils' learning within their classes:



The level of detail in teachers' short term planning varies according to the preferences of individual teachers although all lesson plans include (See Appendix 1):

- The learning objective or **WALT** (We are learning to...)
- An outline of lesson structure – Starter, Main Activity, Plenary.
- Notes about **Differentiation** for different groups of learners and/or individual learners.
- Bullet points about key teaching points – 'how' learners will achieve quality work/outcomes – **Quality Work** (our 'Q').



Assessment and Feedback in Language, Literacy and Communication

(See Assessment and Feedback Policy)

Formative Assessment - Assessment for Learning

At Llangewydd Junior School, we recognise the status of Assessment for Learning as an integral and omnipresent part of our teaching and learning in Language, Literacy and Communication. We are committed to providing high-quality feedback that comes from good formative assessment – assessment for the purpose of informing the next steps in teaching and learning by identifying whether our children are progressing as intended. We aim to secure effective formative assessment in Language, Literacy and Communication at our school through:

- Questioning
- Feedback
- Self-and Peer Assessment
- Formative use of summative assessments.

(Appendix 5 – Pupil Entitlement – Assessment for Learning)

Summative Assessment – Assessment of Learning

Our school uses summative assessments as an important part of our overall assessment arrangements but recognises the limitations of these in covering the full range of desired learning. We use school summative assessments and external, standardised summative assessments in combination with teacher assessment to provide assessment information about attainment in Language, Literacy and Communication.

Summative Assessments in Language, Literacy and Communication at our School

Statutory Nationally Standardised Summative Assessments:

Online National Reading Personalised Assessment (to be completed twice by Year 3 - once in September as a baseline assessment and once later in the year. Years 4, 5 and 6 complete the Personalised Assessments once later in the year.)

Non-statutory Tests:

The **York Assessment of Reading for Comprehension (YARC)** test – a one-to-one, diagnostic reading assessment that assesses learners' reading and comprehension skills (to be completed twice by Year 3 - once in September as a baseline assessment and then in June. Years 4, 5 and 6 complete the YARC test once in June.)

LRC/CARE base assessments:

B Squared – half termly assessments in English.

New Salford Reading Test – undertaken in September, February and May

Vernon Spelling Test - undertaken in September, February and May

High frequency word spelling test - undertaken in September, February and May

Summative Assessment as part of Interventions

Lexia and Reading Eggs



Both these literacy interventions, whilst largely formative in their approach, periodically use summative assessment tasks to monitor learners' progress and attainment at the end of units of work. Such summative assessments identify which skills learners can apply as well as areas for improvement.

Termly Writing Assessments

Every term a focused piece of writing is used to teacher-assess learners' levels of attainment in Writing. This piece of writing is levelled according to the National Curriculum level descriptions and learners' levels are recorded using the SIMS Assessment Marksheet.

End of Year Teacher Assessments

As part of our *Target Setting* process, in October, teachers make end-of-year projections for learners' attainment in English and Welsh Second Language. In July, teachers assess learners' actual attainments in these NC subject using a range of pieces of work and responses. These actual attainment levels are recorded using the SIMS Assessment Marksheet.

End of Key Stage Teacher Assessments

In June, Year 6 teachers assess learners' actual attainments in English and Welsh Second Language using a range of pieces of work and responses as evidence. These include a level for each attainment target and an overall level for each subject. These actual attainment levels are submitted to WG and are recorded using the SIMS Assessment Marksheet.

School-based standardisation and moderation

Each term summative assessments are undertaken in the context of internal standardisation and moderation meetings (whole staff meetings and year group triads). Throughout the year, our teachers apply the concept of best-fit judgements to learners' work in relation to the National Curriculum level descriptions in English and Welsh Second Language. This process allows our teachers, within each subject, to confirm a shared understanding of National Curriculum standards, based on an agreed selection of learners' work and supporting teacher commentaries that show links to the level descriptions. Teachers moderate end of key stage assessments and Year 6 teachers apply the outcomes from this internal moderation prior to finalising all learners' end of key stage attainment.

Key Stages 2 and 3 Cluster Moderation

Summative assessments are undertaken in the context of cluster group meetings for Key Stages 2 and 3. These take place in May and include robust arrangements for moderation of examples of Year 6 and Year 9 learner portfolios of work in English and Welsh Second Language. This process allows cluster teachers, within each subject, to confirm a shared understanding of National Curriculum standards based on an agreed selection of learners' work and supporting teacher commentaries that show links to the level descriptions. Our teacher representatives share the outcomes of the cluster group meetings with other staff. Agreed decisions and outcomes from cluster group meetings are implemented by all relevant staff within our own school prior to end of key stage teacher assessment.

Target Setting

At our school we make full use of all assessment information in setting targets. In October, each teacher sets targets for the learners in their classes, giving end of year National Curriculum level projections for their attainment in English and Welsh Second Language. Assessment information provides the teachers with the information necessary to ensure that the targets set are challenging yet realistic, taking into account the previous attainment of our learners. In July, these forecasts are reviewed and learners' actual attainment is recorded on our SIMS Assessment Marksheet.



In addition, our learners are set individual targets in literacy based on their current academic performance. These are discussed, negotiated and agreed with our learners in order to provide a motivation for improving their work. These targets are displayed in the classroom and are regularly reviewed and updated with new personalised targets being set.

Feedback

(See Assessment and Feedback Policy)

Llangewydd Junior School is committed to providing effective feedback to our learners in Language, Literacy and Communication. By giving focused and timely feedback to our learners through marking and reviewing work, we activate a constructive, formative dialogue with a view to ensuring that all our learners make as much progress as possible. Our feedback focuses on children's successes and areas for improvement in relation to our learning objectives and 'Q' criteria. It promotes a self-evaluative culture within our school, helping our children to become reflective learners and to close the gap between their current and aspirational performance.

Feedback Strategies

We give feedback to our children in a number of ways during the teaching and learning of LLC at Llangewydd. Teachers will choose the most appropriate feedback strategy for specific learning contexts and pieces of work. We aim to give prompt feedback, acknowledging that children make the greatest progress in their learning when they have immediate feedback to their work and have the opportunity to respond in the same lesson or as soon as is reasonably practicable. We do this through:

- **Teachers' well considered, real time interventions.**
- **'Light Touch' marking of work.**
- **In-depth, Quality Feedback and Feed-forward Marking**
- **Self- and Peer- Assessment**

(See Assessment and Feedback Policy)

Our Expectations for Marking in Language, Literacy and Communication

(See Assessment and Feedback Policy)

- Our 'Marking Code' is followed in all cases (See Appendix 2).
- All learners' work including homework/blended learning and any work assessed by the learners themselves is to be at least 'light' marked by a teacher or support staff. No work should be unmarked.
- First drafts should be marked in-depth.
- All pieces of writing in our blue 'Writing across the Curriculum' books are marked using our 'Two Stars and a Next Step' feedback format.
- There should be regular evidence of in-depth, quality Feedback and Feed-forward marking.
- An appropriate amount of time is allocated for learners to respond to teacher comments and Feed-forward tasks.
- Teachers or classroom support staff will indicate whether work has been completed with support and the nature of that support e.g. *'Small group with teacher support'*.
- Spelling, grammar, punctuation and handwriting will be given attention appropriate to the stage of development of individual learners and strategies used to support their development. They are not marked in every piece of writing because we acknowledge that children cannot focus on too many things at one point in time. Periodically, as work develops and when work is completed, however, our learners are encouraged to proof-read their writing to consider such aspects before editing it accordingly. When responding to spelling, no more than 5 spelling corrections for a piece of work will be given.



Our Teaching and Learning Environment

At Llangewydd, we perpetually strive to improve our teaching and learning environments, believing that a carefully planned environment sets the climate for effective teaching and learning. In recent years, we have created zones both within and adjoining our classrooms to promote independent use of resources and high-quality work by the children. Our classrooms are organised to enhance and facilitate effective teaching and learning in Language, Literacy and Communication. They have:

- a Literacy area – well-stocked with attractive class library books (fiction and non-fiction), dictionaries, thesauruses, VCOP resources, word mats, magnetic letters and a range of literacy scaffolds.
- a 'Q Quarter' – where the children are encouraged to check their work for quality e.g. punctuation, grammar, spelling, ambitious vocabulary, effective sentence openers, 'Q' criteria.
- a Cornel Cymraeg – a Welsh area stocked with Welsh games, flashcards, Bore Da magazines, Welsh books, dictionaries, Helpwyr Heddiw resources, role play props.
- classroom furniture that can be easily moved to facilitate paired work, group work, class work and individual work.
- a variety of papers (lined, plain, A4, A3, line guides).
- stationery items e.g. rulers, erasers, sharpeners, pens, pencils, crayones, scissors, glue sticks.
- IT resources – iPads, Lenovo tablets, access to chromebooks, voice recorders.
- Differentiated resources to serve the Language, Literacy and Communication curriculum e.g. Essential texts anthologies, Literacy Evolve texts and CD Roms, Poetry Express anthologies.

Our classroom displays reflect the topics being studied by the children. We believe that our learners are entitled to learn in an inclusive classroom/learning environment where everyone's quality Language, Literacy and Communication work is celebrated in attractive displays. Our classroom displays:

- support and challenge the children in their learning e.g. through use of questions and prompts that encourage them to interact with display content.
- place an emphasis on bilingualism.
- include a VCOP display with prompts and strategies that the children can use in their writing across the curriculum.
- include a Helpwyr Heddiw display that focuses on current Welsh language patterns being practised.
- include a 'Targets' display to remind the children of targets they are working on in literacy (as well as numeracy and well-being).
- include a 'Working Wall' that reflects current learning.

We have also developed teaching and learning areas beyond the classroom that support our Language, Literacy and Communication provision including our 'Reading Rainforest' school library, a central 'Bug Club' and 'Project X' room, two computer suites, a radio station, pop-up green screen studios, an outdoor classroom and a variety of outdoor learning areas. These are used effectively to promote independent learning in Language, Literacy and Communication.

Differentiation

All learners have equal access to our Language, Literacy and Communication curriculum. It is differentiated appropriately so that all learners are challenged and supported in their learning in order to achieve maximum educational and personal benefit. Our methods of differentiation include differentiation:

- by task.



- by grouping.
- by resource.
- by support.
- by outcome.
- by questioning.
- by assessment and feedback.
- by teaching style.

Homework / Blended Learning

We 'blend' face to face Language, Literacy and Communication teaching and learning that takes place at our school with tasks and activities that the children are asked to complete at home – online, offline or a combination of both. Homework tasks and activities are designed to pre-teach, consolidate, reinforce or extend skills and understanding in Language, Literacy and Communication as well as in numeracy and the topic being studied in class. Some of the homework will be ICT-based using the Google Classroom platform where online assignments and any accompanying digital resources are uploaded by teachers. At times, online tasks may be started in school and completed at home or vice versa. Homework consists of:

- one homework task every week. All homework tasks are relevant to and meaningful in the context of the current topic. The nature of these tasks will vary e.g. inquiry-based research, problem-solving, applying literacy, numeracy or other skills taught, investigations, practical tasks such as model-making. We aim to achieve a balance of different types of tasks across the AoLEs throughout the year.
- a minimum of six assigned 'Bug Club' books to be read at home (this is in addition to reading books given in school).
- completion at home of target times for *Lexia* and *Reading Eggs* literacy interventions.
- practising of specific 'Learn Its' multiplication tables.

Homework/Blended learning is similar in our CARE base / LRC, however, it is given on an individual basis according to the needs and anxieties of each child.

Additional Learning Needs

If a child has an additional learning need, our school does all it can to meet these individual needs. At present we comply with the requirements set out in the SEN Code of Practice in providing for pupils with additional learning needs as we prepare for the new ALN Code 2021. A range of assessment strategies are utilised to help identify particular difficulties and external agencies can be involved in order to provide more specialist assessments and support.

The school provides a 'child-friendly' Individual Educational Plan (IEP) for each pupil on the Additional Learning Needs register. This sets out the nature of any needs, and outlines how the school and parents should aim to address them. It also sets out SMART targets for improvement so that we can review and monitor the progress of each pupil at regular intervals. This document is shared, discussed and reviewed with parents and outside agencies (when required) biannually. It is a working document and targets can change and be revisited when deemed appropriate.

Our CARE base and LRC children will often have more reviews due to the nature of their need and if they have a statement. We have an outside line directly to the bases and parents can contact staff whenever they need to.

Some of our learners need more support in Language, Literacy and Communication than that provided by differentiated tasks in the normal classroom context. Individual programmes of work are devised and interventions put in place to meet the needs of these children. These include:



- LLC support / one to one support with teacher/classroom support staff i.e. orange book work – to meet specific needs. Types of activities include use of flashcards, sentence makers, phonic word-building, letter and word games, auditory discrimination, auditory sequencing, visual discrimination, visual sequencing, handwriting practice.
- Daily reading to teacher/classroom support staff.
- LEXIA Core Reading literacy intervention.
- Reading Eggs Reading literacy intervention.
- Use of Read, Write Inc.
- Hornet spelling
- Use of Project X Code – phonically decodable books.
- SALT programme.

More able children are taught with their own class and their learning extended through differentiated group work, extra challenges and opportunities for independent learning. Where appropriate, special arrangements are made for an exceptionally gifted child e.g. an individualised programme with more challenging learning, attending MAT masterclasses.

Equal Opportunities

All learners regardless of ability, gender, religion, social background, disability and race will have access to our Language, Literacy and Communication curriculum provision. All activities are planned in such a way as to encourage full and active participation by all learners so that they can develop their skills, knowledge, confidence and enjoyment of learning. Every child is valued and perceived as unique. We aim to ensure that our LLC curriculum responds to the learning needs of the individual pupil, challenging them to the full extent of their capabilities and providing them with opportunities to demonstrate fully what they know, understand and can do. Our children's well-being is always central to everything we do.

Disability

In accordance with the statutory requirements, our school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan that is available to parents on request.

This policy should be read in conjunction with the document 'Language, Literacy and Communication – Our Principles' and the following policies:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment and Feedback Policy
- ALN Policy
- AoLE policies
- Literacy across the Curriculum Policy
- Numeracy across the Curriculum Policy
- ICT, DCF & e-safety policies
- MAT Policy

Monitoring and Review

Monitoring

Monitoring of the Language, Literacy and Communication curriculum – planning, coverage and standards of teaching and learning, is conducted by the Headteacher, Deputy Headteacher and Assistant Headteacher. This is done in several ways including:

- book scrutinies



- monitoring planning
- analysing assessment data
- monitoring targets
- lesson observations
- learning walks
- Listening to Learners
- looking at displays
- informal discussions with staff

Review

As we prepare for implementation of Curriculum for Wales 2022, we are aware of the need to monitor our Language, Literacy and Communication Policy, and to review it regularly so that we can take account of new initiatives and research, Curriculum for Wales guidance, developments in technology and changes to the physical environment of the school. Our Language, Literacy and Communication Policy will be reviewed bi-annually (or sooner as necessary) by the Assistant Headteacher, the Headteacher and the nominated governor. The necessary recommendations for improvement will be made to the Governors.

Signed by the Chair of Governors on behalf of the Governing Body:

.....

Date approved:09/02/2022..... (by full Governing Body)

Signed by Headteacher:

.....

Date of next review: February 2024



Appendices

Appendix 1 – Example of Weekly Lesson Planning

Appendix 2 – School Marking and Feedback Code

Appendix 3 – Our School Handwriting Model

Appendix 4a – Whole Class Guided Reading – our Structure

Appendix 4b – Whole Class Guided Reading – an example 3 week unit of work

Appendix 4c – Whole Class Guided Reading – Suggested activities

Appendix 5 – Pupil Entitlement – Assessment for Learning

Appendix 1 – an example of a Weekly Lesson Planning



Spring Term Week 3
Week beginning: 21.01.19
Year 3 – J3
Mr. D. Evans

Time	Monday – Dydd Llun	Tuesday – Dydd Mawrth	Wednesday – Dydd Mercher	Thursday – Dydd Iau	Friday – Dydd Gwener
8.50					
9.00	<p>Helpwyr Heddiw – New: <i>Sut wyt ti'n teimlo?</i> Dw i'n teimlo'n _____ achos _____</p> <p><i>hapus / drist / ar ben y byd / wedi blino'n lan / gret / da iawn / iawn / ffantasteg / dost</i></p> <p>Revise: : <i>Oes anifeiliaid anwes 'da ti?</i> Oes, mae _____ 'da fi. <i>Nag oes, does dim anifeiliaid anwes 'da fi.</i></p> <p><i>ci, cath, pysgodyn aur, mochyn cwta/gini, neidr, cwnnigen, llygoden, hamster, byji.....</i></p> <p>Pupil Voice: Practising rhythms of language patterns. Games: <i>Splat! Camau. Zap! Budget! Battleships.</i></p>				
9.10	ASSEMBLY				
9.30 Session 1	<p>MATHEMATICS AND NUMERACY</p> <p>WALT - (See <i>Big Maths</i> planning)</p>	<p>MATHEMATICS AND NUMERACY</p> <p>WALT - (See <i>Big Maths</i> planning)</p>	<p>MATHEMATICS AND NUMERACY</p> <p>WALT - (See <i>Big Maths</i> planning)</p>	<p>MATHEMATICS AND NUMERACY</p> <p>WALT - (See <i>Big Maths</i> planning)</p>	<p>MATHEMATICS AND NUMERACY</p> <p>CLIC Challenge Learn its Challenge SAFE Challenge</p>
10.45 Session 2	<p>LANGUAGE, LITERACY & COMMUNICATION</p> <p>WALT: to draft a description of the Great Storm Lion/other creature.</p> <p>Starter: Present the children with yesterday's shared</p>	<p>LANGUAGE, LITERACY & COMMUNICATION</p> <p>WALT: to proof-read and write a neat, final draft of their descriptions of the Great Storm Lion/ _____</p>	<p>LANGUAGE, LITERACY & COMMUNICATION</p> <p>WALT: to practise reading aloud/performing their descriptive writing with expression to a partner.</p> <p>Starter: Explain to the children that the next few lessons are all about</p>	<p>LANGUAGE, LITERACY & COMMUNICATION</p> <p>See Wednesday's Session 3 plan – ongoing use of the app Book Creator to create</p>	<p>HEALTH AND WELL-BEING (GYMNASTICS) HUMANITIES</p> <p>WALT: to develop a floor/bench apparatus sequence as an individual of between 4 and 8 actions (linked to the theme of a calm sea building up to a stormy</p>

Appendix 1 – An example of Weekly Lesson Planning

<p>writing outcome – their description of the Great Storm Lion. Read aloud the description together. Can they pick out the 'Wow' words we used? What are the effective sentence openers? Where is the simile? Is there a 'Double –ly' sentence? Did we use alliteration? Does the description help the reader to imagine the <u>seastorm</u> in their imaginations?</p> <p>Main Activity: Using the writing frame/scaffold to help them, the children will draft their own descriptions of the Great Storm Lion. AEL children will be encouraged to describe a different, appropriate animal – 'The Great Storm _____' e.g. eagle, serpent, panther...</p> <p>Quality Work:</p> <ul style="list-style-type: none"> • <u>make careful choices of vocabulary</u> – WOW words. • <u>use different sentence openers</u>. Avoid repeated use of 'it' and 'The'. • <u>use of adjectives</u>. • <u>use of alliteration</u>. • <u>use of personification</u>. • <u>accurate punctuation of sentences</u>. <p>Differentiation: G1 will write descriptions independently using their <u>vocabulary mindmap</u> / a less</p>	<p>Starter: Encourage the children to share/ read aloud their descriptions of the Great Storm Lion/ _____. Ask the children to evaluate / peer-assess the descriptions with reference to the Q statements using the Two Stars and a Next Step evaluation structure. Can the children suggest how any sentences could be improved e.g. replacing weak words, adding adjectives, avoiding repeating openers etc. Discuss and give feedback.</p> <p>Main Activity: The children will write a neat, final draft of their descriptions in their 'Writing across the Curriculum' books. Emphasis will now be placed on:</p> <p>Quality Work:</p> <ul style="list-style-type: none"> • <u>neat handwriting</u>. • <u>using a dictionary to check spellings</u>. • <u>improving vocabulary choices</u> – WOW words. • <u>using a thesaurus to look at synonyms for words</u>. • <u>to check that they have used a variety of different sentence openers</u>. • <u>use of adjectives</u>. 	<p>bringing their writing to life. The texts they have created are not to be left on the page. The true purpose of them lies within the performance. In the next few lessons, they will change their writing into a multimedia eBook using the app 'Book Creator'.</p> <p>Main Activity: Watch the animation film of 'The Mousehole Cat' (Google 'The Mousehole Cat Part 1' and 'The Mousehole Cat Part 2') and encourage the children to think about how the narrator's expressive voice brings the story to life. Ask the children to consider if the narrator's voice stays the same. How does it change? How does the narrator bring the story to life for the viewer?</p> <p>Discuss the narrator's reading of the text with reference to the 6 Ps:</p> <p>Pace – At what speed does the narrator read the narrative? When does she speed up / slow down her speech? Are there certain parts of the narrative where words are <u>emphasized</u> / <u>stressed</u> / <u>spoken slowly</u> to have an <u>impact upon the listener</u>? Why is it important to vary the pace of the reading?</p> <p>Pitch – how the rise and fall of the voice can be used to create interest for the listener. The intonation / musicality / rhythm of the sentences can capture the listener's interest.</p> <p>Power – This focuses on volume and stress. When is the reading loud / quiet? What effect does this have? Is the narrator loud or quiet for any particular reason? Which words are <u>emphasized or stressed</u>? Why?</p>	<p>their 'Great Storm _____' eBook.</p>	<p>seal) to include jumping, rolling, travelling and balancing.</p> <p>Starter: Remind the children that in PE this term we are developing gymnastic sequences over apparatus using the theme of the sea from 'The Mousehole Cat'. This week, we will use the floor, benches and larger apparatus to develop our simple sequences. Sometimes our movements should suggest a calm sea within the safety of the harbour wall. At other times, our movements should suggest the rough sea at the mercy of the Great Storm Cat. Show the two contrasting illustrations from the book to show the different states of the sea.</p> <p>Warm Up: Jumps. Recap the three types of jumps – tuck jump, straddle jump and pike jump. Ask the children to run with control around the hall, changing pathways and direction. When the teacher calls out 'Tom' the children should perform a tuck jump. When the teacher calls out 'Storm Cat' the children should perform a straddle jump. When the teacher calls out 'Mousehole' the children should perform a pike jump. When the teacher calls out 'Mousehole' the children should perform any jump of their choice. Highlight good examples performed by the children.</p>
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Appendix 2 – Our School Marking and Feedback Code



Llangewydd Junior School Our Marking and Feedback Code

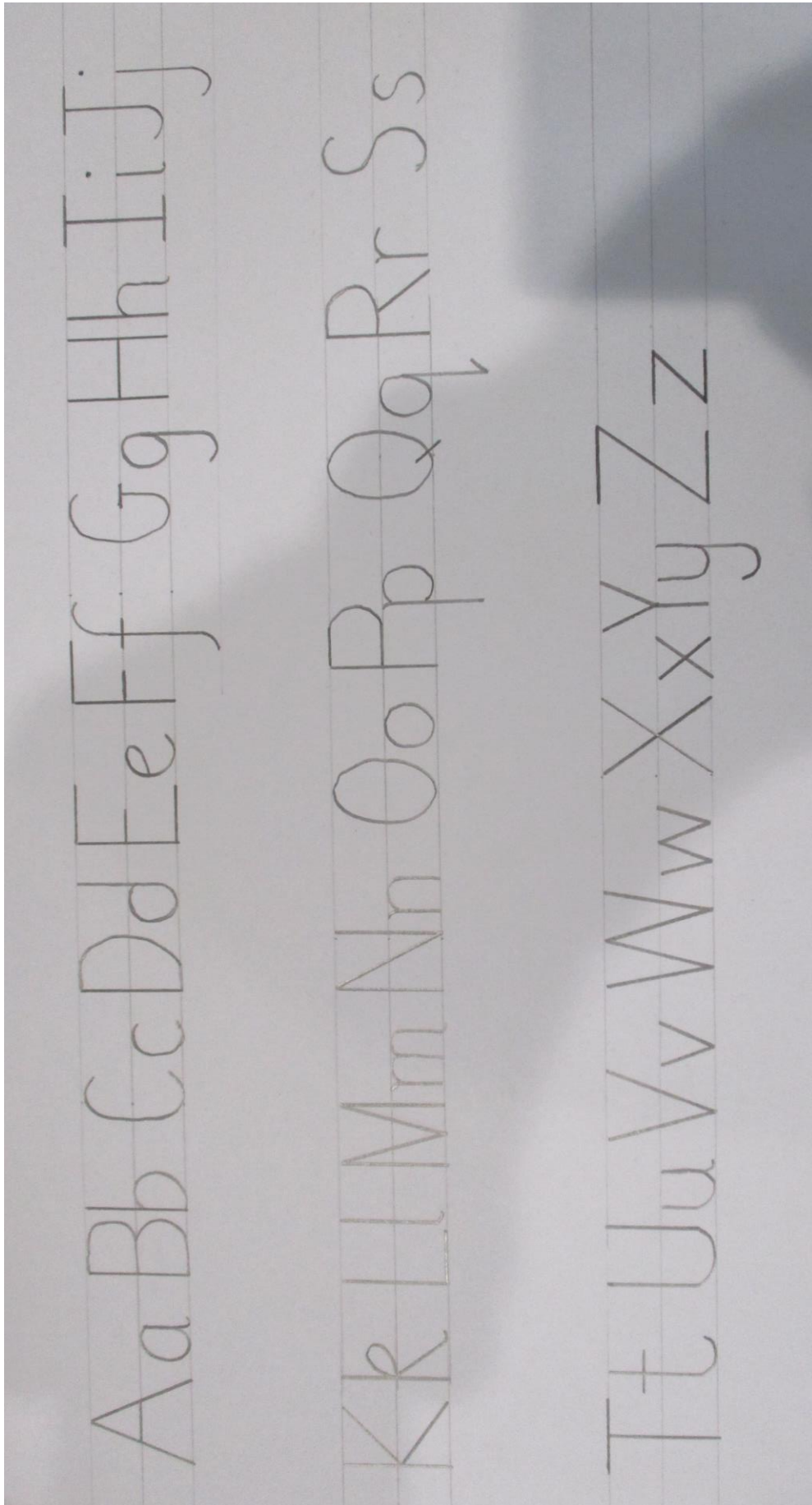


We will use the following codes when we mark your work.

They will help you to understand what you have done well and what the next steps in your learning are.

Code	What it means
	celebrates what you have done well.
	suggests how you can improve – your next steps.
	excellent work linked to our 'Q'
	correct or good work linked to our 'Q'
	incorrect
	underlined error - missing capital letter, full stop, comma or other punctuation
	new paragraph needed here
	Check that this makes sense.
	missing word
mistake mistaik 	<u>Spelling</u> The mis-spelt part of a word is underlined and the correct spelling is written above the word.
	indentation needed
V.F.	Your teacher has talked to you about your work.
initials e.g. D.E.	Someone other than your class teacher has marked your work.

Appendix 3 – Our School Handwriting Model



Appendix 4a – Whole Class Guided Reading – Our Structure

Whole Class Guided Reading Planning Sheet Text: Genre: (2 X 30 minute sessions a week – 6 sessions over a 3 week cycle) 3 Weeks beginning: Year					
Session 1 (Week 1) Pre-reading and Reading the Text	Session 2 (Week 1) Vocabulary Focus	Session 3 (Week 2) Reading Strategy Focus	Session 4 (Week 2) Comprehension Focus	Session 5 (Week 3) Response / Analysis Focus	Session 6 (Week 3) Spelling Focus

Year 3

Whole Class Guided Reading Planning Sheet
 Text: Escape from Pompeii – Christina Balit (fiction – picture book)
 (2 X 30 minute sessions a week – 6 sessions over a 3 week cycle)
 3 weeks beginning: Monday 11th November

Session 1 (Week 1) Pre-Reading and Reading the Text	Session 2 (Week 1) Vocabulary Focus	Session 3 (Week 2) Reading Strategy Focus	Session 4 (Week 2) Comprehension Focus	Session 5 (Week 3) Response / Analysis Focus	Session 6 (Week 3) Spelling Focus
Text: Escape from Pompeii – Christina Balit (Fiction – picture book) <ul style="list-style-type: none"> Pre-reading – animation 'A Day in Pompeii' - key vocabulary e.g. volcano, eruption, ash..... Teacher models reading aloud the text with fluency, accuracy and expression. Emphasize dramatic voice when reading aloud dramatic events as Mount Vesuvius erupts. Draw attention to how suspense is built up e.g. 'the sky began to thicken and a thick cloud drifted slowly overhead'. Elicit inferences that something is wrong/ something ominous is happening e.g. seagulls flying the wrong way, coughing, the small bird chirping frantically..... Re-read with teacher reading and then switch to whole class reading upon click of fingers. 	<ul style="list-style-type: none"> Quickfire 'Find and copy' mini-whiteboard task e.g. 'Find and copy a word that suggests panic'... Can the children identify vocabulary linked to sounds? <i>chirped, coughed, churn, choke, barking, muffled screams....</i> Class identifies vocabulary within the text that they are unsure of the meaning of e.g. 'pumice', 'molten'. Teacher models how to use a dictionary to clarify the meaning/ definition of the word. Shared writing of a sentence using the word in a different context. Dictionary / Mini-whiteboard work. Children use a dictionary to check the meaning of new vocabulary/write in meaningful sentences on mini-whiteboards. AEL/OT – encourage new context. 	<ul style="list-style-type: none"> Whole class choral reading aloud of text. Practise skill of retrieval through questioning e.g. 'What did the running people put over their mouths/heads?' Use of context. Read a passage from the text where some words have been blanked out. Model how to use context (to read around the word) to complete the passage so that it makes sense. Show how some word choices would not make sense. <p>AEL – will complete an extended passage/ encourage more ambitious vocabulary choices. OT – will complete a passage with word choices. BEL – will complete sentences with word choices. ALN – will select words from given word choices to complete sentences (multiple choice).</p>	<ul style="list-style-type: none"> Children read aloud the text in pairs. Present the children with a small number of events from the story. Tracking these events in the text, model how to put them in sequence e.g. <i>the sky darkens, Livia and Tranio run towards the harbour, They climb onto a cargo ship, Mount Vesuvius erupts...</i> Gradually increase the number of events to be sequenced/select events that require a close re-reading to identify the sequence. <p>AEL – will sequence a greater number of events. Can they then select their own events for a partner to sequence? OT – will sequence 6 events. BEL – will sequence 4 events. ALN – will sequence 4 events with support from the teacher / classroom support.</p>	<ul style="list-style-type: none"> Children read the text silently. Can the children find the point in the story where Mount Vesuvius erupts? Discuss how the volcano does not erupt straight away/how the author builds up tension and suspense. How does the author signal that things are not right in Pompeii/that the volcano is going to erupt? Use teacher questioning to draw attention to more overt references e.g. 'the air began to fill with ash' and more subtle references e.g. 'The sea from the shore'. Working in mixed ability pairs, can the children find and jot down on their mini-whiteboards the details/word choices that the author uses to build up suspense leading up to the volcano's eruption? 	<ul style="list-style-type: none"> More able read aloud. Many examples of 'ing' words in the extract. Practise handwriting of this letter string in the air/mini-whiteboards. Most of the 'ing' words have a verb/doing word as their root word. Can the children scan the text to find examples? e.g. <i>flying, hanging, bobbing, hiding, barking, grumbling, trembling...</i> Highlight the root words/verbs. 'ing' Spelling investigation in pairs to find the 'ing' words in the text and to classify them according to whether the present participle is formed by – simply adding 'ing' to root verb, doubling last consonant and adding 'ing', dropping last vowel and adding 'ing'. Challenge the children to find the 'ing' word that isn't the present participle of a verb i.e. everything. ALN – 5 ing words/Practise spelling.

Appendix 4c – Whole Class Guided Reading – Suggested activities

Pre-Reading and Reading the Text	
Pre-Reading the Text	Reading the Text
<ul style="list-style-type: none"> • Pre-teach selected vocabulary • Pre-teach cultural/historical/ geographical context. • Use illustrations or other images/film clips to talk about context, themes, characters or settings. • Make predictions from (closely-read) fragments or from the title / cover / illustrations. • Discuss questions or statements about related topics/themes /issues/feelings/dilemmas... • Drama around a theme or topic • Close eyes and imagine... • Share personal anecdotes about... • Mind-map a topic or idea • Lighting, music, sound effects, film clips. • Use prior knowledge to think about the topic. What do we already know about.....? 	<ul style="list-style-type: none"> • Teachers reads aloud to pupils modelling fluency, accuracy and expression. • More able readers read aloud to model fluency, accuracy and expression. • Teacher reads but every child joins in the reading when teacher clicks fingers or gives an agreed signal. • Pupils read silently. • Pupils read aloud in pairs (alternating). • Pupils read aloud in small groups. • Check understanding through questioning. • Explain, clarify and work with vocabulary. • Reinforce recently-learned words or ideas. • Encourage pupils to ask questions. • Display relevant images and key words. • Stop at appropriate points and make predictions. • Mix reading with acting out. • Annotate ('Read with a pen'), text-marking thoughts and ideas. • Map or track changes and developments. • Make connections and comparisons. • Model inference through talk. • Use lighting, music, costume, props, sound-effects to reinforce mood/plot/content/characterization within the text. • Release the text slowly e.g. one paragraph at a time. • Discuss questions e.g. about plot, characters, themes, use of language, authorial intent, impact of language upon the reader, genre of text – purpose and audience, symbolism.....

Appendix 4c – Whole Class Guided Reading – Suggested activities

Vocabulary Focus

- Pupils write down new vocabulary.
- Clarifying activities e.g. use of a dictionary to find meaning of more sophisticated vocabulary and using in own sentences.
- Give/explain the meaning of a word in the context of the text. Can it have a different meaning in other contexts?
- Thesaurus work – to gather synonyms.
- 'Find and copy' / underlining / highlighting activities.
- Find a word / phrases which makes _____ seem _____.
- Select most effective words. Can you explain why they are effective?
- Replace highlighted words with alternative synonyms.
- Classify words – collect nouns, adjectives, verbs, adverbs etc. Replace with alternative nouns, adjectives, verbs, adverbs whilst retaining intended meaning.
- Vocabulary cluster work e.g. collating 'light' words e.g. shadow, glimmer, transparent, bright, shone...
- Rank order synonyms e.g. unkind, malevolent, mean, nasty, loathsome, bad-tempered.
- Use new vocabulary with prefixes, suffixes, synonyms and antonyms.
- Identify root words and make sense of changes of meaning and spelling that occur when prefixes or suffixes are added to roots e.g. happy, happily, happiness, happier, unhappy
- Matching words to definitions.
- Beheadings game e.g. Behead this word to find a stringed musical instrument – s/harp.
- Placemat activity based around a word – definition – new sentence – synonyms – antonyms – words with same root
- Vocabulary challenges e.g. Write down one of the hyphenated words that describes the alien, Which word has the closest meaning to the word **deny**? : agree, reject, settle, accept, Choose an adjective from the text, write it down and, using a thesaurus, write down five synonyms and antonyms for that word.
- Write a glossary of subject-specific/technical vocabulary that arises in the text.

Appendix 4c – Whole Class Guided Reading – Suggested activities

Reading Strategy Focus

- Blanking out words – using context to suggest appropriate words to complete sentences / a passage.
- Skimming for overall gist activities. What is the main idea?
- Scanning for specific detail activities.
- Phonics activities / investigations e.g. 'f' sound – *fish, offer, dolphin...*, breaking up polysyllabic words into phonemes.
- Quizzes/True or False for retrieval.
- Prediction activities – predict what might happen on the basis of what has been read so far.
- Use visual/graphic/ text features to find specific information e.g. headings, sub-headings....
- Articulate the BDA reading process. Before reading – make predictions about the probable meaning, use prior knowledge to think about the topic, preview the text by skimming and scanning to get a sense of the overall meaning.
- During reading – thinking about and reflecting on the ideas and information in the text. After reading – reflect upon the ideas and information, relate what they have read to their own experiences.
- Make connections between the text and what the children already know: the text and self – 'This reminds me of when I...', the text and a previously read text – 'I read another book about this...', the text and the world – 'This is like something I saw on television.'
- Re-reading paragraphs / sections of text to sequence events /find specific information in order to answer posed questions / complete a graphic modelling activity.
- Re-reading sections of text in order to classify e.g. What is the main idea? What is the most/least important detail?
- Re-read a passage where you have inserted inconsistencies. Can the children identify these upon a closer re-reading?
- The children drawing/describing to a partner what is visualised as they read e.g. drawing a character or setting from a description in the text.
- Jotting down/ sharing questions they ask themselves internally as they read. Comparing to their partner's questions.
- Writing down/articulating questions about things they are unsure of.
- Use of speaking stems about text e.g. 'I predict.....', 'There is evidence of....', 'I visualized.....', 'Whilst reading, I asked myself.....'
- Extracting key information from a text – deciding which information is more or less important in order to make concise notes.

Appendix 4c – Whole Class Guided Reading – Suggested activities

Comprehension Focus

- Summarise the text e.g. some in sentences, some using bullet points, some in response to prompts, some in cloze-style sentences, some orally....
- Retrieval/inferential/critical comprehension questions – multiple choice questions, focus on one question and giving an extended answer, justifying opinions with evidence from the text.
- Modelling comprehension answers (PEE – Make a Point, Explain your opinion using Evidence from the text). The teacher may give sentence stems / vocabulary that is expected to be used within answers.
- True/False questions.
- Cloze-style activities.
- Sequencing activities.
- Questions about words'/details' effects.
- Find another detail which....
- Find quotations to match ideas.
- Find evidence of....
- Annotating / highlighting aspects of a text.
- Inference activities. Ask the children to be text detectives and to consider what is not explicitly stated in the text but is inferred e.g. write what a character might be thinking or feeling at different stages of the text.
- Annotate a text with inferences.
- Highlight/ underline words or phrases that show us.....
- Character webs.
- Venn diagrams to compare characters.
- Flowchart to summarize plot / show sequence of key events.
- Devise comprehension questions for others to answer using the 'Q' matrix.
- Use of speaking stems about text e.g. 'I predict.....', 'There is evidence of....', 'I can infer that.....', 'The genre of the text is.....'
- Hotseating a character.
- Paired/Group Talk e.g. statements to agree/disagree with.
- Summarizing activities – invent a chapter title/headline/sum up in ____ words.....
- Drama activities e.g. freeze-frame, thought-tap characters, act out a sequence.....

Appendix 4c – Whole Class Guided Reading – Suggested Activities

<h3>Response and Analysis Focus</h3>	<ul style="list-style-type: none"> • Fact / Opinion activities. • Identify/explain how meaning is enhanced through choice of words / phrases i.e. what is the author trying to achieve e.g. humour? suspense? atmosphere? • List the words and phrases used to create atmosphere/suspense/humour..... • Identify the genre of the text and its purpose/audience. • Make comparisons within the text. • Activities focusing upon bias. Who might have written the text? Is it give balanced viewpoints? • Complete tables by ticking columns focusing on authorial intent e.g. words/phrases that give a positive/negative impression. • Reading Comprehension Answers - PEE responses to questions. The teacher may give sentence stems / vocabulary that is expected to be used within answers. • • Signposting/ labelling different features of a text e.g. dialogue, description of setting... • Questions about words'/details' effects. • Find another detail which.... • Find quotations to match ideas. • Find evidence of.... • Annotating / highlighting aspects of a text. • Inference activities. Ask the children to be text detectives and to consider what is not explicitly stated in the text but is inferred. • Annotate a text with inferences. • Highlight/ underline words or phrases that show us..... • Use of speaking stems about text e.g. 'I think.....', 'There is evidence of....', 'I think the author intended.....', 'I inferred.....' • Use of sentence starts e.g. 'I love the way the author.....' Encourage extended responses with opinions supported by examples. • Transferring/applying information - annotate a diagram using factual information e.g. a diagram of a Roman road using details from an information text.
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Appendix 4c – Whole Class Guided Reading – Suggested Activities

Spelling Focus

- Spelling word webs – sorting words into groups according to the sound of particular letters.
- Root words e.g. photograph, photographs, photographic, photographer... Making new words from root words.
- Deconstructing words into phonemes e.g. d/o/l/ph/i/n
- Focus on common blends and digraphs e.g. *ng* – sing, long, rang, wing..., *ai* – rain, pain, wait, stained, sainthood.
- Syllabification – dividing words into syllables e.g. en vi ron ment
- Focus on letter strings/word families, relating words to other words e.g. tion in nation/station/ question/ situation.
- Use the LOOK SAY, COVER SAY, WRITE SAY, CHECK method in pairs.
- Use handwriting to reinforce letters that seem to occur together in a particular sequence e.g. ought, ing, qu
- Identify root words and make sense of changes of meaning and spelling that occur when prefixes or suffixes are added to roots e.g. happy, happily, happiness, happier, unhappy....
- Mnemonics e.g. the oo in look, There is a rat in separate, I Go Home Tonight, There are parallel lines in parallel
- Spelling 'Rules' taught as generalisations with exceptions e.g. i comes before e (when the sound is ee) – piece, relieve, priest, except after c – receive, ceiling, deceive, or when the sound is not 'ee' – reign, veil, foreign, sovereign....
- Spelling investigations e.g. collect words that share spelling patterns, present with selections of related words and ask to identify rules and patterns governing their spelling e.g. rules about adding 'ing', rules about plurals.
- Highlighting different spellings of the same sound e.g. The circus had taken over the showground. Joe Burrows watched the men slowly put up the tent. He listened to their moans and groans as they pulled the tent up the centre pole.
- Writing sentences using specific words with same sounds but different spellings, same spellings but different sounds etc.
- Proof-reading activities e.g. identifying spelling errors in passages / sentences.
- Looking closely at 'tricky' words to identify the difficult parts e.g. accommodation (two cs; two ms), descend (silent c), different (unstressed syllable).....
- Circling parts of words we often mispronounce e.g. Arctic, diamond, library, February....
- Selecting the correct spellings from multiple choices.

Appendix 5 – Pupil Entitlement – Assessment for Learning

Pupil Entitlement – Assessment for Learning				
Expectation – I am entitled to...		RAYG Rating		
		Aut	Spr	Sum
Way Forward				
Questioning				
be given time to think about questions that I am asked.				
be given time to think about questions that are asked and to discuss my ideas with a partner before a class discussion (Think, Pair, Share).				
be sometimes asked 'closed' questions that require specific answers.				
be asked 'open' questions that require more detailed, carefully thought-out answers.				
be asked a sequence of questions that build on each other and gradually need more careful thought.				
sometimes write down my answers to questions on a mini-whiteboard.				
sometimes be asked to explain my opinions and ideas in more detail.				
be comfortable sharing my ideas and am not afraid of answering some questions 'wrongly'. I understand that it is okay to make mistakes and that we can all learn from our own and others' mistakes.				
Feedback				
discuss with my teacher where I am in my learning, where I want to be and how I am going to get there.				
have our 'WALT displayed, shared and discussed.				
have our 'Q' displayed, shared and discussed so that I know what I need to do to produce a quality piece of work.				
sometimes look at examples/models to think about 'Q' – what makes it or could make it a 'quality' piece of work.				
be set targets that are SMART – small, manageable and realistic.				
teacher comments about my work – praising what I have done well (linked to our 'Q') and setting me SMART targets as part of my 'Next Steps'.				

Appendix 5 – Pupil Entitlement – Assessment for Learning

Pupil Entitlement – Assessment for Learning (cont'd)				
Expectation – I am entitled to...	RAYG Rating			Way Forward
	Aut	Spr	Sum	
respond to SMART targets in my books by signing, responding with a comment or completing a task set by my teacher.				
some teacher comments with 'Two Stars and a Next Step' – praising what I have done well (linked to our 'Q') and setting me a SMART target to help me improve.				
talk to my teacher about what I am doing well and how I can improve e.g. during discussions, group work or whilst talking to me on my own.				
think about whether we have achieved our WALT, how we have achieved our WALT and the next steps in our learning throughout and at the end of our lessons.				
have a discussion with my class teacher in which we agree my targets for improvement in Literacy, Numeracy and Wellbeing.				
have my targets in Literacy, Numeracy and Wellbeing on display in my classroom.				
review my targets with my teacher regularly.				
tell my teacher when I think that I have achieved any of my targets.				
have new targets set in Literacy, Numeracy and Wellbeing when my teacher and I agree that I have achieved my current targets.				
discuss some test results with my teacher so that I understand what I have done well and what the next steps in my learning are.				
Peer and Self-Assessment				
regularly think about my own work/learning in terms of our 'Q' and WALT.				
regularly set my own SMART targets for improvement ('Next Steps') in class during self-assessment activities.				
regularly think about a partner's work/learning in terms of our 'Q' and WALT.				
regularly set SMART targets for improvement ('Next Steps') for a partner in class during peer-assessment activities.				
take part in different self- and peer-assessment activities e.g. traffic light activities, 'Two Stars and a Next Step', Thumbs up Thumbs down, Post-it note activities, KWHL grids, self-marking work, peer-marking work, talking partners.				