



Milford Haven School

LITERACY POLICY

2023/24



Literacy Policy agreed by Governors:

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Policy created by:

Futures Leader for Literacy- Miss Rosie Hill

Milford Haven School Literacy Policy

Mission Statement

Milford Haven School is dedicated to raising the standards of literacy for all learners, so that they develop the skills necessary to cope confidently with the demands of further education, employment and adult life. We aim to achieve this through high quality teaching and learning opportunities and a rich intervention programme to engage, develop and inspire learners. Milford Haven School is committed to helping everyone reach their potential, reducing inequality and improving economic and social well-being, and the development of excellent literacy skills are at the heart of this commitment.

Definition of Literacy

'Literacy is an essential life skill. To make sense of the world around them, young people need an understanding of written and spoken language, the ability to interpret what has been written or said, and to draw inferences from the evidence that surrounds them. It is also about being able to communicate – accurately, fluently and persuasively.' (National Literacy Program- Welsh Government)

Why is literacy important to pupils at Milford Haven School?

Literacy skills will help our pupils at every stage of their life. As a child it will help them to succeed at school, as a young adult it will support them to be successful in the job market, and as a parent they will be able to support their own child's learning.

Literacy is important as all pupils will be applying their literacy skills in a variety of real life situations. People with low literacy skills may not be able to read a book or newspaper, understand road signs or price labels, make sense of a bus or train timetable, fill out a form, read instructions on medicines or use the internet. Furthermore, in order to be able to think analytically and critically, to make effective decisions, or to be cognitively flexible, it is essential that pupils have the ability to engage with, understand and apply the ever increasing flow of information and knowledge that surrounds them.

All learners at Milford Haven School will experience a rich literacy learning environment and support in achieving their potential. In line with the Welsh Government Literacy Programmes and the Literacy Framework (LNF), it is our expectation that all learners will have the opportunity to apply and progress their literacy skills across the curriculum in different subject areas, and in real life contexts. **All teachers and support staff, alongside other stakeholders, have a role in supporting learners' progress in literacy.**

Aims of the Literacy Policy

To improve standards of literacy across the school, through:

- enhancing the quality of learning and teaching through the implementation of the NCfW Literacy Framework across the curriculum;
- supporting all staff to become confident in developing the literacy skills of learners in oracy, reading and writing skills;
- providing consistency of approach to the teaching of literacy across subjects where appropriate, and assisting the transfer of pupils' literacy skills;
- using literacy across the curriculum in relation to developing learners' ability to think and learn in context;
- ensuring that teachers, learners and parents/carers are clear about literacy progress, including next steps;
- identifying those who require support in literacy and intervening with a graduated response;
- monitoring support for those who require intervention in their literacy development to ensure it is effective and appropriate, and offering alternative support where accelerated progress is not made;
- ensuring provision meets the needs of those identified as more able and talented (MAT) learners in literacy and monitoring the support and progress of this group.

The school will implement this policy in conjunction with the following Welsh Government documentation:

- NCfW Literacy Framework
- New Curriculum for Wales Planning Guidance
- National Reading Tests

Literacy across the curriculum

'The communication skills of **reading and writing, along with oracy**, are essential to learners' understanding of written, electronic and graphic resources, as well as to their ability to express ideas and conclusions with clarity and accuracy in written work.' (Developing higher-order literacy skills across the curriculum- Welsh Government). As a school we have broken down the three areas of literacy into reading, oracy and writing and created a 'Every Lesson, Every Day- Literacy Strategies document:

Every Lesson, Every Day - Literacy Strategies

<u>READ (8 Reading Behaviours)</u>	<u>TALK (Voice 21)</u>	<u>WRITE (T4W)</u>
<p>BEFORE TEACHING:</p> <ul style="list-style-type: none"> - Select the right text– challenging, high-quality <p>BEFORE READING:</p> <ul style="list-style-type: none"> - Activate prior knowledge– link to what students already know <p>DURING READING:</p> <ul style="list-style-type: none"> - Self Monitor– enable to students to self help - Visualise– build a picture of what is happening in the text - Question– ask about what is being read - Make connections– link the text to the students' own experiences - Infer– help the student understand what a text is really saying <p>AFTER READING:</p> <ul style="list-style-type: none"> - Summarise– give an overview of the text - Evaluate– what did they think about the text? 	<p>BEFORE TEACHING:</p> <ul style="list-style-type: none"> - Plan for outcome– decide purpose, context and audience - Design task– teaching ideas to meet the benchmarks; specific skill focus; sequenced to support and challenge <p>DURING TEACHING:</p> <ul style="list-style-type: none"> - Scaffold– speaking frames - Capture Progress– teacher monitors against oracy framework; students use 'Talk Detective' - Discussion Roles– select groups; nominate discussion roles - Choose the Protocol– thumbs in, pass and go, chaired discussion - Drop in the Content– a bite-size chunk at a time - Time Allowance– give each speaker a set time they must use - Presentation Skills- Emotion, Language, Voice, Action, Face, Eye-Contact <p>AFTER TEACHING:</p> <ul style="list-style-type: none"> - Review and refine– were the benchmarks met? How can the next task better them? 	<p>BEFORE TEACHING:</p> <ul style="list-style-type: none"> - Baseline Assessment– <i>cold task</i> - Planning– key language focus, select and adapt a model then test the model <p>DURING TEACHING:</p> <ul style="list-style-type: none"> - Imitation– hook & context, <i>vocabulary warm up</i>, short burst writing; <i>go through a model text</i>; read as a reader; read as a writer - Innovation– create a plan, use <i>boxing-up plans</i>; shared and guided writing; complete the <i>hot task</i>; <i>peer assess</i>; <i>teacher assess</i>; feedback and improvement; targets <p>AFTER TEACHING:</p> <ul style="list-style-type: none"> - Independent Application– next steps based on teacher assessment; pupils write independently - <i>upgrade</i> - Final Assessment– compare hot/cold task; assess progress <p><i>Bold & italics - identified as priority strategies.</i></p>

Through the implementation of 'Voice 21' strategies our oracy curriculum will enable pupils to:

- Sustain a logical argument
- Communicate their feelings and opinions clearly
- Understand body language along with what a person is saying, such as in order to take turns in conversations
- Use a range of tonal differences to get across meaning clearly
- Become confident in discussion
- Being able to project their voices, being control of vocal tone and feel comfortable speaking
- Listen actively and respond accordingly
- Clearly explain the reasoning behind their opinions
- Explain steps and instruction of how they got to their results
- Use standard English
- Share their learning through informal and formal ways

- Understand what people are telling them so that they know how to react, and be able to communicate what they want clearly
- Ask useful questions that will get the answer(s) that they need

BEFORE TEACHING:

- **Plan for outcome**– decide purpose, context and audience
- **Design task**– teaching ideas to meet the benchmarks; specific skill focus; sequenced to support and challenge

DURING TEACHING:

- **Scaffold**– speaking frames
- **Capture Progress**– teacher monitors against oracy framework; students use ‘Talk Detective’
- **Discussion Roles**– select groups; nominate discussion roles
- **Choose the Protocol**– thumbs in, pass and go, chaired discussion
- **Drop in the Content**– a bite-size chunk at a time
- **Time Allowance**– give each speaker a set time they must use
- **Presentation Skills**- Emotion, Language, Voice, Action, Face, Eye-Contact

AFTER TEACHING:

- **Review and refine**– were the benchmarks met? How can the next task better them?
-

Through the implementation of ‘The 8 Reading Behaviours’ strategies Our reading curriculum will enable pupils to:

- Read closely, as when absorbing information and read thoughtfully, as when considering an argument
- Skim a text to gain an overall impression and can to find a particular item of information.
- Read imaginatively, as when visualising or recreating things or situations described
- Read responsively and actively, as when following or predicting the course of a narrative or report
- Read critically, as when assessing the force of an opinion or argument
- Read analytically and appreciatively, recognising the writer’s skill in using ideas, techniques and effects
- Make selections and read in order to elicit information from a number of texts, identifying key points, collating information, making comparisons and synthesising material from different sources.
- Evaluate what they read in terms of quality, effect and reliability

Read- The 8 Reading Behaviours

BEFORE TEACHING

- Select the right text– challenging, high-quality

BEFORE READING:

- Activate prior knowledge– link to what students already know

DURING READING:

- Visualise– build a picture of what is happening in the text
- Self Monitor– enable to students to self help
- Make connections – this helps pupils connect unknown vocabulary to words they already know
- Question– ask about what is being read
- Infer- help the student understand what a text is really saying

AFTER READING:

- Summarise– give an overview of the text
- Evaluate– what did they think about the text?

Through the implementation of 'Talk For Writing' strategies our writing curriculum will enable pupils to:

- Engage their reader(s)
- Adapt their writing to suit the audience and purpose of the piece
- Use grammatical and stylistic features to ensure clarity, achieve the right tone and create particular effects
- Use a range of sentence structures
- Organise their writing, linking ideas coherently and using paragraphs effectively
- Choose and use appropriate vocabulary
- Use punctuation to clarify meaning
- Use a range of strategies to enable them to spell correctly
- Present their writing appropriately, either by hand or by using information and communication technology (ICT).

BEFORE TEACHING:

- **Baseline Assessment**– *cold task*
- **Planning**– key language focus, select and adapt a model then test the model

DURING TEACHING:

- **Imitation**– hook & context, **vocabulary warm up**, short burst writing; **go through a model text**; read as a reader; read as a writer
- **Innovation**– create a plan, use **boxing-up plans**; shared and guided writing; complete the **hot task**; **peer assess**; **teacher assess**; feedback and improvement; targets

AFTER TEACHING:

- **Independent Application**– next steps based on teacher assessment; pupils write independently - **upgrade**
- **Final Assessment**– compare hot/cold task; assess progress

Whole School Reading Strategies

Reading strategies:

- Novels studied in English lessons in years 7 to 10.
- Empathy Reading during Health & Wellbeing lessons in years 7 to 9.
- Reading Behaviours Lessons in Year 7 and 8
- Reciprocal Reading
- Accelerated Reader programme for all pupils in years 7 and 8
- The school library - a reading hub
- Lexia reading programme for targeted pupils
- Bags of books
- World Book Day

In Milford Haven School, we are maximising opportunities for pupils to read in school. Pupils read in a variety of lessons and read a variety of literature, including: books, journals, articles, extracts and text books. Pupils read at least 1 novel in English lessons in years 7 to 10; at least 2 Empathy Lab novels during Health & Wellbeing lessons in years 7 to 9; participate in the Accelerated Reader programme for all pupils in years 7 and 8.

All pupils can enter reading competitions in our modern library, for example World Book Day. There are also 2 reading lessons to the year 7 and 8 timetables, where pupils will just focus on improving their reading skills. For pupils requiring more reading support, we use the Lexia and bespoke phonics reading programmes. Whole school initiatives to promote reading are also well established in Milford Haven School. Our 'Bags of books' initiative has been very popular in giving away books to families in our school and also across the cluster of primary schools.

Literacy and marking

As a school we adopt a whole school approach to the marking and assessment of literacy.

Sp	Spelling mistake.
✓	Well written section, apt and clear.
C	Missing or incorrect use of capital letters.
NP	New Paragraph.
PM	Punctuation mistake.
+	Add forgotten point/word
//NP	New Paragraph.
RW	Rewrite section to improve
O	Circle at the top of a page indicates upgrading.
VF	Verbal feedback given or stamp or method appropriate to the subject area.

Stakeholder responsibilities

All stakeholders have a role to play in supporting learners' progress in literacy.

SENIOR LEADERS have a responsibility to:

- Raise the profile of literacy and to secure high standards of literacy across the school;
- Develop their own knowledge and skills in literacy including those detailed in the LNF;
- Communicate responsibilities to all stakeholders with regard to literacy;
- Develop, maintain and improve standards of literacy by enhancing the quality of learning and teaching;
- Monitor the literacy progress of **all** pupils, including specific groups of learners;
- Ensure the effective implementation of the NCfW Literacy Framework;
- Evaluate the implementation of the NCfW Literacy Framework;
- Ensure that parents and learners are aware of the expectations set out by the literacy framework;
- Use the NCfW Literacy Framework to map the development of literacy skills across **all** subjects and to monitor learner progress, inform self-evaluation, report to parents/carers and identify where support for learning is needed;
- Administer the literacy tests, and record, analyse and use data;
- Use the literacy tests to help inform school self-evaluation, development planning, and identify whole school resourcing and individual staff CPD need; and
- Provide professional development opportunities, resources and allocation of time for teachers and support staff as appropriate.

THE FUTURES LEADER FOR LITERACY in conjunction with the Senior Leadership team, has a responsibility to:

- Develop their own knowledge and skills in literacy including those detailed in the NCfW Literacy Framework;
- Lead, develop, support and monitor the delivery of literacy in all subjects;
- Monitor the implementation of the schools' literacy policy through schemes of learning;
- Evaluate the effectiveness of the literacy policy and modify it as necessary;
- Facilitate and deliver staff professional development and in school coaching/support;
- Raise the profile of literacy across the school, and with all related stakeholders;
- Advise teachers, or facilitate opportunities for teachers, to work collaboratively in identifying the role that literacy plays in their subject;
- Coordinate the identification of learners who have fallen behind in literacy, and work in conjunction with the ALNCo or MAT coordinator and appropriate subject leaders to ensure appropriate provision;
- Monitor the progress of **all** pupils;
- Establish systems for communicating key information about learner performance in literacy to all stakeholders;
- Collaborate in the development of literacy with the schools in the cluster; and
- Equip parents with the knowledge and resources required to support their child's literacy development.

DIRECTORS have a responsibility to:

Develop their own knowledge and skills in literacy including those detailed in the NCFW Literacy Framework;
Ensure, in conjunction with the literacy coordinators, that pupils have contextualised opportunities to develop their literacy in their subject;
Ensure that the provision of literacy development is meaningful and in line with the age appropriate expectations of the NCFW Literacy Framework, and differentiated where required;
Identify literacy provision within their subject on the scheme of learning;
Monitor the implementation of the schemes of learning through, for example, lesson observations, learning walks, book scrutiny and discussions with learners.
Provide opportunities within department meetings for the sharing of literacy practice to inform further development; and
Work, in conjunction with the literacy coordinators, to support members of the department in their delivery of literacy.

ALNCo has responsibility to:

Develop their own knowledge and skills in literacy including those detailed in the NCFW Literacy Framework;
Work, in conjunction with the literacy coordinators, to identify learners who are MAT in literacy and ensure appropriate provision through learning and teaching at a classroom level and enrichment opportunities;
Work, in conjunction with the literacy coordinators, to identify learners who have fallen behind in literacy to plan provision;
Work, in conjunction with literacy coordinators, to monitor effectiveness of provision for learners who have fallen behind in literacy, and modifying in response to learners' needs;
Have an up-to-date knowledge of, and advise on, evidence based intervention schemes and strategies that accelerate the progress of learners who have fallen behind in literacy;
Have an up-to-date knowledge of, and advise on, evidence based intervention schemes and strategies that impact upon the progress of MAT learners in literacy; and
Communicate extra provision for MAT learners and learners who have fallen behind in literacy to parents.

TEACHERS have a responsibility to:

Develop their own knowledge and skills in literacy including those detailed in the NCFW Literacy Framework;
Be actively involved in their own professional development pertaining to literacy;
Use the NCFW Literacy Framework to plan and deliver contextualised learning opportunities for pupils to progress their skills;
Know the appropriate age expectations of learners;
Use the data from the National Literacy Tests to inform individual class planning, grouping and delivery;

Know the literacy barriers for pupils in their groups, difficulties that might be experienced with literacy skills and adapt teaching accordingly; and
Create a learning environment in the classroom which is conducive to developing positive engagement with literacy development and progress.

LEARNING AND TEACHING SUPPORT ASSISTANTS have a responsibility to:

Develop their own knowledge and skills in literacy including those detailed in the NCFW Literacy Framework;
Know the literacy barriers for pupils in their groups and adapt support accordingly; and
Create a learning environment which is conducive to developing positive engagement with literacy development and progress.

PARENTS have a responsibility to:

Emphasise the value of good literacy skills in the context of access to further education, employment and opportunities;
Use real life opportunities to utilise and develop literacy skills on a regular basis;
Encourage their child to use the range of strategies they have learned to develop their literacy at home;
Be actively involved in supporting their child's literacy skills by engaging with support offered by the school;
Support their child to work on the development needs as identified on the literacy report;
and
Encourage their child to progress their literacy skills.

GOVERNORS have a responsibility to:

Develop their own knowledge and skills in literacy including those detailed in the NCFW Literacy Framework;
Support the school to raise the profile of literacy;
Monitor standards of literacy and the quality of provision with respect to literacy; and
Monitor the literacy progress of **all** pupils, including specific groups of learners, challenging where necessary.

PUPILS have a responsibility to:

Know their current performance in literacy, and actively engage with the next steps they need to take in order to progress.

Literacy Framework with NCFW Progression Steps

Literacy Framework					
Strand	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Translanguaging		I am beginning to draw on information presented in one language and convey it in my own words in another.	I can receive information in one language and adapt it for various purposes in another language.	I can apply my translanguaging skills to support my learning in familiar and new languages.	I can independently identify translanguaging opportunities to enhance my learning and communication in my languages.

Literacy Framework							
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5	
Listening	Listening for meaning	I can listen to, understand and use basic concepts in language, e.g. <i>position and comparison</i> .	I can listen to, understand and infer the gist of what I hear.	I can listen to, understand, infer, interpret and recall the general meaning of what I have heard.	I can understand and analyse general meaning and implied ideas.	I can employ a range of strategies to understand, predict and evaluate meaning and implied ideas in a wide range of situations.	
		Welsh medium statement: I can show awareness that some sounds change at the beginning of words, e.g. <i>dau gi, y gath</i> .	Welsh medium statement: I can understand that some words have different forms, e.g. <i>plural forms (car>ceir), verb forms (gwelld>gwelais), prepositions (ar his>arn hi), the question and answer system (Ydy? Ydy/Nac ydy), and mutations</i> .				
	Developing vocabulary	I can discriminate sounds in my environment and in words.	I can develop and adapt my vocabulary through listening, and use these new words in a variety of situations.	I can listen to build my vocabulary, develop my pronunciation, intonation/accents and sentence structure, and use these in my own communication.	I can listen to build my vocabulary and sentence structure, and use these in my own communication.	I have experienced a range of discipline-specific and general academic vocabulary, and can use them precisely in different contexts.	
	Listening to understand	I can listen to others with growing attention.	I can listen to, understand and recall what I have heard later.	I can listen to, identify and use key words to understand the general meaning and ideas which are implied.	I have experienced a range of area of learning and experience/discipline-specific and general academic vocabulary, and can use them in my own communication.		I can listen to gain different people's views and ideas on various subjects, using them to arrive at my own conclusions.
			I can listen to others and understand that they may have a different perspective to my own.			I can listen to information and ideas, and identify and explain how they are presented to promote a particular viewpoint (bias and objectivity).	I can listen to a range of information and ideas from different perspectives, analysing and evaluating how different speakers present specific points of view.
		I can recognise and follow information and multi-step instructions pictorially and/or verbally on familiar topics and routines.	I can listen to and understand information about a variety of topics, identifying main points.	I can listen to and understand information about a variety of topics, summarising the main points.	I can listen to and consider the relevance and significance of information and ideas presented to me.	I can listen to and consider the relevance and significance of information and ideas presented to me.	
		I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.					
	I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts.	I can use techniques to remember the main points of presentations, e.g. <i>make notes, summarising, reviewing</i> .	I can use different techniques to help me remember, record and respond to what I hear.	I can use different techniques to help me remember, record and respond to what I hear.			
	I can make connections between what I have heard/seen and what I know.						

Literacy Framework						
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Listening	Listening as part of collaborative talk	I am beginning to ask and answer questions to clarify my understanding of what has been said/heard/seen (including audio-visual material).	I can check understanding of what I have heard/seen (including audio-visual material) by asking relevant questions or making relevant comments.	I can listen to and respond to others with questions and comments which focus on reasons, implications and next steps.	I can listen to and respond to others with questions, comments and suggestions in order to develop collaborative talk and reach compromise/consensus.	I can respond with confidence and sensitivity to the ideas of others in different collaborative situations, reflecting on information and ideas and asking relevant questions.
		I can join in with, repeat or memorise familiar songs, rhymes, stories and poems.	I can listen to group talk and interactions purposefully to contribute to group discussion.	I can listen in order to show agreement and disagreement in collaborative discussion and situations.		

Literacy Framework						
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Reading	Phonological and phonemic awareness	I can discriminate, play and manipulate sounds in my environment and in words.				
		I can use rhythm, rhyme, alliteration, syllables, and onset and rime to learn to read.				
		I am beginning to discriminate phonemes aurally in different positions, e.g. <i>initial sounds, medial vowels, final sounds</i> in spoken words.	I can blend phonemes together automatically and silently.			
		I am beginning to develop my knowledge of grapheme (written letters)–phoneme (speech sounds) correspondence.	I can use grapheme–phoneme correspondences when reading.			
		I am beginning to blend phonemes together aloud.				
		I can articulate phonemes when I see the corresponding graphemes.				

Literacy Framework						
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Reading	Reading strategies	I can show an interest in books and other reading materials, and enjoy sharing and handling them as a reader, e.g. <i>hold books the correct way up and turn pages.</i>	I can select my own reading material according to interest or purpose.	I can read complex texts independently for sustained periods.	I can read, with concentration, printed and digital texts that are new to me and update, broaden and deepen my understanding of information, ideas and issues.	I can read and analyse a range of unseen, printed and digital texts with concentration and independence.
		I can segment combinations of known letters orally.		I can read words and sentences from different texts using a range of strategies to make meaning.		
		I can understand there is a one-to-one relationship between the printed and spoken word.	I can read different texts using a range of strategies to make meaning, including: <ul style="list-style-type: none"> phonics word roots and families sentence structure and punctuation text structure and organisation prior knowledge of content and context. 	I can use a range of strategies to make meaning from words and sentences, including: <ul style="list-style-type: none"> knowledge of phonics word roots word families syntax text organisation prior knowledge of context. 	I can use my knowledge of: <ul style="list-style-type: none"> word roots and families grammar, sentence and whole-text structure content and context to make sense of words, sentences and whole texts.	I can use my knowledge of: <ul style="list-style-type: none"> word roots and families grammar, sentence and whole-text structure content and context to make sense of words, sentences and whole texts.
		I am beginning to recognise and read high-frequency words.	I can use a range of strategies to read with increasing fluency, including recognition of high-frequency words, context cues, prior knowledge, graphic and syntactic cues and self-correction (re-reading and reading ahead).	I can use a range of strategies for finding information, e.g. <i>skimming for gist, scanning for detail.</i>	I can use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information.</i>	I can use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes.</i>
		I can recognise familiar words, e.g. <i>own name, and print</i> in the environment.	I can deduce ideas and information by linking explicit statements, e.g. <i>cause and effect, sequence.</i>	I can use inference and deduction to understand the text, and can consider the reliability of what I read.	I can use inference and deduction to understand more complex texts, and can consider the reliability and impact of what I read.	I can gain full understanding of texts using inference, deduction and analysis, understanding the context of the texts that influence the reader.
		I can infer meaning from text and images, which is not explicitly stated, e.g. <i>What might happen next? Why did the character do that?</i>	I can infer meaning from text and images, which is not explicitly stated, e.g. <i>What might happen next? Why did the character do that?</i>	I can infer ideas which are not explicitly stated, e.g. <i>writer's viewpoints or attitudes.</i>	I can gain a full understanding of texts using inference, deduction and analysis.	I can analyse and respond to texts and sub-texts, confidently understanding, interpreting and evaluating meaning.

Literacy Framework						
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Reading	Understanding, response and analysis	I am beginning to read back my own writing.	I can read aloud with expression, paying attention to punctuation, including full stops, question marks, exclamation marks and speech marks, varying intonation, voice and pace.	I can read a wide range of texts aloud with expression, varying intonation, voice and pace.	I can read a range of challenging and authentic texts aloud with expression, varying intonation, voice and pace to convey meaning.	I can read a range of challenging and authentic texts aloud with expression, varying intonation, voice and pace to convey meaning.
		I am beginning to show an awareness of full stops when reading.		I can understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>I had an apple, cracker and cheese for tea.</i>		
		I can use context and pictures to help me understand what I read, adding detail to my explanations.	I can identify the topic/theme and show my understanding of the main ideas of the text.	I can identify ideas and information that interest me to develop further understanding.	I can research a wide range of reference and digital sources to develop a full understanding of a topic or issue.	I can independently research a wide range of sources to develop an understanding of an increasingly complex topic or issue.
		I can develop my vocabulary through reading, and use these new words in a variety of situations.	I can develop my vocabulary through my own reading and being read to.	I can read to build my vocabulary and develop sentence structures, and use these in my own communication.	I can read to build my vocabulary and develop sentence structures, and use these effectively in my own communication.	I can use my knowledge of different reading strategies to make sense of unfamiliar words in new contexts and sentences in complex texts, and apply these in my own communication.
		I can respond to what I hear, view and read.	I can respond to what I view and read, asking questions and expressing viewpoints and preferences.	I can read to identify different people's viewpoints on various subjects and develop empathy.	I can read to identify different people's viewpoints on various subjects, using them to arrive at my own conclusions.	I can read empathetically to respect and critically evaluate different people's perspectives, using them to arrive at my own considered conclusions.
		I can recall details of a story or text by answering open-ended questions or referring to prompts.	I can find and use information from different materials that I read, including <i>skimming</i> to gain an overview of a text and <i>scanning</i> to identify specific information.	I can show understanding of and use the main ideas and significant details in different texts on the same topic.	I can identify different interpretations of text and information and evaluate their relative merits.	I can understand and explore in detail how texts may be interpreted, distinguishing between facts/evidence and bias/arguments.
		I have experienced a range of different reading materials and literature, and I can follow texts read to me and respond appropriately.	I can recognise the features of different types of text in terms of language, structure and presentation, and use appropriate language to talk about them, e.g. <i>a news article.</i>	I can read closely, identifying and noting features of texts, e.g. <i>introduction, sequence, illustrations, formality, key vocabulary.</i>	I can read closely, follow up and use additional material in texts to extend my understanding.	I can read closely, analysing the content, language and impact of texts to deepen my understanding.

Literacy Framework						
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Reading	Understanding, response and analysis (continued)	I can choose different types of reading materials, including books.	I can use the features of texts to look for information, including contents, indexes, glossaries, titles, photographs, illustrations, diagrams, tables and charts.	I can use my knowledge of language construction and text organisation to support my understanding.	I can use my knowledge of how different texts are structured, organised and linked to support my understanding of a topic, e.g. use of hyperlinks in a printed/digital text to extend my research and understanding.	I can use printed and digital texts to search selectively, assessing the reliability, significance and accuracy of what I find.
			I can identify the purposes and intended audiences of different texts, e.g. to instruct, to explain.	I can use my understanding of different kinds of texts to consider whether a text is effective in conveying information, ideas and views.	I can evaluate the usefulness and reliability of texts.	I can confidently evaluate the purpose, impact and reliability of texts.
			I can identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points.	I can make use of referenced/digital sources to select, summarise and synthesise information, referencing as appropriate.	I can summarise, synthesise and analyse information to gain in-depth understanding, e.g. of causes, consequences, patterns, using different sources.	I can synthesise and analyse information to gain a broad and balanced understanding from sources which may have conflicting views.
		I can relate information and ideas from reading material and literature to personal experiences.	I can make links between what I read and what I already know and believe about the topic.	I can collate and make connections, e.g. prioritising, categorising, between information and ideas from different sources including digital and audio-visual texts.	I can compare the viewpoint of different writers on the same topic, e.g. rats are fascinating or a menace.	I can confidently compare and contrast themes and ideas in a range of texts, including digital and audio-visual texts, exploring how they vary in purpose and effect.
		I can talk about the literature I hear, view or read, and express simple opinions and respond to their content.	I can make links between different types of reading material and literature, e.g. identifying similarities and differences.		I can compare and contrast themes and issues across a range of texts including digital and audio-visual texts.	
	I can understand that texts change when they are adapted for different media and audiences, e.g. a written text and a film version.					
	I can use my imagination to respond to literature and create my own.					

Literacy Framework							
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5	
Speaking	Clarity and vocabulary	I can produce many speech sounds accurately.	I can speak clearly, varying expression and gestures to communicate my ideas and help listeners.	I can speak clearly, recognising the appropriate language for different audiences and purposes, and varying my expression, vocabulary, tone and gestures to engage the audience.	I can speak clearly, selecting and adapting my language appropriately for a range of audiences and purposes, conveying meaning effectively to the audience.	I can speak fluently and confidently, using a range of techniques, expressions and gestures.	
			I can discriminate sounds, play with sounds and manipulate sounds in my environment and in words.	I can develop and adapt my vocabulary through listening and reading, and use these new words in a variety of situations.	I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken communication, including in formal situations.	I can convey meaning convincingly in a range of contexts so that the audience is fully engaged.	I can present ideas and issues to meet the demands of different audiences.
			I can use familiar words and phrases and experiment with newly learned vocabulary.	I can communicate using an increasingly varied and precise vocabulary.	I can make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.	I can reflect on my use of strategies to improve the quality, accuracy and effects of my spoken communication, including in formal situations.	I can use a range of discipline-specific and general academic vocabulary in my own communication.
		I can communicate meaning using extended speech and/or gesture.	I can vary the types of sentences I use in my spoken language.	I can express issues and ideas clearly using area of learning and experience/discipline-specific vocabulary and examples.	I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself with fluency, accuracy and clarity.	I have experienced a range of area of learning and experience/discipline-specific and general academic vocabulary, and can use them in my own communication.	I can use a range of discipline-specific and general academic vocabulary in my own communication.
			Welsh-medium statement: I can identify the sounds that often change at the beginning of words and apply those changes in some mutable contexts, e.e. yn gyflym, digon o le.	Welsh-medium statement: I can identify when a word has undergone mutation, and can apply those same changes in many obligatory contexts, including: <ul style="list-style-type: none"> soft mutation after 'ei' masculine, e.g. ei goes ef, and after numerous prepositions soft mutation (but not ll or rh) when a noun or an adjective follows 'yn', e.g. yn gyflym nasal mutation after 'fy', e.g. fy nglyoes i, and after the spatial preposition 'yn', e.g. yng Nghaerffili aspirate mutation after 'ei' feminine, e.g. ei choes hi, and for nouns with human referents. 	Welsh-medium statement: I can identify the use of mutations, and recognise omissions and/or the use of the inappropriate mutation type when another type is expected.	Welsh-medium statement: I can identify the various uses of mutation and apply all three processes (soft mutation, nasal mutation and aspirate mutation) in a wide range of mutable contexts.	
		Welsh-medium statement: I can begin to mark feminine nouns for inanimate objects and non-human referents through mutation, e.g. ysgol gynradd (ysgolion cynradd), cadair goch (cadeiriau coch).	Welsh-medium statement: I can show a continued development in my ability to mark gender through mutation where appropriate, e.g. the noun itself (y gath), associated adjectives (y gath fach, llywd), and in agreement patterns involving distant reference, e.g. Cafodd y gath fach, llywd, ei chipio o'i chymefn. Druan ohoni.				

Literacy Framework

Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5	
Speaking	Purpose	I can share ideas and feelings and express what I like and dislike.	I can explain information and share ideas, opinions and feelings using relevant vocabulary.	I can share, talk and write about my thoughts, feelings and opinions using a range of techniques to show impact.	I can share, talk and write about my thoughts, feelings and opinions showing empathy and respect.	I can share, talk and write about my thoughts, feelings and opinions in increasingly challenging and contentious contexts.	
		I can understand and use basic concepts in language, e.g. <i>upt/down, more/less, happy/sad</i> .	I can use spoken language/ communicate for different purposes, e.g. to explain, persuade, question and negotiate.				
		I can express interest and enjoyment.					
		I can retell events or experiences in simple terms.					
		I can describe objects and events, building and extending vocabulary.	I can organise what I say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i> .	I can organise talk so that different audiences in different contexts can follow what is being said, including using formal language.	I can organise talk effectively to respond to how listeners are reacting by adapting what I say and how I say it.	I can organise talk effectively to critically evaluate and respond to what I have heard, read or seen.	
	I am beginning to use appropriate language to talk about events in the past and future.						
	Collaborative talk	I am beginning to take turns in a conversation, following the topic.	I can use talk purposefully to contribute to group discussion sharing ideas and information.	I can adopt a range of roles and manage my contributions appropriately.	I can contribute to group discussion in different roles, taking responsibility for completing the task well.	I can undertake a range of responsibilities to structure and develop group talk, including in more formal situations.	I can use a range of options and strategies to enable the group to progress and reach consensus.
					I can recognise a range of options for action and reach agreement to achieve the aims of the group.	I can respond confidently to how listeners react, adapting my language in a wide range of contexts and for different purposes.	
		I am beginning to talk with my peers in the language of the setting/school.	I have experienced speaking with different people in a variety of authentic contexts.	I have experienced speaking with different people in a variety of authentic contexts.	I have experienced speaking with different people in a variety of authentic contexts.	I have experienced speaking with different people in a variety of authentic contexts.	I have experienced speaking with different people in a variety of authentic contexts.
			I can change how I communicate depending on where I am and who I am with, including formal situations.	I can explore challenging or contentious issues through a variety of authentic contexts, including sustaining a role.	I can use talk in a range of authentic contexts to explore challenging or contentious issues.	I can confidently and consistently explore challenging or contentious issues through sustaining roles in formal situations, contexts and purposes.	
Questioning	I am beginning to ask and answer questions to clarify my understanding.	I can ask and answer questions and exchange ideas and information on topics (familiar to new).	I can ask and answer questions, building on and developing the ideas of others in group discussions.	I can sustain a convincing point of view, anticipating and responding to other perspectives.	I can speak from a range of convincing perspectives to meet the demands of different situations, contexts and purposes.		
		I can express opinions, giving reasons, and provide appropriate answers to questions.	I can respond to others' points of view by seeking clarity, summarising and explaining what I have heard, read or seen.	I can respond to others' points of view with confidence and sensitivity, summarising and evaluating what I have heard, read or seen.	I can respond to others' points of view using a range of techniques, e.g. <i>rhetorical questions, gestures</i> .		
					I can make informed choices to enhance my communication skills.		

Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Writing	Vocabulary, spelling, grammar	I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts.	I can write using an increasingly imaginative, varied and precise vocabulary.	I can use varied, appropriate and precise vocabulary including area of learning and experience/discipline-specific words for different purposes.	I have experienced a range of area of learning and experience/discipline-specific and general academic vocabulary, and can use them in my own communication.	I can use a range of discipline-specific and general academic vocabulary accurately and precisely.
		I am beginning to sequence symbols, signs or words appropriately.		I can make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity for different audiences and purposes.	I can make informed choices about vocabulary, idiomatic and figurative language, and syntax in order to express myself with fluency, accuracy and clarity.	I can use sophisticated idiomatic language and appropriate register in a range of contexts.
		I can recognise the alphabetic nature of writing and understand that written symbols have meaning.		I can use language appropriate to writing, including standard forms, e.g. <i>nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> .		
		I can write from left to right.	I can use standard forms of language, including standard forms of verbs, e.g. <i>I see/he saw, I go/he went</i> , and subject-verb agreement, e.g. <i>I was/were were</i> .	I can use the standard form of a variety of words, e.g. <i>present, past and negative forms</i> .		
		I can discriminate between letters.				
		I can distinguish between upper- and lower-case letters.				
		I can form letters.	I can use my knowledge of letter sounds and patterns accurately in my spelling, including: <ul style="list-style-type: none"> consonant-vowel-consonant common digraphs, e.g. <i>th, ck</i> simple roots, e.g. <i>tele, sub, fair</i> suffixes, e.g. <i>-ly, -ation, -ous</i> plural forms correctly in context, e.g. <i>-s, -es, -ies</i> past tense of verbs consistently, e.g. <i>consonant doubling before -ed</i>. 	I can use my knowledge of letter sounds and patterns accurately in my spelling, including: <ul style="list-style-type: none"> roots, e.g. <i>light, geo, appear</i> suffixes, e.g. <i>-able, -clous/tious, -ful</i> plural forms correctly in context, e.g. <i>-s, -es, -ies</i>. 		
		I can write words and phrases by using knowledge of letters and the sounds they represent.	I can attempt to spell more difficult words plausibly using a range of strategies, including: <ul style="list-style-type: none"> word families roots morphology graphic knowledge phonic knowledge, e.g. <i>segmenting a word into its individual phonemes</i>. 	I can use strategies to correctly spell polysyllabic, complex and irregular words in the context of each area of learning and experience.	I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and area of learning and experience/discipline-specific words correctly.	I can use strategies to spell discipline-specific and general academic words in appropriate contexts.
		I can segment words into syllables and sounds to help me spell.	I can spell high-frequency irregular words correctly.			

Literacy Framework

Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5	
Writing	Vocabulary, spelling, grammar (continued)	I am beginning to write using familiar words and phrases.	I can write legibly.	I can write legibly and fluently.	I can write legibly and fluently.	I can understand and use formal conventions of language in a range of purposes, making effective use of reference tools and accuracy aids.	
		I am beginning to form letters correctly using an appropriate grip.		I can present my work appropriately in digital contexts.	I can present my work appropriately in digital contexts using appropriate digital conventions, e.g. <i>thumbnails, language preferences</i> .		
		Welsh-medium statement: I can show awareness that some letters change at the beginning of words, e.g. <i>dau gi, y gath</i> .	Welsh-medium statement: I can identify the letters that often change at the beginning of words and apply those changes in some mutable contexts.	Welsh-medium statement: I can apply mutations in many obligatory contexts, including: <ul style="list-style-type: none"> • soft mutation after 'ei' masculine, e.g. <i>ei goes ef</i>, and when nouns and adjectives follow 'yn', e.g. <i>yn gyflym</i> • nasal mutation after 'fy', e.g. <i>fy nghoes i</i>, or special preposition 'yn', e.g. <i>ynghaerffili</i> • aspirate mutation after 'ei' feminine, e.g. <i>ei choes hi</i>, and for nouns with human referents. 	Welsh-medium statement: I can identify the use of mutations, and recognise omissions in obligatory contexts, and/or the use of the inappropriate mutation type when another type is expected.	Welsh-medium statement: I can mark feminine nouns for inanimate objects and non-human referents through mutation, e.g. <i>ysgol gynraddi (ysgolion cynraddi), cadair goch (cadeiriau coch)</i> .	Welsh-medium statement: I can identify the various uses of mutation and apply all three processes (soft mutation, nasal mutation and aspirate mutation) in a wide range of mutable contexts.
			Welsh-medium statement: I can form plural versions of concrete, familiar nouns.	Welsh-medium statement: I can form plurals, e.g. <i>by adding a suffix (merch>merched), changing the stem (bachgen>bechgyn), a combination of both (brach>breichiau) and removing a suffix (coedent>coed)</i> .	Welsh-medium statement: I can produce the appropriate form of plural with the appropriate vowel/diphthong change, e.g. <i>car>ceir</i> .	Welsh-medium statement: I can mark feminine nouns for inanimate objects and non-human referents through mutation, e.g. <i>ysgol gynraddi (ysgolion cynraddi), cadair goch (cadeiriau coch)</i> .	Welsh-medium statement: I can show a continued development in my ability to mark gender through mutation where appropriate both on the noun, e.g. <i>the noun itself (y gath), associated adjectives (y gath fach, llyyd), and in agreement patterns involving distant reference, e.g. Cafodd y gath fach, llyyd, ei chpio o'i chymelin. Druan ohoni.</i>
	Welsh-medium statement: I can spell some words applying the appropriate vowel <i>ylu</i> , e.g. <i>tŷ, llun</i> , and diphthongs, e.g. <i>coed</i> .	Welsh-medium statement: I can switch between vowels and diphthongs appropriately while modifying words for meaning changing between singular and plural or marking feminine noun gender with a feminine adjective, e.g. <i>tallen werdd, cath wen</i> .	Welsh-medium statement: I can write grammatically accurate sentences with attention to conjugated verbs, verb tense, and person correspondence and gender agreement.	Welsh-medium statement: I can write grammatically accurate sentences conjugating prepositions, and ensuring verb tense and person correspondence and gender agreement.			

Literacy Framework

Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Writing	Connectives and syntax		I can compose single and multi-clause sentences, making choices to meet the intended audience and purpose, including: <ul style="list-style-type: none"> • connectives to expand a point • connectives to write compound sentences • connectives for causation and consequence, e.g. <i>because, after</i> • starting sentences a variety of ways • adjectives and adverbs. 	I can use simple, compound and complex sentence structures for emphasis and effect.	I can select and use a variety of different sentence structures (simple, compound and complex sentences) with grammatical accuracy in my writing.	I can show sustained awareness of different readers by selecting from a range of styles and structures, and adapting my use of language confidently.
				I can use an increasing range of connectives to organise my ideas in sentences, paragraphs and whole texts.	I can use a range of connectives specifically when organising my ideas in whole texts for different purposes.	I can vary sentence structures to engage and sustain the reader's interest and write with grammatical accuracy.
	Punctuation	I have an awareness of how words are separated by spaces.	I can use familiar punctuation, including capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for omission.	I can use a range of punctuation accurately (including apostrophe for possession) to clarify and expand meaning.	I can use the full range of punctuation accurately (including colons, semicolons and parentheses) to clarify, organise and expand meaning.	I can use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects.
	I am beginning to have an awareness of how capital letters and full stops demarcate sentences.	I can begin to use commas to mark clauses and phrases, e.g. <i>after a fronted adverbial 'Later that morning, we visited the castle'</i> .				

Literacy Framework

Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Writing	Planning and organising for different purposes, audiences and context	I am beginning to understand that writing can be for different purposes and audiences.	I can write for different purposes and authentic audiences, real or imagined.	I can adapt my writing style and structure to suit the audience, purpose and context, e.g. <i>suitable balance between facts and viewpoints, a precise conclusion.</i>	I can adapt my writing style, choosing and using the best structures for different contexts and purposes, e.g. <i>to successfully describe, explain, persuade, discuss.</i>	I can write extended pieces which include detailed evidence and information for different purposes and audiences within and across different disciplines.
		I can respond creatively to the range of literature I hear, view or read.		I can write a comprehensive account of a topic, theme or viewpoint.	I can use summary, discussion of issues, detailed explanations and logic when covering a topic.	I can summarise confidently, adapting style and form for the reader or intended audience and purpose for writing.
		I am beginning to communicate using text, image, sound, animation and video.		I can use and adapt different structures within my writing, e.g. <i>reporting an event, investigation or experiment.</i>	I can write about my thoughts, feelings and opinions using a range of techniques, e.g. <i>emotive language, hyperbole, choice of pronouns (you, we), to show impact.</i>	I can write with maturity about my thoughts, feelings and opinions in increasingly challenging and contentious contexts.
		I can contribute to shared writing for different audiences and purposes.	I can use talk to plan writing and note down my ideas to use in writing.	I can explore different ways to plan, draft and present my work appropriately.	I can select and use appropriate strategies to plan and develop my writing for different purposes and audiences.	I can convey objectivity and impartiality on complex topics, using a range of linguistic devices.
			I can organise my writing into a logical sequence, e.g. <i>write using an introduction to the topic and a conclusion, present information as a process, use ordering words.</i>	I can write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, and a precise conclusion.	I can organise and construct my writing effectively, connecting and developing my ideas for a range of different contexts.	I can select and use appropriate strategies to plan and develop my writing for a challenging range of different purposes and audiences.
			I can begin to structure my writing using paragraphs.	I can use paragraphs and make links between them.	I can use paragraphs and sections to give coherence to longer pieces of writing.	I can organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently.
	Proofreading, editing and improving		I can read over my work and am beginning to use a range of familiar strategies and tools to improve my writing.	I can reflect on, edit and redraft to improve the quality of my expression, and use a range of strategies to ensure greater clarity.	I can improve writing through independent review and redrafting.	I can improve the content, structure and accuracy of my writing through critical reflection, review and editing, responding constructively to feedback.
			I can explain where and why I have made any changes or corrections.			