



Supporting your child at home

National Literacy Framework 2013
Literacy Guidelines.

A Booklet For Year 3 Parents



Literacy & Numeracy Framework

The Welsh Government have introduced the National Numeracy & Literacy Framework into school. It is to become statutory in Sept 2013. The statements in this booklet show the skills your child should be able to do across the curriculum by the end of **Year 3**. They are based on what is expected of the average child when they reach the end of **Year 3** in Wales.

These are the skills your child will develop throughout the school year.

Oracy Across The Curriculum.

Speaking:

- explain information and ideas using relevant vocabulary;
- organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation;
- speak clearly, varying expression to help listeners;
- use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor;
- keep in role and support others in role play.

Listening:

- listen carefully and make connections between what they are learning and what they already know;
- check understanding by asking relevant questions or making relevant comments.

Collaboration & Discussion:

- contribute to group discussion, sharing ideas and information;
- use talk purposefully to complete a task in a group.

Writing Across The Curriculum.

Meaning, Purposes, Readers:

- write for different purposes and readers choosing words for variety and interest;
- include relevant details, information or observations in their writing;
- note down ideas to use in writing;
- use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning;
- review and improve sections of their work.

Structure & Organisation:

- use a basic structure for writing;
- write using an introduction to the topic and a conclusion;
- present processes, event or reports in a clear sequence;
- use visual information if relevant, e.g. labelled diagrams.

Language:

- use language appropriate to writing, including standard forms of English;
- use vocabulary related to the topic or subject context.

Grammar, Punctuation, Spelling & Handwriting:

- start sentences in a variety of ways;
- use adjectives and adverbs to expand simple sentences and phrases;
- use connectives for causation and consequence, e.g. because, after;
- use full stops, question marks, exclamation marks and commas for lists;
- spell plural forms, e.g. -s, -es, -ies;
- use past tense of verbs consistently, e.g. consonant doubling before ed;
- use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. most common polysyllabic words;
- spell all high-frequency words correctly;
- produce legible handwriting and present work appropriately joining letters in some words.

Reading Across The Curriculum.

Reading Strategies:

- use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context;
- read short information texts independently with concentration;
- read aloud using punctuation to aid expression;
- skim to gain an overview of a text, e.g. topic, purpose;
- look for specific information in texts using contents, indexes, glossaries, dictionaries;
- use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding;
- identify different purposes of texts, e.g. to inform, instruct, explain;
- identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points;
- locate information on web pages using screen features, e.g. tool-bars, side bars, headings, arrows.

Comprehension:

- accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text;
- deduce ideas and information by linking explicit statements, e.g. cause and effect;
- take an interest in information beyond their personal experience.

Response & Analysis:

- use information from texts in their discussion or writing;
- make links between what they read and what they already know and believe about the topic.