



Supporting your child at home

National Literacy Framework 2013
Literacy Guidelines.

A Booklet For Year 4 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 4**. They are based on what is expected of the average child when they reach the end of **Year 4** in Wales.

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

Oracy Across The Curriculum.

Speaking:

- explain information and ideas using supportive resources, e.g. on-screen and web-based materials;
- organise talk so that different audiences can follow what is being said, e.g. giving background information, providing a brief summary of main points;
- adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group;
- explore different situations through role play.

Listening:

- listen carefully to presentations and show understanding of main points;
- after listening, respond, giving views on what the speaker has said.

Collaboration & Discussion:

- contribute to group discussion and help everyone take part;
- help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic.

Writing Across The Curriculum.

Meaning, Purposes, Readers:

- adapt what they write to the purpose and reader, choosing words appropriately, e.g. descriptive, persuasive language;
- explain main idea(s) with supporting details, including observations and explanations where relevant;
- gather ideas to plan writing;
- explore and use appropriately the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs;
- improve writing, checking for clarity and organisation.

Structure & Organisation:

- use specific structures in writing, e.g. tables, questionnaires;
- write an introduction, develop a series of ideas and a conclusion;
- organise writing into logical sequences or sections by beginning to use paragraphs;
- use visual information, e.g. illustrations, diagrams and graphs, which are clear and relevant to the written text.

Language:

- use language appropriate to writing, including standard forms of English;
- use subject-specific vocabulary independently.

Grammar, Punctuation, Spelling & Handwriting:

- vary the order of words, phrases and clauses in sentences;
- use adjectival and adverbial phrases to add interest and precision;
- use connectives to show links within sentences;
- use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. it's (it is);
- use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. words with more complex patterns;
- produce handwriting which is clear and legible and may be cursive.

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 texts, including those with few visual clues, independently with concentration;
- use understanding of sentence structure and punctuation to make meaning;
- skim to gain the gist of a text or the main idea in a chapter;
- scan for specific information using a variety of features in texts, e.g. titles, illustrations, key words;
- identify how texts differ in purpose, structure and layout;
- find information and ideas from web pages, using different search methods, considering which are the most efficient methods.

Comprehension:

- accurately identify the main points and supporting information in texts;
- deduce connections between information, e.g. sequence, importance;
- explore information and ideas beyond their personal experience.

Response & Analysis:

- select and use information and ideas from texts;
- understand how something can be represented in different ways, e.g. moving image, multi-modal and print.