



Supporting your child at home

National Literacy Framework 2013
Literacy Guidelines.

A Booklet For Year 6 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 6**. They are based on what is expected of the average child when they reach the end of **Year 6** in Wales.

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

Oracy Across The Curriculum.

Speaking:

- express issues and ideas clearly, using specialist vocabulary and examples;
- speak clearly using formal language and varying expression, tone and volume, to keep listeners interested;
- explore challenging or contentious issues through sustained role play.

Listening:

- listen carefully to presentations and show understanding of the speakers' conclusions and opinions;
- respond to others with questions and comments which focus on reasons, implications and next steps.

Collaboration & Discussion:

- contribute purposefully to group discussion to achieve agreed outcomes;
- follow up points in group discussions, showing agreement or disagreement giving reasons.

Writing Across The Curriculum.

Meaning, Purposes, Readers:

- adapt writing style to suit the reader and purpose, e.g. formal style for unknown reader, simple style for younger readers;
- write a comprehensive account of a topic or theme;
- use a range of strategies to plan writing, e.g. notes, diagrams, flow-charts;
- explore different ways to present work and use them appropriately, e.g. moving image, slides, voice over;
- reflect on, edit and redraft to improve their writing.

Structure & Organisation:

- adapt structures in writing for different contexts, e.g. reporting an event, investigation or experiment;
- write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion;
- use paragraphs making links between them;
- use features and layout which are constructed to present data and ideas clearly.

Language:

- use language appropriate to writing, including standard forms of English;
- use varied and appropriate vocabulary, including subject-specific words and phrases.

Grammar, Punctuation, Spelling & Handwriting:

- use varied sentence structures for emphasis and effect;
- use the full range of punctuation accurately to clarify meaning;
- use strategies to spell correctly polysyllabic, complex and irregular words;
- produce fluent and legible handwriting.

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 complex texts independently for sustained periods;
- understand how punctuation can vary and so affect sentence structure and meaning, e.g. I had chocolate(,) cake and cheese for tea;
- use a range of strategies for finding information, e.g. skimming for gist, scanning for detail;
- read closely, annotating for specific purposes;
- use internet searches carefully, deciding which sources to read and believe.

Comprehension:

- show understanding of main ideas and significant details in different texts on the same topic;
- infer ideas which are not explicitly stated, e.g. writers' viewpoints or attitudes;
- identify ideas and information that interest them to develop further understanding.

Response & Analysis:

- collate and make connections, e.g. prioritising, categorising, between information and ideas from different sources;
- distinguish between facts, theories and opinions;
- compare the viewpoint of different writers on the same topic, e.g. rats are fascinating or a menace;
- consider whether a text is effective in conveying information and ideas.