



# Supporting your child at home

National Literacy Framework 2013  
Literacy Guidelines.

A Booklet For Year 5 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 5**. They are based on what is expected of the average child when they reach the end of **Year 5** in Wales.

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

## **Oracy Across The Curriculum.**

### **Speaking:**

- explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids;
- speak clearly, using formal language and projecting voice effectively to a large audience, e.g. event for parents/carers, presentation to visitors;
- explore issues and themes through role play.

### **Listening:**

- listen carefully to presentations using techniques to remember the main points, e.g. making notes, summarising;
- listen to others, asking questions and responding to both the content and the speakers' viewpoints.

### **Collaboration & Discussion:**

- contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up;
- build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas.

# Writing Across The Curriculum.

## Meaning, Purposes, Readers:

- write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational devices;
- expand upon main idea(s) with supporting reasons, information and examples;
- use techniques in planning writing, e.g. mind-mapping, sequencing, placemat activities;
- explore the layout of web pages to create material using available tools;
- revise and improve writing, explaining why they have made changes.

## Structure & Organisation:

- use features which show the structure of the writing, e.g. sub-headings, captions;
- write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion;
- use paragraphs, which have a main idea and related details;
- use images, graphs and illustrations which are clear, relevant and appropriate.

## Language:

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

## Grammar, Punctuation, Spelling & Handwriting:

- use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. before you start ... , if you do this then ...;
- use conditionals to show hypotheses or possibilities, e.g. if, might, could;
- use the full range of punctuation to guide the reader in complex sentences, e.g. commas, bullet points, speech marks and apostrophes for possession;
- use a variety of strategies to spell words with complex regular patterns, e.g. exercise, competition;
- produce legible, cursive handwriting with increasing fluency.

# 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 extended texts independently for sustained periods;
- identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences;
- use a range of strategies for skimming, e.g. finding key words, phrases, gist, main ideas, themes;
- scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams;
- identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality;
- use information from trusted sources, on-screen and on paper, selecting and downloading as necessary.

## Comprehension:

- show understanding of main ideas and significant details in texts, e.g. mind-mapping showing hierarchy of ideas, flowchart identifying a process;
- infer meaning which is not explicitly stated, e.g. what happens next?, why did he/she do that?;
- identify and explore ideas and information that interest them.

## Response & Analysis:

- gather and organise information and ideas from different sources;
- identify what the writer thinks about the topic, e.g. admires a historical figure, only interested in facts;
- consider if the content is reliable, e.g. are photographs more reliable than drawings?