# YSGOL MAESTEG

**MOTIVATED TO STRIVE**

# SKILLS

## POLICY

#motivatedtostrive

**Mission Statement**

Maesteg School is committed to raising standards in numeracy, literacy and digital competency of all of our pupils. We want them to develop the ability to use these skills effectively in all areas of the curriculum so that they cope confidently with the demands of everyday life and lifelong learning. The policy explains what we, as a school do to develop LNF skills.

**LNF team**

| LNF SLT lead | Tania Hill |
|---|---|
| Literacy Coordinator | Robin Wilson/Nicola Davies/ Dr Rachel Jones |
| Numeracy Coordinator | Siobhan Crossin |
| Digital Competency Lead | Stephen Rees |
| Link Skills Governor | |

**The National Context**

"Literacy is the use of language skills in daily activities at school, at home, at work and in the community. It involves both the use of literacy skills and knowing how to use English. Literacy describes a set of skills including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not just narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn- fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas". (National Literacy and Numeracy Framework Information document 120/2013)

**Expected Charactistics of a literate pupil:**

Literacy pupils have vital and essential life skills and are able to apply these skills across the curriculum in different curriculum areas and in a real-life context. They can understand the written and spoken world around them and contribute meaningfully to it. Literate pupils comprehend the written and spoken language and are bale to deduce inference from the evidence presented. They can communicate accurately, fluently and persuasively.

"Numeracy is not the same as mathematics. Numeracy is proficiency with number that is acquired through being taught mathematics well. Although pupils usually learn numeracy skills in mathematics lessons, to be fully numerate they must be able to apply these skills in other curriculum areas and in real-life contexts." (ESTYN report: Improving numeracy in KS2 an KS 3, April 2010)

**Expected characteristics of a numerate pupil:**

Numerate individuals are able to function responsibly in everyday life and contribute effectively to society. Numerate pupils are able to handle numbers fluently in mental, oral and written work; exploit patterns within number when calculating and approximating; measure and calculate accurately and estimate

The LNF   Implementation of the LNF became a statutory curriculum requirement from September 2013, with assessment against the LNF becoming a statutory requirement from September 2014.   In 2017, Welsh Government directed schools to to produce an annual narrative report for parents/carers based on the National Literacy and Numeracy Framework (LNF) in: English, Welsh and Maths at Key Stages 2 and 3

**Policy Aims:**

- To develop a whole school approach to addressing literacy and numeracy needs across the curriculum.
- To support teachers of all subjects in identifying and providing opportunities for learners to apply numeracy and literacy across the curriculum in accordance with the requirements of the LNF.
- To determine learner progress in numeracy and literacy and the next steps.
- To ensure effective cross curriculum planning for skills.
- To provide a framework for continued development, clearly setting out annual expected statements in numeracy and literacy and progression indicators for learners with additional learning needs.
- To enable all pupils to develop their skills in numerical reasoning, using number, measuring and data skills (Numeracy) and in reading, writing and oracy [Literacy].
- To be able to transfer and apply these skills in order to enable them to access learning across all areas of the curriculum.
- To encourage staff to take responsibility for the development and implementation of the National Literacy and Numeracy Framework (LNF) in their subject areas through inclusion in schemes of work and lesson plans.

**Policy Commitment:**

- Literacy and numeracy is the responsibility of all staff.
- All staff are responsible for acting as role models in the use of literacy and numeracy skills.
- All staff are expected to promote the value of literacy and numeracy skills in learning.
- Staff must actively identify, intervene and support pupils who display difficulty in any or all areas of literacy or numeracy.
- Effective use is to be made of literacy and numeracy intervention.
- Staff must actively intervene, support and challenge pupils who display particular talents in any/all aspects of literacy and numeracy.
- If staff are uncertain about the best course of action, they should seek the advice of their line manager, any member of senior staff or the Literacy or Numeracy coordinator.
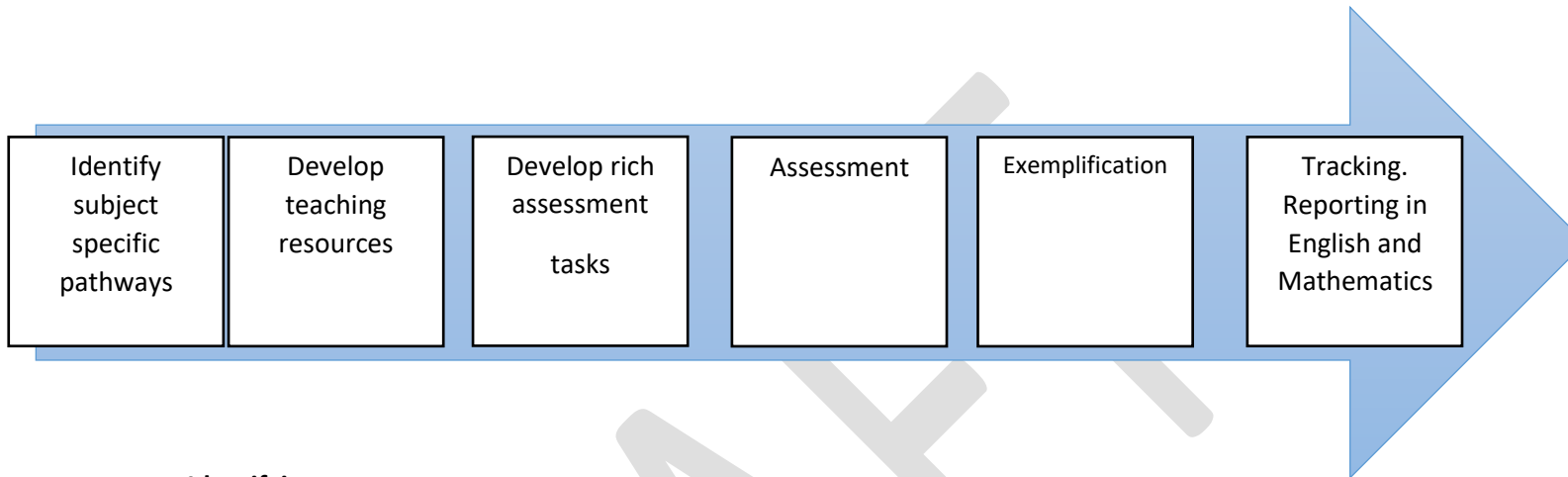
**Curriculum Planning:**

The LNF is primarily a curriculum-planning tool that supports all teachers to embed numeracy and literacy in their teaching of the curriculum.  Current curriculum planning has been adapted to support cross-curricular planning using the LNF and tasks are set that aim to introduce, consolidate, apply and make progress in specific numeracy and literacy skills. Although the LNF identifies age-appropriate numeracy and literacy skills, planning will need to take into account the different abilities of the pupils. The development of skills should be progressive with each skill, having been taught in one lesson, then practised and consolidated elsewhere as required by the skill itself or the individual child.

Through expectation statements, the LNF sets out the skills the Welsh Government expects learners to develop throughout their time in school, from ages 5 to 14, and is broken down into year groups. According to the Welsh Government, teachers will use the LNF to assess:

 Individual progress to form the basis of informed discussion with learners, parents/carers and between teachers about learners' current strengths and areas for development

 Group progress to inform curriculum and school development planning.

**The development process for using the LNF to ensure progression is shown and explained below:**

| Identify subject specific pathways | Develop teaching resources | Develop rich assessment tasks | Assessment | Exemplification | Tracking. Reporting in English and Mathematics |

### Identifying

Each department will be allocated specific literacy or numeracy pathways that they will be responsible for developing, assessing and tracking progress.  These will be clearly identified and where chosen in consultation between the SLT LNF lead, literacy and numeracy co-ordinators and the Head of Department. Identification will focus of the particular literacy or numeracy skills, which are not only relevant to the subject at KS3 but also in KS4/5. Departments will need to be aware that they may still develop/use other pathways from the LNF but they would not explicitly assess these.

### Developing

Departments will need to consider how the specific literacy/numeracy pathways can be developed over a period within their departmental schemes of work. In the developing stage, pupils can work in pairs/groups to develop specific skills. Teaching activities should include modelling good literacy/numeracy skills and the use of AFL, in particular success criteria, such as rubrics or skill ladders, allowing pupils to peer and self-assess against LNF end of year expectations.

### Assessing

 Pupils should individually be given tasks where they can demonstrate their ability in specific literacy/numeracy pathways within a subject, along with subject specific level descriptors. The school has provided each department with the pupil friendly versions of the LNF. These should be used by departments to develop assessment grids or rubrics, which can be used by pupils and staff to assess against the LNF and reflect the context of the subject they are covering. The assessed piece of work will provide a narrative comment explaining the pupil's current performance in relation to the LNF and what their next steps should be. Each pathway should be assessed at least twice per year in order to show progression.

### Exemplification

Departments, working with the literacy and numeracy coordinators, should build up a portfolio of pupil work that exemplifies the literacy/numeracy pathways they are responsible for assessing. At the end of each tracking period, each department is required to submit exemplar work for each of the four possible outcomes for each year group. This will be moderated by the literacy/numeracy coordinators to ensure consistency.  Where these pathways go across a number of department cross moderation meetings will take place.

**Tracking Pupil Progress in Literacy and Numeracy**

The school tracks pupil progress in literacy and numeracy in several ways:

- Spelling tests – all pupils complete a spelling test during transition from primary to secondary school. These are used to identify pupils who are in need of additional support through intervention programmes.
- National Reading and Numeracy test – the results of these tests are used to identify pupils in need of additional support through our intervention programmes and to identify MAT pupils. Also used diagnostically and to measure progress through retesting.
- In house  mathematics package use to measure progress of intervention pupils
- Accelerated reader - pupils are given a STAR reading test at the start of the year then at termly intervals. These tests provide reading age, NC reading level and additional standardised data. It also provides data in relation to the pupil's progress within a national context. It will tell pupils what level book they should be reading so they are sufficiently challenged to develop their vocabulary and reading skills.
- English – each pupil's progress is tracked 2 times a year on SIMs
- Mathematics – each pupil's progress is tracked 2 times a year on SIMs
- LNF tracking across the curriculum – the school tracks pupil progress in literacy and numeracy against the LNF pathways identified for each department.

## Specific Tracking of the LNF.

The school tracks pupil progress in literacy and numeracy against the LNF pathways at each tracking period. Each department has been allocated a number of pathways that they are responsible for delivering, assessing and tracking. The school uses the LNF aspects to identify pathways and pupil progress is recorded against the year group expectation using the aspects 1, 2, 3 & 4

| Codes used | Description |
|---|---|
| 1. | Pupil is working 1 or more years above the expected standard for pupil's school year |
| 2. | Pupil is working at expected standard for pupil's school year. |
| 3 | Pupil is working 1 year below the expected standard for pupil's school year |
| 4 | Pupil is working 2 or more years below the expected standard for pupil's school year |

After each tracking period the literacy and numeracy coordinators and the SLT lead will use the data to identify areas of good practice, along with identifying any individuals or groups who may require support.

## Faculty Responsibilities with regard to the LNF.

Each Faculty (including all subject teachers) is responsible for:

- Creating resources, adapting Schemes of Work, delivering lessons and developing pupil skills in the allocated pathways of the LNF.
- Sharing good practice in the delivery and teaching of the allocated pathways – e.g. through departmental meetings, workshops in INSET sessions, through meetings with Coordinators.
- Creating an assessment plan for the assessment of the allocated pathways
- Adapting the pupil friendly assessment grids/rubrics in order to develop a subject specific assessment grid
- Developing and using departmental tasks and/or tests (in the style of National tests) that will allow evidence to be collected to assess the LNF pathways.
- Tracking pupil progress against the LNF through assessment for and of learning through the school is tracking system.
- Identifying and collecting pupil work which exemplifies different end of year expectations

## The LNF and the National Tests

In addition to the LNF and the formative, narrative assessments made against it. Maesteg School also uses pupil scores from the Welsh National Tests.

All pupils will take the numerical processes and numerical reasoning tests and the reading test unless there are exceptional circumstances.

The school will inform the parent/carer and the LEA of any disapplied pupils, giving reasons, and in accordance with Welsh Government guidelines.

The Welsh National Test will provide summative data, which will be collected and analysed in school, using the diagnostic tools available, and nationally (as part of the national accountability model.) This data will give teachers clear indicators of skill development and progress, and will contribute to the annual judgements teachers make about learners' skill acquisition. The data will also be used to inform school improvement. Assessment against the LNF and the outcomes of the Welsh National Test will give a holistic narrative of the progress achieved by pupils during the year and under test conditions.

At Maesteg School, we use the scores produced by pupils in Reading and Numeracy Procedural to categorise our students (Category 1 -5). The categories help to form setting arrangements in KS3.

### Quality Assurance

The school uses a number of systems to assure quality and share good practice in terms of the teaching, learning and assessment of literacy and numeracy:

- Lesson observations – the school's lesson planning, observation and feedback forms all have specific sections, which focus on literacy and numeracy.
- Learning walks – some trails focus specifically on aspects of literacy and numeracy
- Work Scrutiny – specific sections on literacy and numeracy
- Report Scrutiny – specific sections and guidance on literacy and numeracy in English and Mathematics.
- SOW Scrutiny
- The School and departmental improvement plans – have sections on literacy and numeracy.
- SERs – section focusing bon standards and provision for literacy and numeracy
- Departmental Meetings – sharing of good practice
- CPD workshops – sharing good practice
- Pupil voice sessions
- Analysing assessment data including bench marking with LA, Consortium and  Wales

### Evaluation

The Policy will be monitored and reviewed through the quality assurance process and be support by SLT and link governors.

### Communication

- The LNF can be viewed on the Learning Wales website.
- Copies of this policy are to be available on the School website, in the Staff Handbook, in the LNF area and on request.
- There is a whole school Literacy and Numeracy Toolkits, located in General drive which contains lots of useful help and advice on how to improve skills.

### Roles and Responsibilities

**The SLT lead for the LNF working with Senior Leaders should:**

- Actively support and drive the policy of improved literacy and numeracy for all.
- Help to manage, sustain, develop and evaluate the Literacy and Numeracy policy.
- Support the commitment to literacy and numeracy in the School Development Plan.
- Identify the school's particular curriculum and assessment needs, consider the possibilities and come to decisions about the organisation of the whole curriculum and the planning of learning pathways to suit the needs of individual learners.
- Identify opportunities for and facilitate the sharing of good practice within the school.
- Monitor the range of teaching and learning activities, ensuring that approaches are fully integrated.   Review and update teaching pedagogy through the provision of appropriate CPD, using outstanding teachers in literacy and numeracy to support development.
- Work with the Literacy and Numeracy co-ordinators and SENCO to coordinate feedback to parents/carers.
- Monitor, evaluate and report to governors on standards of literacy and numeracy throughout the school and the impact of actions aimed at raising these standards.
- Ensure that all staff understand and accept they have a responsibility to improve literacy and numeracy skills both through their teaching and day-to-day contact with pupils.
- Facilitate the improvement of literacy and numeracy skills by arranging an ongoing programme of training and support across the curriculum.
- Make suitable resources available to promote this policy.
- Place great importance on the role of parents and seek to involve them in supporting and promoting the development of their child's literacy and numeracy skills.

**ALNCO should:**

- Track and monitor pupils' literacy and numeracy skills and identify pupils for intervention.
- Use relevant data e.g. from the National Reading and Numeracy tests to identify pupils in need of intervention.
- Source, implement and maintain meaningful interventions programmes.
- Use Teaching Assistants to deliver interventions and monitor pupil progress and plan for improvement.
- Maintain and regularly review the intervention arrangements for pupils with additional needs.
- Liaise regularly with the SLT Skills Lead and the Literacy and Numeracy coordinators regarding the progress of pupils on the intervention programmes.

**The Numeracy/Literacy Coordinator should work with Senior Leaders, the Assistant Headteacher responsible for LNF, Curriculum Leaders, Class Teachers, Higher Level Teaching Assistants and Teaching to**

- Support subjects in the continued development of literacy and numeracy and ensure they are aware of the latest developments from the Welsh Government.
- Ensure the policy is implemented and work with the Senior Leadership Team to evaluate and update it annually.
- Work with key teachers from across the cluster on development of primary-secondary transition for literacy and numeracy.
- Use the analysis of literacy and numeracy data to inform planning for improvement.
- Collect evidence of good practice in literacy and numeracy from across the curriculum.
- Review the LNF provision and identify opportunities to develop and apply literacy and numeracy skills.

- Identify areas of literacy and numeracy that teachers are least confident of teaching within the context of a particular subject and discuss with the SLT LNF lead measures needed to address the identified issues.
- Ensure that new staff and newly qualified teachers (NQTs) are aware of the Literacy and Numeracy Framework policy and support them in school strategies.
- Attend CSC Literacy and Numeracy Coordinators Meetings and keep up to date on any new initiatives.
- Work with staff to ensure that all teachers are aware of the content of the LNF and the teaching and learning strategies in numeracy and literacy that are appropriate to the whole curriculum.
- Assist classroom teachers in identifying opportunities for the application of numeracy and literacy skills from the LNF, within their schemes of work.
- Raise awareness of the resources available to support and challenge pupils of all abilities.
- Monitor and evaluate the delivery of the LNF throughout the school.
- Highlight the need and arrange for any necessary training.
- Assist with the development of the use of rich tasks to embed and assess literacy and numeracy skills.

**DoLS and Leaders of Subject Areas should:**

- Ensure and sustain literacy and numeracy as a priority in both Faculty  policy and delivery
- So that all Schemes of Work include literacy and numeracy objectives taken from the National Literacy and Numeracy Framework for Wales. These objectives will inform what is taught, how it is taught, what is learnt and how it is assessed. Literacy and numeracy should also form part of activities outside the classroom wherever opportunities lie.
- Monitor the effective implementation of literacy and numeracy by members of their department.
- Identify and share good practice.
- Analyse and synthesise assessment data to support improvement.
- Track provision and raise any concerns regarding the development of literacy and numeracy.
- Work closely with other subject areas through the Literacy and Numeracy coordinators to coordinate schemes of work, including timing of teaching specific strategies and concepts relating to the LNF.
- Ensure consistency in the application of literacy and numeracy skills linked to the LNF across the subject area and all teaching staff.
- Monitor and evaluate the impact of these approaches on standards of learning for their subject areas.
- Ensure that the skills from the LNF are delivered consistently within the subjects of English and Mathematics.   Ensure all staff are aware of the numeracy and literacy resources available and how they might link to specific subjects.

**The Class Teacher should**

- Use the LNF as a starting point for medium term and weekly planning.
- Reinforce and develop pupils' numeracy and literacy skills.

- Be aware of individual pupils' numeracy and literacy needs and address those needs appropriately.
- Develop and update own skills, knowledge and understanding of numeracy and literacy.
- Use the numeracy methods that are agreed within the school's numeracy policy. Use the literacy methods that are agreed within the school's literacy policy.
- Gauge the level of difficulty of a task in terms of numeracy and literacy and differentiate appropriately.
- Provide feedback to the co-ordinators or SENCO where an individual pupil's progress in numeracy or literacy is causing concern.
- Provide a narrative report to parents on pupil's numeracy and literacy progress across the curriculum, (assessed against the expectations of the LNF from September 2014).
- Provide many and varied opportunities for pupils to develop their literacy and numeracy skills across the school day and across all subjects in the curriculum.
- Be familiar with the literacy and numeracy toolkits.
- Support the development of pupils' literacy and numeracy skills in line with the school's literacy and numeracy policies.

**Teaching assistants and coaches should:**

- Be familiar with the LNF.
- Understand the importance of literacy and numeracy skills in relation to raising standards of work in pupils.
- Support literacy and numeracy skills development in lessons.
- Monitor the progress of individuals and report concerns.
- Be familiar with the literacy and numeracy toolkits.

**Pupils should**

- Use and apply literacy and numeracy skills consistently across the curriculum as directed by subject staff.

**Parents should**

- Up-date their knowledge of the LNF in order to understand how it can support their child's literacy and numeracy skills.

**Involving governors**

Governors should be made aware of the LNF and of any developments within the school in respect of its implementation.

The school should have a named Governor for the LNF.

Governors should be given opportunities to observe good practice in the delivery of the LNF.

| Department | Literacy/Numeracy Focus |
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| Expressive Arts | Reading Strategies<br>- use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information<br> Comprehension: read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them.<br>Response and Analysis -summarise and synthesise information, e.g. concise account of a broad topic, using different sources<br>Writing: Language - use technical terms, language and expression consistent with the subject content. |
| Technology | <span style="color:red">Using Measuring Skills</span><br><span style="color:red">- Length, weight/mass, capacity: use the common units of measure, convert between related units of the metric system and carry out calculations.</span><br><span style="color:red">- convert between units of the metric system and carry out calculations.</span><br><span style="color:red">- calculate areas of compound shapes (e.g. consisting of rectangles and triangles) and volumes of simple solids (e.g. cubes and cuboids)</span><br>Writing – focus on developing writing to instruct<br>Writing: Language - use a wide range of technical terms, language and expression consistent with the subject content. |
| English | Oracy – speaking ;listening;  collaboration and discussion;<br>Reading Strategies:<br>-use their knowledge of:<br>– word roots and families<br>– grammar, sentence and whole-text structure.<br>Reading Comprehension:<br>- make connections between texts, their themes and factual content, and identify any agreement and contradictions<br>Response and Analysis<br>- distinguish between facts/evidence and bias/argument.<br>Writing |

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| | - Development of all non- literary text types.<br>Writing Language<br>   - All aspects.<br>Writing Grammar, Punctuation, Spelling<br>– All aspects.<br>Writing Meaning, purposes, readers<br>   - All Aspects<br>Writing Structure and Organisation<br>   - All aspects. |
| Humanities – Geography | <span style="color:red">Using measuring skills- Length, weight/mass, capacity.<br>   - read and interpret scales on a range of measuring instruments<br>Using data skills -Collect and record data<br>Present and analyse data<br>Interpret results<br>-plan how to collect data to test hypotheses<br>- examine results critically, select and justify choice of statistics recognising the limitations of any assumptions and their effect on the conclusions drawn<br>- interpret diagrams and graphs to compare sets of data.</span><br>Writing all four aspects with a focus on – develop writing to report. |
| Humanities – History | Reading: Responding to what had been read<br>   - locate and selectively use additional information and evidence from different sources<br>   - make connections between texts, their themes and factual content, and identify any agreement and contradictions.<br>Reading: Responding to what had been read<br>   - distinguish between bias and objectivity and explain how they are different.<br>   - identify different views of a topic and any areas of agreement and contradiction<br>   - summarise and synthesise information, e.g. concise account of a broad topic, using different sources.<br>Writing:  All four aspects with a focus on develop writing to report. |
| Humanities - RE | Oracy: Developing and presenting information and ideas  - speaking<br>   - present topics and ideas coherently, using techniques effectively, e.g. a clear |

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| | structure, anecdote to illustrate, plausible conclusions<br>- sustain a convincing point of view, anticipating and responding to other perspectives, e.g. in role or debate<br>Oracy: Developing and presenting information and ideas- Listening:<br>- respond positively and thoughtfully to new ideas and alternative points of view<br>- listen to information and ideas and identify how they are presented to promote a particular view point, e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions.<br>Oracy: Collaboration and discussion<br>- reach consensus and agree actions in groups, e.g. agreeing a plan, weighing up reasons and evidence.<br><br>Writing – all fours aspects with a focus in developing discussion text type |
| ICT | Reading: Responding to what had been read- Comprehension<br>- locate and selectively use additional information and evidence from different sources<br>Writing: Language<br>- use technical terms, language and expression consistent with the subject content.<br>Writing Grammar, Punctuation, Spelling<br>- use the full range of punctuation in order to clarify meaning, e.g. semicolons, colons, quotation marks<br><span style="color:red">Using data skills: Collect and record data<br>Present and analyse data. Interpret results<br>- interpret diagrams and graphs (including pie charts)</span> |
| Mathematics | <span style="color:red">Developing numerical reasoning<br>- Identify processes and connections<br>- Represent and communicate<br>- Review<br>Using number skills<br>- number facts and relationships<br>- Use number facts and relationships<br>- Fractions, decimals, percentages<br>- and ratio<br>- Calculate using mental and written methods</span> |

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| | <span style="color:red">- Estimate and check</span><br><span style="color:red">- Manage money</span><br><span style="color:red">**Using measuring skills**</span><br><span style="color:red">- Length, weight/mass, capacity</span><br><span style="color:red">- Time</span><br><span style="color:red">- Temperature</span><br><span style="color:red">- Area and volume</span><br><span style="color:red">- Angle and position</span><br><span style="color:red">**Using data skills**</span><br><span style="color:red">- Collect and record data</span><br><span style="color:red">- Present and analyse data</span><br><span style="color:red">- Interpret results</span> |
| MFL | Reading: Locating, selecting and using information<br>- use their knowledge of:<br>- – word roots and families<br>- – grammar, sentence and whole-text structure.<br>- use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information<br>Writing: Grammar, Punctuation, Spelling<br>- use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly. |
| Music | Reading: Locating, selecting and using information -Reading strategies<br>- read around a topic that interests them and develop a broader understanding of it through research.<br>Responding to what had been read – response and analysis<br>- evaluate texts in terms of quality and level of interest.<br>Writing: Organising ideas and information –<br>- make connections and/or elaborate to ensure full coverage of topic<br>Writing accurately – Language<br>- use a wide range of technical terms, language and expression consistent with the subject content. |
| PE | Oracy: Developing and presenting information and ideas<br>- present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusions<br>Oracy Listening: |

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| | - respond positively and thoughtfully to new ideas and alternative points of view<br>Oracy: Collaboration and discussion<br>- discuss opposing viewpoints and negotiate ways forward.<br><span style="color:red">Numeracy: Using measuring skills- Length, weight/mass, capacity<br>- convert between units of the metric system and carry out calculations.<br>Using measuring skills – time<br>- measure and record time in hundredths of a second.<br>Using number skills<br>- use rounding to estimate answers<br>Using data skills:<br>- interpret diagrams and graphs (including pie charts)</span> |
| Health and Wellbeing | Oracy: Developing and presenting information and ideas<br>- present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusions<br>Oracy Listening:<br>- respond positively and thoughtfully to new ideas and alternative points of view<br>Oracy: Collaboration and discussion<br>- discuss opposing viewpoints and negotiate ways forward. |
| Science | <span style="color:red">Numeracy: Using number skills – estimate and check<br>- use rounding to estimate answers to a given number of significant figures<br>Using measuring skills - Length, weight/mass, capacity<br>- use the common units of measure, convert between related units of the metric system and carry out calculations<br>Using measuring skills – time<br>- measure and record time in hundredths of a second<br>Using data skills - Collect and record data<br>Present and analyse data<br>Interpret results<br>- plan how to collect data to test hypotheses</span> |

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| | <span style="color:red">- construct a wide range of graphs and diagrams to represent discrete and continuous data<br>- interpret diagrams and graphs to compare sets of data</span><br>Writing – all fours aspects with a focus in developing instruction and explanation text types |
| Welsh | Developing and presenting information and ideas – speaking<br>- Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.<br>Writing accurately: Grammar, Punctuation, Spelling<br>- Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is usually correct in context<br>- Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is usually correct in context |