

LITERACY & NUMERACY OPEN EVENING

Wednesday 21st October 2015

The Literacy & Numeracy Framework (LNF)

- First announced June 2011
- Consultation Jun-Oct 2012
- Published in Jan 2013
- Statutory since Sept 2013

National Literacy and Numeracy Framework

To support schools in introducing the National Literacy and Numeracy Framework



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk



Information

Information document no: 120/2013

Date of issue: March 2013

Quotes from the Framework document



- Literacy and numeracy skills are absolutely essential in order for young people to reach their potential whether they are planning to enter further or higher education or the employment market.
- The LNF has been developed to help achieve our aims that the children of Wales are able to develop excellent literacy and numeracy skills during their time in school.
- The LNF has been developed as a curriculum planning tool for schools that will provide a continuum of development, clearly setting out annual expected outcomes in literacy and numeracy.

Useful resources

□ Interactive LNF

<http://goo.gl/WCZh64>

□ How was school today?

<http://goo.gl/WUgf2E>

The screenshot shows the Learning Wales website with the Welsh Government logo at the top. The main navigation bar includes 'Resource library', 'Professional learning', 'News', and 'About us'. The breadcrumb trail reads: Home > Resource library > All resources > National Literacy and Numeracy Framework > Literacy & Numeracy. The main content area is titled 'Literacy & Numeracy Framework' and features a table with filters for COMPONENT, STRAND, ELEMENT, and ASPECTS. The table shows 'Literacy' and 'Numeracy' as components, 'Oracy across the curriculum' and 'Developing and presenting info...' as strands, and 'Aspects displayed in grid below' as elements. A 'Downloads' button is visible in the top right corner of the content area.

COMPONENT	Literacy	Numeracy
STRAND	Oracy across the curriculum	
ELEMENT	Developing and presenting info...	
ASPECTS	Aspects displayed in grid below	

At the bottom of the page, there are three tabs: 'RfL routemap', 'A steps', and 'B steps'.

The poster features a close-up photo of a young girl with red hair and freckles, wearing safety goggles. In the top right corner, there is a blue box with the Welsh Government logo and the text 'Llywodraeth Cymru Welsh Government' and 'www.gov.wales'. At the bottom, there is a white box with the text 'How was school today?' and 'Parents' and carers' guide to secondary school for children aged 11 to 14'. A small icon of a house with the text 'mae addysg yn dechrau yn y cartref education begins at home' is also present.


LNF in school

- Toolkits
- Across the curriculum
- Pathway documents

LNF at St Alban's – Literacy

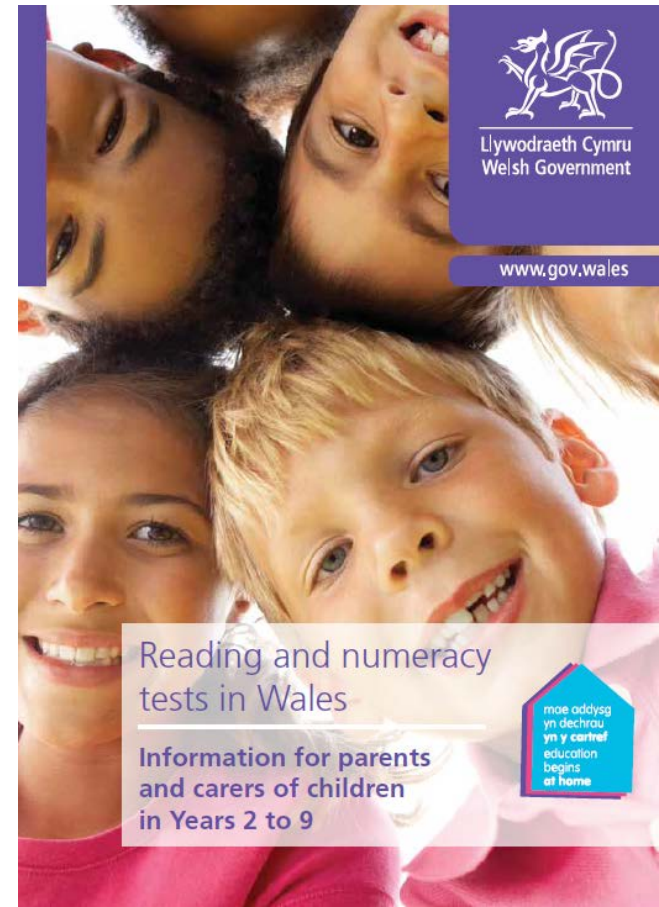
ORACY PUPIL LEARNING PATHWAY		WHAT IS YOUR NEXT STEP?		
Criteria	WHITE	BRONZE	SILVER	GOLD
Speaking	express issues and ideas clearly, using specialist vocabulary and examples	present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, <i>e.g. expression, tone of voice, volume</i>	present topics and ideas coherently, using techniques effectively, <i>e.g. a clear structure, anecdote to illustrate, plausible conclusions</i>	present ideas and issues convincingly using a range of techniques for impact, <i>e.g. rhetorical questions, appeals to listeners, gestures</i>
	speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested	respond to listeners' questions and comments constructively and in detail	respond to others' views positively and appropriately when challenged	respond to how listeners are reacting by adapting what they say and how they say it
	explore challenging or contentious issues through sustained role play	argue a convincing case using subject knowledge effectively, <i>e.g. in role or debate</i>	defend a point of view with information and reasons, <i>e.g. in role or debate</i>	sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i>
Listening	listen carefully to presentations and show understanding of the speakers' conclusions or opinions	respond thoughtfully to others' ideas, asking pertinent questions	respond positively and thoughtfully to new ideas and alternative points of view	consider the relevance and significance of information and ideas presented to them
	respond to others with questions and comments which focus on reasons, implications and next steps	listen to explanations of processes, sequences or points of view and identify the main points in order	listen to information and ideas (on-screen or live) and identify how evidence is used, <i>e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration</i>	listen to information and ideas and identify how they are presented to promote a particular view point, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i>
Collaboration & Discussion	contribute purposefully to group discussion to achieve agreed outcomes	make a range of contributions to discussions, <i>e.g. leading, encouraging and supporting others</i>	take a range of roles, <i>e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults</i>	take a range of roles in group discussion with greater autonomy, including in more formal situations, <i>e.g. chair, scribe</i>
	follow up points in group discussions, showing agreement or disagreement giving reasons.	reach consensus and agree actions in groups, <i>e.g. agreeing a plan, weighing up reasons and evidence.</i>	discuss opposing viewpoints and negotiate ways forward.	recognise a range of options for action and reach agreement to achieve the aims of the group.

LNF at St Alban's – Numeracy

	USING NUMBER SKILLS PUPIL LEARNING PATHWAY			WHAT IS YOUR NEXT STEP?
	WHITE	BRONZE	SILVER	GOLD
Use number facts and relationships	read and write numbers to 1 million and numbers to 3 decimal places	read and write numbers of any size and use the four operations and the connections between them, e.g. apply division as the inverse of multiplication		
	use mental strategies to recall multiplication tables up to 10x10 and use to solve division problems	recognise and apply key mental facts and strategies	recognise and apply key mental facts and strategies	
	multiply numbers and decimals by a multiple of 10, e.g. 15 x 30, 1.4cm x 20	use appropriate strategies for multiplication and division, including application of known facts use the terms square and square root	use known facts to derive others, e.g. use 7 x 6 to derive 0.7 x 6 use the terms cube, cube root and reciprocal	use powers and understand the importance of powers of 10 show awareness of the need for standard form and its representation on a calculator
Fractions, Decimals, Percentages and Ratio	use understanding of simple fraction, decimal and percentage equivalences, e.g. find 25% of 60cm and know that this is equivalent to $\frac{1}{4}$ of 60cm	use equivalence of fractions, decimals and percentages to compare proportions recognise that some fractions are recurring decimals, e.g. $\frac{1}{3}$ is 0.333	use equivalence of fractions, decimals and percentages to select the most appropriate for a calculation simplify a calculation by using fractions in their simplest terms	use equivalence of fractions, decimals and percentages to select the most appropriate for a calculation use and interpret different representations of fractions, e.g. mixed numbers and improper fractions
	calculate percentage quantities based on 10%, e.g. 20%, 5%, 15%	calculate percentages of quantities using non-calculator methods where appropriate	calculate a percentage, fraction, decimal of any quantity with a calculator where appropriate calculate the outcome of a given percentage increase or decrease	express one quantity as a percentage of another calculate a percentage increase or decrease
	use simple ratio and proportion	use ratio and proportion including map scales	use ratio and proportion to calculate quantities	use ratio and proportion to calculate quantities
Calculate using mental and written methods	add and subtract numbers using whole numbers and decimals	use efficient written methods to add and subtract numbers with up to 2 decimal places	use efficient written methods to add and subtract numbers with up to 2 decimal places	use efficient written methods to add and subtract numbers and decimals of any size, including a mixture of large and small numbers with differing numbers of decimal places
	multiply 2- and 3-digit numbers by a 2-digit number divide 3-digit numbers by a 2-digit number	multiply and divide 3-digit by 2-digit whole numbers, extending to multiplying and dividing decimals with 1 or 2 places by single-digit whole numbers multiply and divide whole numbers by 0.5, 0.2, 0.1	use efficient methods for multiplication and division of whole numbers and decimals, including decimals such as 0.6 or 0.06	multiply and divide whole numbers and decimals
		use the order of operations	use the order of operations including brackets	use the order of operations including brackets and powers
Estimate and check	check answers using inverse operations	use a range of strategies to check calculations including the use of inverse operations, equivalent calculations and the rules of divisibility		
	estimate by rounding to the nearest 10, 100, 1 000 or whole number	use rounding to estimate answers present answers to a given number of decimal places	use rounding to estimate answers to a given number of significant figures present answers to a given number of significant figures	make and justify estimates and approximations of calculations choose the appropriate degree of accuracy to present answers
Manage money	use the terms profit and loss in buying and selling activities and make calculations for this	use profit and loss in buying and selling calculations	carry out calculations relating to VAT, saving and borrowing	calculate using foreign money and exchange rates
	understand the advantages and disadvantages of using bank accounts	understand the advantages and disadvantages of using bank accounts, including bank cards	appreciate the basic principles of budgeting, saving (including understanding compound interest) and borrowing	understand the risks involved in different ways of saving and investing
	make comparisons between prices and understand which is best value for money	make informed decisions relating to discounts and special offers		describe why insurance is important and understand the impact of not being insured

National Tests

- ❑ The **2016** statutory tests will take place between:
27 April and 10 May for Secondary Schools
- ❑ Literacy – Reading
- ❑ Numeracy – Procedural & Reasoning
- ❑ Diagnostic testing in school
- ❑ Guide for parents at
<http://goo.gl/xhDCmD>
- ❑ Video explaining the results
<http://goo.gl/QYQTgE>



Literacy & Numeracy Intervention

□ Literacy

- Buddy reading with Mrs Woods
- Guided reading with Miss O'Keefe
 - Year 8 Wednesday
 - Year 9 Thursday

□ Numeracy

- Year 7 with Mrs Palmer
- Intervention with Mr James
 - Year 8 Monday & Tuesday
 - Year 9 Wednesday & Thursday