

# Literacy and Numeracy Framework Across The Curriculum

Literacy - Oracy across the curriculum Foundation Phase		Reception	Year 1	Year 2
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> <li>talk about things from their experience and share information</li> <li>use words, phrases and simple sentences</li> <li>express what they like and dislike</li> <li>speak audibly</li> <li>contribute to role-play activities using relevant language</li> <li>Welsh-medium statement: show awareness that some sounds change at the beginning of words, <i>e.g. y ci, y gath</i></li> </ul>	<ul style="list-style-type: none"> <li>express an opinion on familiar subjects</li> <li>talk about things they have made or done, explaining the process</li> <li>include some detail and some relevant vocabulary to extend their ideas or accounts</li> <li>speak audibly, conveying meaning to listeners beyond their friendship group</li> <li>adopt a role using appropriate language</li> <li>Welsh-medium statement: show awareness that some sounds change at the beginning of words, <i>e.g. y ferch</i></li> </ul>	<ul style="list-style-type: none"> <li>express opinions, giving reasons, and provide appropriate answers to questions</li> <li>extend their ideas or accounts by sequencing what they say and including relevant details</li> <li>speak clearly to a range of audiences</li> <li>adopt a specific role, using appropriate language in structured situations</li> <li>Welsh-medium statement: use some mutations that have been practised orally, <i>e.g. fy mag, i dref</i></li> </ul>
	Listening	<ul style="list-style-type: none"> <li>show that they have listened to others, <i>e.g. by drawing a picture</i></li> <li>join in, repeat or memorise rhymes, songs and stories with some support</li> <li>ask questions about something that has been said</li> </ul>	<ul style="list-style-type: none"> <li>listen to others, with growing attention, usually responding appropriately, <i>e.g. carrying</i></li> <li><i>out instructions</i></li> <li>join in, repeat or memorise a range of rhymes and songs</li> <li>retell narratives or information that they have heard</li> <li>show understanding of what they have heard by asking questions to find out more information</li> <li>Welsh-medium statement: answer questions usually using the correct formats, <i>e.g. Oes? Oes/Nac oes</i></li> </ul>	<ul style="list-style-type: none"> <li>listen to others with concentration, understanding the main points and asking for clarification if needed</li> <li>retell narratives or information that they have heard, sequencing events correctly</li> <li>show understanding of what they have heard by asking relevant questions to find out specific information</li> <li>Welsh-medium statement: answer questions by using the correct formats, <i>e.g. Ydy? Ydy/Nac ydy</i></li> </ul>
	Collaboration and discussion	<ul style="list-style-type: none"> <li>exchange ideas in one-to-one and small group discussions, <i>e.g. with friends</i></li> <li>take part in activities alongside others, with some interaction.</li> </ul>	<ul style="list-style-type: none"> <li>contribute to conversations and respond to others, taking turns when prompted</li> <li>take part in activities with others and talk about what they are doing.</li> </ul>	<ul style="list-style-type: none"> <li>contribute to discussion, keeping a focus on the topic and taking turns to speak</li> <li>share activities and information to complete a task.</li> </ul>

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Literacy - Reading across the curriculum Foundation Phase		Reception	Year 1	Year 2
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> <li>• choose reading materials including books</li> <li>• recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters):                             <ul style="list-style-type: none"> <li>- blend combinations of letters</li> <li>- segment combinations of letters</li> </ul> </li> <li>• read simple words such as consonant-vowel-consonant words</li> <li>• read simple captions and texts recognising high-frequency words</li> <li>• show an awareness of full stops when reading</li> <li>• show an awareness of the difference between stories and information texts</li> <li>• make meaning from visual features of the text, <i>e.g. illustrations, photographs, diagrams and charts</i></li> <li>• recognise and make meaning from words and pictures on-screen</li> </ul>	<ul style="list-style-type: none"> <li>• choose reading materials and explain what the text is about and why they like it</li> <li>• apply the following reading strategies with increasing independence:                             <ul style="list-style-type: none"> <li>- phonic strategies to decode words</li> <li>- recognition of high-frequency words</li> <li>- context clues, <i>e.g. prior knowledge</i></li> <li>- graphic and syntactic clues</li> <li>- self-correction, including re-reading and reading ahead</li> </ul> </li> <li>• read suitable texts with accuracy and fluency</li> <li>• read aloud with attention to full stops and question marks</li> <li>• read aloud with expression, showing awareness of exclamation and speech marks</li> <li>• identify simple text features such as titles and pictures to indicate what the text is about</li> <li>• look for clues in the text to understand information</li> <li>• understand the meaning of visual features and link to written text, <i>e.g. illustrations, photographs, diagrams and charts</i></li> <li>• identify words and pictures on-screen which are related to a topic</li> </ul>	<ul style="list-style-type: none"> <li>• choose reading materials independently giving reasons for their choices</li> <li>• apply the following reading strategies with increasing independence to a range</li> <li>• of familiar and unfamiliar texts:                             <ul style="list-style-type: none"> <li>- phonic strategies</li> <li>- recognition of high-frequency words</li> <li>- context clues, <i>e.g. prior knowledge</i></li> <li>- graphic and syntactic clues</li> <li>- self-correction, including re-reading and reading ahead</li> </ul> </li> <li>• read a range of suitable texts with increasing accuracy and fluency</li> <li>• read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace</li> <li>• identify and use text features, <i>e.g. titles, headings and pictures</i>, to locate and understand specific information</li> <li>• look for key words to find out what the text is about</li> <li>• use the different features of texts to make meaning, <i>e.g. pictures, charts and layout</i></li> <li>• identify key words to search for information on-screen, and modify search words as necessary</li> </ul>

Responding to what has been read	Comprehension	<ul style="list-style-type: none"> <li>• retell familiar stories in a simple way</li> <li>• identify information from a text using visual features and words</li> <li>• relate information and ideas from a text to personal experience</li> </ul>	<ul style="list-style-type: none"> <li>• retell events from a narrative in the right order</li> <li>• identify information related to the subject of a text</li> <li>• recall details from information texts</li> <li>• use personal experience to support understanding of texts</li> </ul>	<ul style="list-style-type: none"> <li>• recall and retell narratives and information from texts with some details</li> <li>• identify information from a text accurately and sort into categories or headings</li> <li>• explain relevant details from texts</li> <li>• draw upon relevant personal experience and prior knowledge to support understanding of texts</li> </ul>
	Response and analysis	<ul style="list-style-type: none"> <li>• show an interest in books and other reading materials and respond to their content</li> <li>• follow texts read to them and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• express a view about the information in a text</li> <li>• explore language, information and events in texts</li> <li>• make links between texts read and other information about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• express views about information and details in a text</li> <li>• show understanding and express opinions about language, information and events in texts</li> <li>• make links between texts read and new information about the topic</li> </ul>

# Literacy and Numeracy Framework Across The Curriculum

Literacy - Writing across the curriculum Foundation Phase		Reception	Year 1	Year 2
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> <li>compose and dictate a sentence describing events, experiences and pictures to communicate meaning</li> <li>convey meaning through pictures and mark making</li> <li>recognise the alphabetic nature of writing and understand that written symbols have meaning</li> <li>copy and write letters, words and phrases</li> <li>use pictures and symbols to compose writing on-screen</li> </ul>	<ul style="list-style-type: none"> <li>communicate purposefully in writing, <i>e.g. may be supported by a drawing</i></li> <li>use pictures, symbols, letters in sequence and familiar words to communicate meaning</li> <li>talk about what they are going to write</li> <li>write words, phrases and simple sentences and read back own attempts</li> <li>select letters, words and pictures to compose writing on-screen</li> </ul>	<ul style="list-style-type: none"> <li>write for different purposes</li> <li>write text which makes sense to another reader, which may include details and pictures</li> <li>use talk to plan writing</li> <li>re-read and improve their writing to ensure that it makes sense</li> <li>experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily</li> </ul>
	Structure and organisation	<ul style="list-style-type: none"> <li>begin to sequence words, signs or symbols appropriately</li> <li>contribute to a form modelled by the teacher, <i>e.g. through shared writing</i></li> <li>show understanding of different formats, <i>e.g. cards, lists, invitations</i></li> </ul>	<ul style="list-style-type: none"> <li>sequence content correctly, <i>e.g. instructions, recipes</i></li> <li>follow a form modelled by the teacher</li> <li>understand different types of writing, <i>e.g. records of events, descriptions, narrative</i></li> </ul>	<ul style="list-style-type: none"> <li>follow a structure in their writing with support, <i>e.g. reports, lists</i></li> <li>follow and build upon a form modelled by the teacher</li> <li>organise writing with a beginning, middle and end</li> <li>use different types of writing appropriate to purpose and reader</li> </ul>
Writing accurately	Language		<ul style="list-style-type: none"> <li>use specific words which relate to the topic of their writing</li> </ul>	<ul style="list-style-type: none"> <li>understand and use language appropriate to writing</li> <li>use simple subject-related words appropriately</li> </ul>
	Handwriting Grammar Punctuation Spelling	<ul style="list-style-type: none"> <li>hold writing instruments appropriately</li> <li>write from left to right</li> <li>discriminate between letters</li> <li>distinguish between upper- and lower-case letters</li> <li>use correct initial consonant by beginning</li> <li>to apply phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>form upper- and lower-case letters that are usually clearly shaped and correctly orientated</li> <li>use capital letters and full stops with some degree of consistency</li> <li>begin to use connectives to expand a point</li> </ul>	<ul style="list-style-type: none"> <li>form upper- and lower-case letters accurately and with consistent size</li> <li>use capital letters, full stops and question marks accurately, and sometimes use exclamation marks</li> <li>use connectives to write compound sentences</li> </ul>

		<ul style="list-style-type: none"> <li>• use familiar and high-frequency words in writing</li> <li>• Welsh-medium statement: show awareness that some sounds change at the beginning of words, <i>e.g. y ci, y gath.</i></li> </ul>	<ul style="list-style-type: none"> <li>• spell some words conventionally, including consonant-vowel-consonant and common digraphs, <i>e.g. th, ck</i></li> <li>• use spelling strategies such as sound-symbol correspondence and segmenting</li> <li>• spell high-frequency words correctly</li> <li>• Welsh-medium statement: show awareness that some sounds change at the beginning of words, <i>e.g. y ferch.</i></li> </ul>	<ul style="list-style-type: none"> <li>• use ordering words, <i>e.g. first, next, then, lastly</i></li> <li>• use standard forms of verbs, <i>e.g. see/saw, go/went</i>, and subject-verb agreement, <i>e.g. I was/we were</i></li> <li>• use spelling strategies such as segmenting, simple roots and suffixes, <i>e.g. ing, ed</i></li> <li>• spell high-frequency words correctly</li> <li>• Welsh-medium statement: use some mutations, that have been practised orally, <i>e.g. fy mag, i dre</i></li> <li>• Welsh-medium statement: spell some words that use <i>ŷ /u/i</i>, <i>e.g. tŷ, llun</i>, and diphthongs, <i>e.g. coed.</i></li> </ul>
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# Literacy and Numeracy Framework Across The Curriculum

Numeracy across the curriculum Foundation Phase		Reception	Year 1	Year 2
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Developing numerical reasoning	Identify processes and connections	<ul style="list-style-type: none"> <li>transfer mathematical skills to play and classroom activities</li> <li>identify steps to complete the task or reach a solution</li> <li>select appropriate mathematics and techniques to use</li> <li>select and use relevant number facts and mental strategies</li> <li>select appropriate equipment and resources</li> <li>use knowledge and practical experience to inform estimations</li> </ul>		
	Represent and communicate	<ul style="list-style-type: none"> <li>use everyday and mathematical language to talk about their own ideas and choices</li> <li>present work orally, pictorially and in written form, and use a variety of ways to represent collected data</li> <li>devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences</li> </ul>		
	Review	<ul style="list-style-type: none"> <li>use checking strategies to decide if answers are reasonable</li> <li>interpret answers within the context of the problem and consider whether answers are sensible</li> <li>interpret information presented in charts and diagrams and draw appropriate conclusions</li> </ul>		
Using number skills	Use number facts and relationships	<ul style="list-style-type: none"> <li>count reliably up to 10 objects</li> <li>read and write numbers to at least 10</li> <li>compare and order numbers to at least 10</li> </ul>	<ul style="list-style-type: none"> <li>count reliably up to 20 objects</li> <li>read and write numbers to at least 20</li> <li>compare and order numbers to at least 20</li> <li>use number facts within 10, i.e.:                             <ul style="list-style-type: none"> <li>- doubling and halving, e.g. <math>4 + 4</math></li> <li>- bonds of 10, e.g. <math>6 + 4</math></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>count sets of objects by grouping in 2s, 5s or 10s</li> <li>read and write numbers to 100</li> <li>compare and order 2-digit numbers</li> <li>use mental recall of number facts to 10 to derive other facts, i.e.:                             <ul style="list-style-type: none"> <li>- doubling and halving, e.g. derive <math>40 + 40</math> from knowing <math>4 + 4</math></li> <li>- bonds of 10, e.g. derive <math>60 + 40</math> from knowing <math>6 + 4</math></li> </ul> </li> <li>recall and use 2, 5 and 10 multiplication tables</li> </ul>
	Fractions, decimals, percentages and ratio	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>find halves in practical situations</li> </ul>	<ul style="list-style-type: none"> <li>find halves and quarters in practical situations</li> </ul>
	Calculate using mental and written methods	<ul style="list-style-type: none"> <li>combine two groups of objects to find 'how many altogether?'</li> <li>take away objects to find 'how many are</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract numbers involving up to 10 objects</li> <li>use 'counting on' strategies to add 2 collections, starting with the larger number,</li> </ul>	<ul style="list-style-type: none"> <li>find small differences within 20 by using 'counting on' strategies</li> <li>use mental recall of number facts to 10 and place value to add or subtract larger</li> </ul>

		left?	<i>e.g. 8 + 5</i>	numbers, <i>e.g. 24 + 4, 30 + 5, 34 + 10</i>
	Estimate and check	•	• make a sensible estimate of a number of objects that can be checked by counting	• use checking strategies: - repeat addition in a different order • - use halving and doubling within 20
	Manage money	• use 1p, 2p, 5p and 10p coins to pay for items	• use different combinations of money to pay for items up to 20p • find totals and give change from 10p	• use different combinations of money to pay for items up to £1 • find totals and give change from multiples of 10p
Using measuring skills	Length, weight / mass, capacity	• use direct comparisons with: - length, height and distance, <i>e.g. longer/shorter than</i> - weight/mass, <i>e.g. heavier/lighter than</i> • - capacity, <i>e.g. holds more/less than</i>	• use non-standard units to measure: - length, height and distance - weight/mass • - capacity	• use standard units to measure: - length, height and distance: metres, half metres or centimetres - weight/mass: kilograms or 10 gram weights • - capacity: litres
	Time	• demonstrate a developing sense of how long tasks and everyday events take • use the concept of time in terms of their daily activities	• use standard units of time to read 'o'clock' using both analogue and 12-hour digital clocks • use the concept of time in terms of their daily and weekly activities and the seasons of the year	• read 'half past', 'quarter past' and 'quarter to' on an analogue clock • read hours and minutes on a 12-hour digital clock
	Temperature	• use direct comparisons when describing temperature, <i>e.g. hot/cold</i>	• use descriptive words for a range of temperatures, <i>e.g. cooler/warmer</i>	• compare daily temperatures using a thermometer (°C)
	Area and volume Angle and position	• move in given directions	• make whole turns and half turns	• Recognise half and quarter turns, clockwise and anti-clockwise • Recognise that a quarter turn is a right angle
Using data skills	Collect and record data Present and analyse data Interpret results	• sort and classify objects using one criterion • record collections using marks, numbers or pictures.	• sort and classify objects using more than one criterion • collect information by voting or sorting and represent it in pictures, objects or drawings • make lists and tables based on data collected.	• gather and record data from: - lists and tables - diagrams - block graphs - pictograms where the symbol represents one unit • extract and interpret information from lists, tables, diagrams and graphs.