SHARING GOOD PRACTICE IN DEVELOPING

PUPILS' LITERACY SKILLS

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ⌖ nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
- ⌖ primary schools;
- ⌖ secondary schools;
- ⌖ special schools;
- ⌖ pupil referral units;
- ⌖ independent schools;
- ⌖ further education;
- ⌖ adult community-based learning;
- ⌖ youth support services;
- ⌖ youth and community work training;
- ⌖ LAs;
- ⌖ teacher education and training;
- ⌖ work-based learning;
- ⌖ careers companies;
- ⌖ offender learning; and
- ⌖ the education, guidance and training elements of The Department for Work and Pensions funded training programmes.

Estyn also:

- ⌖ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ⌖ makes public good practice based on inspection evidence.

SHARING GOOD PRACTICE IN DEVELOPING PUPILS' LITERACY SKILLS

Background

In September 2008, Estyn hosted a conference on literacy for over a 100 representatives from schools, local authorities, teacher training establishments, the Welsh Assembly Government and other interested parties. Jane Hutt AM, Minister for Children, Education, Lifelong Learning and Skills, opened the conference. Dr Bill Maxwell, Her Majesty's Chief Inspector of Education and Training in Wales, spoke about raising standards of literacy in Wales.

The conference focused on the findings of two of Estyn's most recent reports on literacy – 'Improving the learning and teaching of early reading skills' and 'Best practice in the reading and writing of pupils aged 7 to 14 years'.

The conference also provided delegates with opportunities to hear about research into the teaching of reading skills from Professor Viv Edwards of the University of Reading, information about Basic Skills Cymru policy and practice from Toni Schiavone, Director, Basic Skills Cymru and a perspective on issues in learning and teaching Welsh from Meinir Ebbsworth, adviser, Ceredigion County Council. Information from the PowerPoint presentations of Professor Viv Edwards and Meinir Ebbsworth are included.

Discussion groups brought practioners, senior managers and policy makers together to consider ways of improving practice in order to raise standards of literacy for learners aged 3 to 14-years-of-age. Sharing good practice more widely is essential to help raise standards in English and Welsh as a first language. The effective practices identified through these discussions have been grouped under key questions to assist leaders and managers to review areas of work and drive improvement further. Some examples of successful practice are also included.

Recent Estyn publications that refer to aspects of literacy include:

- Improving the Learning and Teaching of Early Reading Skills (2007); and

- Best practice in the reading and writing of pupils aged 7 to 14 years (2008).

Best practice in the reading and writing of pupils aged 5 to 7 years will be published in 2009.

IMPROVING THE LEARNING AND TEACHING OF READING AND WRITING SKILLS FOR PUPILS AGED 3 TO 14-YEARS

Q **What can schools do to make certain that listening and speaking skills are developed as essential pre-requisites for learning to read?**

- Recognise that early progress in reading depends on the learner's oral language development.

- Give greater status to oracy and extend the range of opportunities for using talk in the classroom.

- Focus on establishing good listening behaviour so that pupils are attentive and concentrate on what they hear.

- Develop pupils' listening skills so that they can analyse and be discriminating about the individual words and sounds they hear.

- Encourage 'talk partners' and approaches such as 'hot seating' to develop oracy skills.

- Emphasise oral language play, such as word games, which contribute to the development of phonological awareness.

- Use resources, such as listening stations and radio programmes to help develop aural skills.

- Help pupils to reflect much more deliberately on words so that they can distinguish and segment sounds within words and between words.

- Develop rhyme awareness as an important part of oral language activities.

- Develop syllable awareness so that pupils can hear parts or segments of phonemes that comprise the rhythm of the word.

- Assess pupils' oral skills regularly so that this information can inform the planning of new work.

- Use many different contexts, such as imaginative play and drama, indoor and outdoor play experiences, to provide meaningful learning contexts for enjoying, sharing and developing language skills.

Q **How can the teaching of phonics be systematically and consistently undertaken as an integrated part of approaches to learning to read?**

- Be consistent in the way that phonics is taught throughout the school so that there is continuity in pupils' learning.

- Ensure that there is frequent and regular delivery of the programme.

- Make certain that there is a brisk pace to the teaching of the programme.

- Take account of research evidence so that the place of phonics is recognised as a necessary but not the only condition for learning to read.

- Make certain that staff have good knowledge and understanding of the learning and teaching of phonics.

- Use motivating and interesting approaches to teach phonics.

- Make skilful use of assessment to inform the next learning step.

- Use a variety of ways to support pupils who make slower or insecure progress.

- Make certain trainee teachers know how to teach phonics.

Q What should schools do to give more attention to improving pupils' writing?

- Audit the range of pupils' work to make certain that all pupils have full, rich and challenging experiences of writing.

- Support and scaffold pupils' writing and use techniques such as modelling writing, writing frames and story and sentence starters.

- Make the most of opportunities to use information and communications technology for planning, drafting, revising and presenting writing.

- Give writing a high profile in the school so that pupils see teachers and other adults writing and attractive displays of their written work.

- Ensure teaching gives close attention to content, expression and accuracy in pupils' writing.

- Focus on groups and individuals who make the least progress.

- Identify specific issues that hold back pupils' progress in writing.

- Target initiatives for improvement on the weak aspects of writing in English and Welsh evident within the school.

- Engage widely in sharing good practice and professional learning to strengthen and extend the school's capacity for improvement.

- Undertake systematic monitoring and thorough evaluation so that the learning and teaching of writing are as good as they can be.

Q **How can schools use the whole curriculum more effectively to develop pupils' reading and writing skills?**

- Develop a whole school policy that ensures coherence and consistency and makes the development of communication skills the responsibility of all staff;

- Identify a senior manager who can give status to the work and champion literacy across the curriculum.

- Make certain that reading and writing are strongly embedded in all schemes of work and lesson plans and identify the specific reading and writing skills to be developed.

- Ensure that reading and writing demands in subjects across the curriculum take enough account of pupils' existing skills and are adapted to suit pupils' learning needs.

- Develop links with pupils' individual reading programmes, so that work in subjects builds successfully on their knowledge and understanding.

- Use challenging and varied writing tasks in work across the curriculum.

- Help pupils acquire the specific terminology applicable to the subjects they study.

- Give consistent attention to the standards of pupils' spelling, grammar and handwriting in work across the curriculum.

- In secondary schools, challenge perceptions that communication skills are the sole responsibility of Welsh and English teachers.

- Engage widely in sharing good practice and professional learning to strengthen and extend the school's capacity for improvement.

- Undertake systematic monitoring and thorough evaluation so that the learning and teaching of reading and writing skills are as good as they can be throughout the school.

Q **How can schools do more to take account of the interest and literacy learning needs of boys?**

- Provide authentic reading and writing tasks that are relevant to boys' needs and interests – make it 'cool' to read and write well.

- Use challenges and competitions to engage and motivate boys.

- Avoid over-generalising from research, such as boys do not like fiction.

- Make certain that lesson plans have clear achievable aims that are shared with pupils.

- Ensure oral work precedes reading and writing so that pupils talk to rehearse their work and are better prepared for tasks.

- Use role-play, drama and collaborative group work so that learning is interesting and exciting.

- Use a variety of stimulating activities using literary and non-literary materials, which appeal to boys' interests.

- Provide resources, such as writing frames and templates that support pupils' learning effectively.

- Use structured and purposeful reading and writing tasks that are explained clearly.

- Use of the motivating effect of technology to encourage communication, reading and research.

- Closely monitor pupils' work and provide specific support for those who need help with organising their work.

- Give attention to the seating and grouping arrangements to bring maximum benefits to boys and girls' learning.

- Use positive strategies that build pupils' self-esteem and reward effort and good work.

Q **What more do schools need to do to improve transition in English and Welsh, particularly between Year 6 and Year 7?**

- Develop shared schemes of work to enable clearer continuity and better progression, for example across Year 5 to Year 8.

- Share reading logs and samples of writing to help staffs' understanding of pupils' achievements when they transfer to the secondary school.

- Improve staffs' knowledge of the learning and teaching of reading and writing in their partner schools.

- Improve the use of information that is passed between schools.

- Resist re-testing pupils when information is already available and this will lose valuable learning and teaching time.

- Access staff training across-phases so that teachers have a secure understanding

Q What more can be done to help all pupils make as much progress in English and Welsh as they can?

- Give sufficient attention to the four areas of listening and speaking, reading and writing.

- Make certain that pupils' progress is not constrained by gaps in coverage of the teaching programmes or a lack of continuity in their learning.

- Make certain that all staff know how to teach and improve pupils' reading and writing skills.

- Improve assessment systems so that they are straightforward, consistent and used effectively and regularly throughout the school.

- Gather and use information that identifies the reading and writing skills that pupils have already achieved.

- Use assessment information to determine accurately the next stage of teaching in order to meet pupils' learning needs.

- Track and monitor the progress of all pupils.

- Use assessment information to inform the composition of teaching groups to avoid limiting pupils' progress by a too fast or too slow pace of learning.

- Make effective use of pupil self and peer assessment.

- Help parents to be more involved in supporting their child's learning.

- Provide opportunities for parents and their children to benefit from language and literacy support programmes.

- Provide more information to parents on how reading and writing are taught in the school, where appropriate.

- Maintain a regular dialogue with parents to strengthen partnerships and help keep parents informed about their child's progress.

- Develop cross-phase training to help teachers know more about primary and secondary practice.

Q **How can senior managers in schools make certain that the learning and teaching of reading and writing skills are as good as they can be?**

- Have clear literacy strategies that are shared and effective in improving standards of literacy.

- Raise staffs' awareness of literacy and gain acceptance that it is everyone's responsibility to help improve pupils' reading and writing skills.

- Recognise that literacy is multi-faceted, which can act as a barrier to non-specialists, who may need support.

- Create an ethos in which teachers of subjects other than English, are comfortable in asking for support in developing literacy.

- Make certain that work across the whole curriculum contributes very effectively to developing pupils' reading and writing skills.

- Use a senior manager to champion literacy and gave status to work in the school.

- Iron out inconsistencies and tensions in practice that prevent progress.

- Keep knowledge and understanding of current research and effective practice up-to-date.

- Engage widely in sharing good practice and professional learning to strengthen and extend the school's capacity for improvement.

- Target initiatives for improvement on the weak aspects evident in English and Welsh.

- Undertake systematic monitoring and thorough evaluation so that the learning and teaching of reading and writing skills are as good as they can be throughout the school.

Examples of successful practice in raising standards of reading and writing

Developing community links

A large bookstore chain is working with staff in a local authority (LA) to offer workshops and services for parents of pupils supported by 'Catch-Up' and 'Dyfal Donc' programmes.

The bookstore provides starter boxes of books to buy, which indicate the levels used in the reading schemes, and they put together bespoke lists of books for schools. They offer discount vouchers to help parents buy from the displayed stock of materials. Staff from the bookstore also host workshops for parents on Saturday mornings. While their children are cared for in a crèche, parents can meet with staff from the LA to discuss how to help their child improve their reading skills.

This initiative has been successful in gaining the greater involvement of parents in supporting their child's learning.

Improving the consistency of teacher assessment

In one local authority (LA) with a small number of secondary schools, advisers arranged for each secondary cluster to develop a levelled portfolio of pupils' work chosen from either English, Welsh, science, mathematics or information and communications technology. The staff from schools within each cluster and advisers and advisory teachers, meet regularly to complete the work.

The portfolios for each subject include examples of work across key stage 2 and key stage 3. Work is annotated and levelled. This approach has reduced the demands on schools to produce their own portfolios. All primary and secondary schools now have common portfolios of work, which is helping to secure improvements in teacher assessment.

Developing learning support partners

In a secondary school, Year 12 and 13 students have become learning support partners for pupils in Years 7 and 8.

The younger pupils are assessed to determine the kind of learning support they need. The older students act as buddies and help the younger pupils with their learning development, such as how to manage and organise their homework demands and how to improve their reading and learning skills. At the end of the first year, most younger students make better than expected improvements in their learning.

All partners find the work worthwhile and enjoy the opportunity to work with others. The school has approached a learning partner so that the older students can gain accreditation for their involvement.

Providing real purposes for writing

An inter-generational history project provided real purposes for writing in a secondary school.

Pupils plan and hold interviews with older members of the community. These interviews yield a rich range of information that has a 'real-life' flavour, which is appealing to pupils. As a result, all pupils, including those who do not see themselves as writers, are highly motivated to undertake a range of writing tasks, including poetry, evaluations and non-fiction work. The work they produce is of a very high standard and quality.

Developing reading friends

In a primary school, staff arrange for pupils to become reading friends. On a weekly basis, Year 6 pupils read with Year 3 pupils, Year 5 pupils read with Year 2 pupils, Year 4 pupils read with Year 1 pupils and Year 3 pupils read with reception children.

There are simple guidelines for the reading friends, such as how to discuss the book, how to help your reading friend read new words and how to note any difficulties they experience.

Staff report that pupils thoroughly enjoy these sessions. They raise pupils' self-confidence and esteem, give opportunities for them to take responsibility and help to motivate boys.

Improving planning for writing

In a primary school, staff devise a framework to help them plan for pupils to write in a range of genres across the curriculum. The framework helps staff to make certain that each genre of writing is used during the year in different subject areas. The framework also helps staff to make certain that the genre is repeated in a different context in successive years. The teaching focuses strongly on range and progression. This approach has helped staff to improve the quality of pupils' writing and their command over writing in different forms.

Presentations

Research on the teaching of early reading skills
Facts and fantasies

Professor Viv Edwards
University of Reading

The holy grail of literacy

- ✦ debates on the most effective way of teaching children to read date back to the sixteenth century
- ✦ contemporary debate centres on the relative importance of 'part-to-whole' and 'whole-to-part' approaches
- ✦ advocates of both approaches recognize
  - ✦ the importance of the relationships between letters and sounds
  - ✦ understanding is the goal of reading instruction.

Notes: The quest for the Holy Grail of literacy – the most effective way of teaching children to read – dates back to the sixteenth century (Davies, 1973). For the last 40 years, though, the debate has centred on the relative importance of 'part-to-whole' approaches, such as phonics and word recognition, and 'whole-to-part' approaches such as whole language.

Advocates of the two approaches differ in their ideas on how children learn to read. But both recognize the importance of the relationships between letters and sounds, and both share the belief that the ultimate goal of reading instruction is understanding.

In fact, many people for some time now have been feeling there's an unnecessary polarization in the debate about teaching methods. By the late 1980s, there was strong support across the English-speaking world for the idea that no one method of teaching reading was suitable for all children: what was needed was a balanced approach, using a variety of methods. In fact, most educationalists have continued to promote the benefits of a balanced approach but, over all, the pendulum has swung increasingly towards the teaching of phonics.

Literature reviews

- ✦ Reviews of research fall in two main categories
- ✦ systematic
- ✦ narrative

Notes: There's a growing consensus that evidence-based research should underpin educational policy. So what does the research tell us? Well, what I'd like to do this morning is to outline the difficulties in providing clear-cut answers to the questions that policy makers and teachers want answers for.

The first thing to take into account is that there's an enormous amount of research. Most of the attempts to answer the big questions that interest policy makers start by undertaking reviews of the literature and these fall into two main categories: systematic and narrative.

Systematic reviews

✦ use explicit methods and pre-specified criteria to identify studies for meta-analysis (a method of statistically summarizing quantitative outcomes from a range of studies)
✦ aim to increase the validity of the findings through transparency in both the selection of studies and methods of analysis.
✦ not, however, without problems.

Notes: Systematic reviews use explicit methods and criteria to identify studies for comparison. What do I mean by meta-analysis? Well meta-analysis is a method of statistically summarizing outcomes from a range of studies. The aim is to increase the validity of the findings through transparency both in the selection of studies and methods of analysis. In other words, people are trying to ensure that you're comparing like with like. But this way of doing things is by no means without problems. Let's take one example of a meta-analysis – the one undertaken by the very influential National Reading Panel in the USA.

Problems with systematic reviews

✦ Interpretation
✦ Insufficient data
✦ Unduly narrow focus
✦ Dangers of overgeneralization.

Notes: There's a whole range of problems with systematic reviews:

Interpretation: in America, the National Reading Panel undertook a meta-analysis of studies on the teaching of reading, their findings differed in a number of important respects from the findings of another team of highly respected researchers who reanalyzed essentially the same studies.

Insufficient data: The meta-analysis undertaken just three years later by Torgerson and colleagues points to another problem. Because they used even stricter criteria they weren't able to answer several of their research questions because they were drawing on so few studies.

Unduly narrow focus: Another problem with meta-analyses is that they only draw on quantitative data. You need to understand, though, that there's been a lot of dissatisfaction with quantitative studies in educational research – many people feel that it oversimplifies the very complex world of the classroom.

Dangers of overgeneralization: They also point to the dangers of overgeneralization. Many of quantitative studies are based on very short interventions; many of the

interventions are delivered by a researcher or someone other than the classroom teacher.

So what's the alternative?

Narrative reviews

✦ reporting on studies undertaken from a range of theoretical positions, both qualitative and quantitative
✦ also have inherent weaknesses, including bias in both the selection of studies and their interpretation.

Notes: The other kind of reviews are narrative reviews. They have the advantage of including qualitative and quantitative research. But they also have weaknesses, including bias in the selection of studies and bias in interpretation. So where precisely does this leave us?

Consensus from reviews

✦ systematic phonics instruction is a *necessary* but not *sufficient* conditio*n* for the teaching of reading
✦ weight of opinion favours a balanced approach over either whole-language or phonics approaches used in isolation.
✦ crisis over pedagogy appears more manufactured that real.

Notes: Well … It seems reasonable to say that systematic phonics instruction is a *necessary* but not *sufficient* condition for the teaching of reading

The weight of opinion would seem to favour a balanced approach over either whole-language or phonics approaches used in isolation.

And well all is said and done, it seems reasonable to conclude that the crisis over pedagogy appears more manufactured that real.

Why all the fuss anyway?

✦ explicit links are being made between the 'products' of schooling, the labour market and national economic performance
✦ politicians and legislators are appropriating debates on the philosophy and methodology of literacy teaching which, traditionally, were the territory of academics.

Notes: Which brings us to another question – why all the fuss anyway?

To answer this question, a lot of people feel we have to look beyond education to politics.

There's a lot of emphasis today on 'products' of schooling – the labour market and national economic performance. So perhaps it's not surprising that politicians and

legislators have appropriated debates on the philosophy and methodology of literacy teaching, debates which, traditionally, were the territory of teachers and academics.

International reviews

✦ US National Reading Panel, 2000
✦ New Zealand House of Representatives' Inquiry into the Teaching of Reading, 2001
✦ National Inquiry into the Teaching of Literacy in Australia, 2005
✦ Torgerson 2006
✦ Rose Independent Report
✦ ESTYN report

Notes: Just look at the interest in this area on the part of national legislatures:

But to make my point, I'd like to stick a while with the American situation.

US situation

✦ 101 US bills encouraging or mandating phonics instruction introduced in state legislatures between 1990 and 2000.
  ✦ These initiatives tend to be associated with Republican legislators
  ✦ Christian Right has even promoted a number of specifically Christian phonics programmes as the only spiritually and educationally sound reading instruction method.

Notes: Phonics is a political hot potato:

In the 1990s 101 bills were passed either encouraging or mandating phonics instruction in state legislatures and very often championed by Republicans and the Christian Right. There are even some specifically Christian phonics programmes promoted as the only spiritually and educationally sound approach to the teaching of reading.

Distortion of NRP findings

✦ The US National Council on Teacher Quality (NCTQ) recently condemned teacher education in the US on the assumption that the findings of the National Reading Panel were correct and 'no subsequent work of serious scholarship has challenged its findings'.
✦ Richard Allington, former president of the International Reading Association contests this assumption citing the wide range of peer reviewed articles and book length critiques, many by award-winning writers

Notes: Another worrying aspect of all this is the way that research findings are distorted in the interests of the political agenda.

Take the US National Council on Teacher Quality which recently condemned teacher education in the US on the assumption that the findings of the National Reading Panel were correct and 'no subsequent work of serious scholarship has challenged its findings'.

Richard Allington, former president of the International Reading Association contests this assumption, citing a wide range of peer reviewed articles and book length critiques, many by award-winning writers. He makes a series of very telling points:

Assumptions and interpretation

1. The NRP meta-analysis yielded a 'small' effect size; in the NCTQ report this had become a 'moderate' effect size
2. In the NRP Report systematic phonics accounted for only 4% of the variance in achievement; this reduces to 1% when the meta-analysis is done correctly. Neither finding is enough to suggest that phonics instruction produces much difference in reading outcomes.

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In the NRP Report systematic phonics accounted for only 4% of the variance in achievement; this reduces to 1% when the meta-analysis is done correctly. Neither finding is enough to suggest that phonics instruction produces much difference in reading outcomes.

Assumptions and interpretation

3. Most outcomes were observed only when subjects read nonsense words or regular words from a list (no effect on reading fluency or comprehension)
4. Most studies involved add-on, pull-out interventions not reform of classroom lessons; few inferences can be drawn about the effects of systematic phonics, or phonemic awareness
5. NRP reviewed only a subset of the research available.

Notes: 3) Most outcomes for phonics were observed only when subjects read nonsense words or regular words from a list (no effect on reading fluency or comprehension)
4) Most studies involved add-on, pull-out interventions not reform of classroom lessons; so few inferences can be drawn about the effects of adding systematic phonics, or phonemic awareness to classroom instruction.
5) NRP reviewed only a subset of the research available although they noted some dozen or so areas of research that they felt needed to be reviewed.

UK situation

✦ increasing emphasis on phonics
✦ discussion has centred on *which* phonics approach is most effective
✦ the Conservative Shadow Education Secretary announces in April 2005 that all children in England would learn to read using a synthetic phonics approach.
✦ In March 2006, the Education Secretary endorsed the teaching of synthetic phonics

Notes: Literacy has attracted similar attention from the New Labour administration in the UK where successive revisions to flagship education policies have placed increasing emphasis on phonics. Discussion has centred not only on the relative importance of phonics but on *which* phonics approach is most effective, with the findings of two recent longitudinal studies (Johnston and Watson, 2004; Grant, 2005) providing support for *synthetic* rather than *analytic* phonics.

Against a growing clamour from the Reading Reform Foundation, a lobby group which advocates 'synthetic phonics first, fast and only' (Chew, 2005), the Shadow Education Secretary announced in April 2005 that, under a Conservative government, all children in England would learn to read using a synthetic phonics approach. In March 2006, the Education Secretary endorsed the teaching of synthetic phonics following the publication of the *Independent Review of the teaching of reading* (Rose, 2006). Perplexingly, this report ignored the findings of a systematic review of research on approaches to the teaching of phonics (Torgerson et al., 2006), published three months earlier and commissioned by the same government department, which found no evidence either for or against the use of synthetic phonics. Whatever the rationale for this decision, the political implications are clear: this course of action – by accident or design – neutralized a potential vote winning advantage for the Conservative party.

A perspective on issues in learning and teaching Welsh

Meinir Ebbsworth, School Improvement Officer, Ceredigion County Council

Slide 1
'All I do is correct ...

Slide 2
6 of every 10
Year 6 Teachers assessments

Slide 3
syntax / verbs 26%
spelling 33%
mutations 41%

Slide 4
Research
- Levels 3 and 4
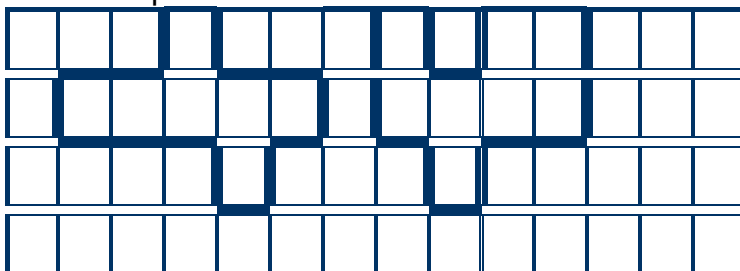
- Count the mistakes only once

Slide 5
1. Spelling
- Main shortcoming apparent at level 4
- Very common words being mis-spelt – foundation words – e.g. rydw i, rwyf i
- A tendency to spell words by merging them e.g. arol
- A tendency to try to 'Welshify' words e.g. chaso, writo, cleimo

Slide 6
Spelling strategies
Word Shapes

Dydd   wedyn

Slide 7
Spelling
Words used very frequently
 V subject specific words

Slide 8
Mutations

- 30% of all mutation errors cause by one small word!
- I

Slide 9
Other mutation errors ...

Not mutating after prepositions responsible for 53% of all mutation errors
- ❖ o - of
- ❖ am - for
- ❖ ar -on
- ❖ gan - by

Slide 10
Other mutation errors
- a - and
- fy - my
- ei (masculine) - his
- ei (feminine) - her

Slide 11
Tackling mutations ...
- Prioritisation and planning
- Variety of methods
- Getting an 'ear' for it

Slide 12
Flash Cards
- Teledu - television
- Cot - cot
- Beiro - biro

Slide 13
Flash Cards
- Gwneud - do
- Darllen - read
- Pobl - people

Slide 14
Flash Cards
- Bach - small
- Blewog - hairy
- Barus - greedy
- Bygythiol - threatening
- Blodeuog - flowery
- Bochgoch - red-cheeked
- Brwnt - dirty
- Byr - short
- Blin - angry
- Bywiog - lively
- Blinedig - tired
- Boliog - paunchy

Slide 15
Games

Slide 16
Games

Slide 17
3. Syntax / Verbs
   ❖ Verb endings
   ❖ Irregular verbs
   ❖ Lack of variety in the verbs

Slide 18
Games

Slide 19
Verb mats

Slide 20
Personal cards
Paragraphing
A new paragraph is required when we start a new idea or occurrence in our work.
Start a paragraph about 2cm in from the side of the page.
Negative forms
Sometimes,it is necessary to mention something that has not occured.
Roeddwn i yno/ I was there
Doeddwn i ddim yno / I was not there
Mae e'n hoffi'r wers / He likes the lesson
Dydy e ddim yn hoffi'r wers / He does not like the lesson

Present tense
This is the way to write about things that are happening now
Rydw i'n gryf / I am strong   Rydyn ni'n dda / We are good
Rwyt ti'n hwyr /You are late Rydych chi'n fyr / You are short
Mae e'n dawel /He is quiet   Maen nhw'n dal /They are tall
Mae hi'n well / She is better

Past tense
This is the way to write about things that have happened
Roeddwn i/ I was   Roedden ni / We were
Roeddet ti /You (singular) were   Roeddech chi/ You (plural) were
Roedd e / He was   Roedden nhw / They were
Roedd hi / She was

TREGARON AREA SCHOOLS
Planning Welsh – Key Stage 2

AutumnTerm	Spring Term	Summer Term
Key Stage 2	Key Stage 2	Key Stage 2
Forms • Describing a character • Diary • Dialogue/script Story • Questionnaire and questions • Making a cartoon • Personal letter	Forms • Poster • Advertisement • Notices • Rules • Passport • Portrait • Postcard • Information sheet • Article • Story	Forms • Greetings cards and greetings • Invitations • Poems • Prayer • Email • Formal letter • Instructions • Book review
Verbs Reinforce the use of the present tense. Use some patterns of past verbs. Negative forms of verbs.	Verbs Simple imperative verbs and using them sensibly. Use specific patterns of past verbs confidently. Negative forms of verbs.	Verbs First and third person singular Conditional verbs e.g. I would like Present verbs e.g. I will Imperative verbs used sensibly
Language To identify and know the function of an adjective. To use a full stop, comma and capital letter.	Language To identify and write numerals To use and arrange months of the year. To identify, know the function of and	Language Monosyllabic rhymes Counting syllables Paragraphing and punctuation Language to express an opinion

An awareness of using paragraphs. Reinforce the use of quotation marks and their role in a conversation. Differentiating between the 'ti' and 'chi' forms of you. To use some question and answer forms correctly. Mutating adjectives after 'yn'. Soft mutations after prepositions.	use adjectives to describe characters. An awareness of the exclamation mark and when to use it. An introduction to comparisons and begin their use. Paragraphing and punctuation. Mutating after the pronouns fy /my, ei (gwr) / his, ei (ben) / her	Language that deals with order e.g. yn gyntaf / first, nesaf /next etc. Adjectives Comparisons Soft mutations after prepositions Spirant mutations after the conjunction 'a' / and

Slide 23
Planning Welsh – Key Stage 2 – Tregaron Area Schools
Key Stage 2, Term 1, Area 1
THE TALE OF EINION

Forms developed	Focus Skill – Skills Framework	Context	Activities		Subject-specific Skills	General Requirements
			Years 3 and 4	Years 5 and 6		
• Describing a character • Diary • Dialogue/script • Story	Thinking: asking questions, gathering information	A map of Tregaron and a picture of	Where are the pictures? What do	Where are the pictures? What do	Oracy: responding extendedly	Cwricwlwm Cymreig

• Questionnaire and questions • Making a cartoon • Personal letter LANGUAGE FOCUS • Present tense verbs • Past tense verbs • Negative forms of verbs • Adjectives • Full stop, comma and capital letters. • An awareness of paragraphs. • Quotation marks and their role in a conversation. • Forms of you ti / chi. • Question and answer forms.		Pont Einion.	you see and learn?	you see and learn?		
	Communication: Reading; finding out information. ICT: finding out information. Thinking: gathering information.	Website	Use the web to find out the meaning of the name Einion.	Use the web to find out the meaning and origin of the name Einion.	Reading: using different strategies in order to gather information.	Cwricwlwm Cymreig.
	Communication: Reading; finding out Information; respond to what was read.	A relevant adaptation of the Tale of Einion	Discuss the events of the story. Rearrange the main events	Discuss the events of the story. Rearrange the main events	Oracy: responding extendedly. Reading: find out the meaning	Cwricwlwm Cymreig.
	Thinking: creating and developing ideas. Communication: Writing; arranging ideas and information.	Quotations about Einion	Discussing Einion's character. A paragraph describing Einion's character.	Discussing Einion's character. A portrayal of Einion's character.	Writing: Use forms of the verb. Soft mutation of adjectives.	Cwricwlwm Cymreig.
	Thinking: creating and developing	A picture of a ship on a	One entry in Einion's log whilst	Einion's log on the voyage.	Writing: Use punctuation	Cwricwlwm Cymreig.

	ideas. Communication: Writing; arranging ideas and information. Thinking: evaluating their learning and thinking	voyage.	on the voyage.		to convey the appropriate meaning. Use forms of the verb.	

Slide 24
Planning
- Joint recognition
- Prioritising
- Plan trans-school and trans-key stage activities