



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Supplementary guidance: Literacy and numeracy in primary schools

September 2013



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;
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ independent specialist colleges;
- ▲ adult community learning;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
- ▲ offender learning.

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- ▲ 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.

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Inspecting literacy and numeracy in primary schools

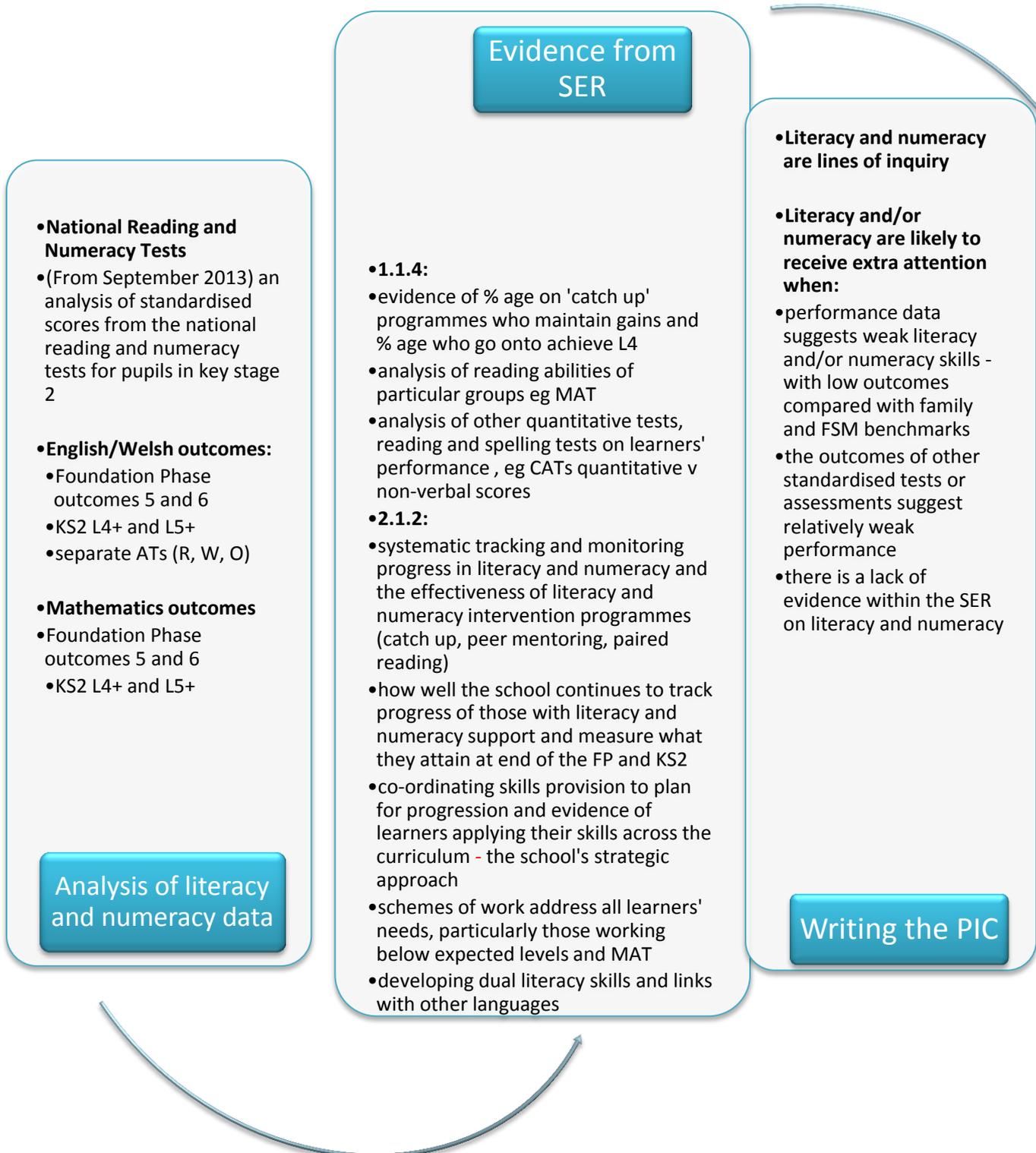
This document contains guidance on inspecting literacy and numeracy in primary schools. The key tasks for inspectors are to judge:

- the standards of pupils' literacy and numeracy skills;
- whether pupils have the skills needed to **access** the whole curriculum; and
- how well the whole curriculum develops pupils' skills.

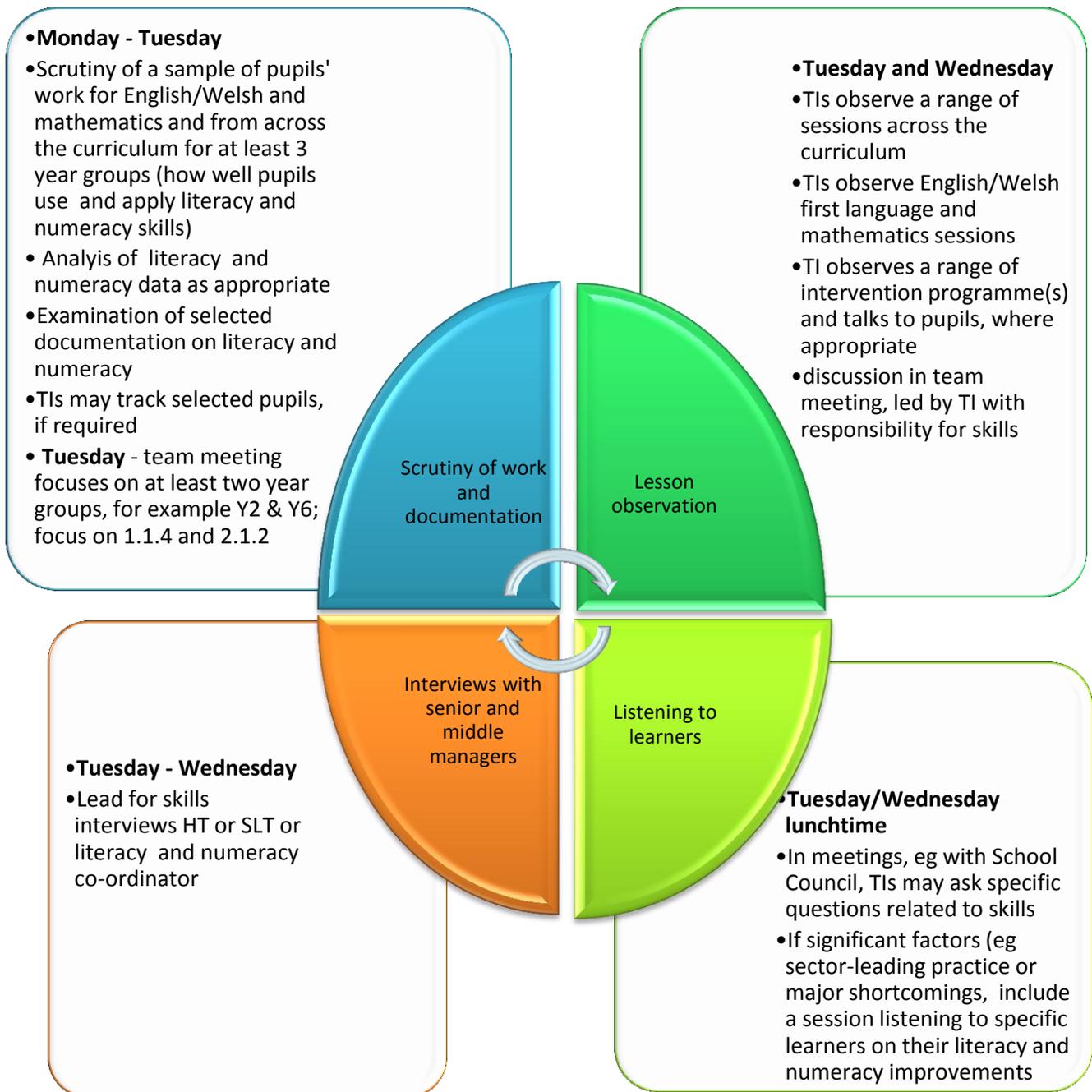
You should **report** on pupils' literacy and numeracy skills in every inspection and, where appropriate, report on any outcomes or indicators that relate to these skills.

The following guidance is intended to support inspectors in making judgements and in reporting on standards of literacy and numeracy and on learners' ability to use these skills in work across the curriculum. Although the guidance contains information about the school's provision for literacy and numeracy, you should remember that **the main focus should be on the standards achieved by pupils.**

Before the inspection



During the inspection



Methodology for inspecting literacy and numeracy in primary schools

Before the inspection

From scrutiny of performance data, consider:

- performance in the national reading and numeracy tests in key stage 2;
- the English/Welsh first language and mathematics outcomes in the Foundation Phase at outcome 5+ and outcome 6+ and at key stage 2 for level 4+ and Level 5+, trends over three years and comparison with family, FSM benchmarks and prior attainment;
- performance in English/Welsh in the separate attainment targets (reading, writing, oracy); and
- trends and patterns in performance data relating to English/Welsh and mathematics.

From telephone call to headteacher on preparation day, consider:

- high-level analyses of the outcomes of the national reading and numeracy tests; and
- the strategies the school has put in place as a result of their analysis of learners' literacy and numeracy levels

From the SER, consider:

- evidence of the percentage of learners on literacy and numeracy intervention programmes who maintain their gains and the percentage who go on to achieve level 4 in English/Welsh first language and mathematics;
- the school's analysis of the reading abilities of particular groups, eg more able learners;
- the school's analysis of other standardised tests on learners' performance, eg comparing the CATs quantitative scores against non-verbal scores;
- how well the school plans strategically, co-ordinates skills across the curriculum and plans for their progression;
- the degree of focus on literacy and numeracy within the SER;
- how well all schemes of work address the needs of all learners; and
- other evidence provided by the school about standards in literacy and numeracy.

From the School Development Plan, consider:

- whether there are coherent plans for improving standards of literacy and numeracy.

From an analysis of 2.1.2, consider the following when undertaking the PIC:

- the extent to which the school has a clear strategy for developing literacy and numeracy;
- how well the school co-ordinates skills provision to plan for progression;

- the school's systematic tracking and monitoring of progress in literacy and numeracy;
- the extent and effectiveness of intervention programmes;
- how well the school continues to track progress of those with literacy and numeracy support and measure what they attain at the end of key stage 2;
- whether the school provides evidence of learners applying skills across the curriculum;
- how well schemes of work address all learners' needs, particularly those working below expected levels and more able learners; and
- how well the school develops dual-literacy skills and makes links with other languages.

Guidance for inspecting literacy and numeracy

From your analysis of the performance data and evidence from the SER, decide whether literacy or numeracy, or both, are likely to require extra attention due to significant issues that have arisen at the pre-inspection stage.

Considerations when deciding whether to give extra attention to literacy and/or numeracy

You should give extra attention to the inspection of literacy when:

- data suggests learners have weak literacy skills – from an analysis of the national reading tests and lower outcomes in English/Welsh first language compared with family and FSM benchmarks;
- pupils' standardised reading scores indicate low levels of performance and/or limited progress by pupils over time; and
- there is a lack of evidence of progress, support, monitoring, tracking and analysis of literacy in the SER.

You should give extra attention to the inspection of numeracy when:

- data from the national numeracy tests indicate slow/little progress on numeracy;
- book scrutiny does not show enough evidence of pupils applying their numeracy skills across the curriculum;
- SER & SDP indicate that the provision for numeracy is a low school priority; and
- key indicators for mathematics are low when compared with family, FSM benchmarks and prior attainment.

Phone call to headteacher

- ask for any analysis of national reading and numeracy tests for pupils in key stage 2 to be available for scrutiny
- ask for any analysis of additional literacy and numeracy data to be available for scrutiny, eg overview of entry with reading ages significantly below chronological and functional literacy, evaluation of intervention programmes, evidence of literacy and numeracy improvements across cohorts and key stages.

- if aspects of literacy/numeracy are highlighted in the SER as sector-leading practice, or identified in the PIC as potentially sector-leading practice, the RI may wish to select a group of learners to track through lesson observations and have a separate listening to learners session
- ask the headteacher to arrange for lists of pupils to be available for the Monday team meeting with their standardised scores/reading ages and to indicate whether they are on any literacy/numeracy intervention or support programmes
- if literacy or numeracy require extra attention from inspectors, ask for a high-level analysis of any additional literacy or numeracy data, eg an evaluation of literacy or numeracy intervention programmes and any evidence of improvements across cohorts and key stages

Gathering evidence and making judgements

1.1 Standards of literacy and numeracy

Inspectors should:

- consider any analysis of standardised literacy and numeracy scores and/or reading ages of particular groups;
- scrutinise evidence of the outcomes and proportions of pupils on literacy and numeracy intervention programmes; and
- look at a sample of lessons and pupils' work to judge how well pupils apply them across the curriculum.

Inspectors should scrutinise samples of work to judge pupils' literacy and numeracy skills are at a level that is appropriate to the task and their ability. They should judge whether learners are over-reliant on support (writing frameworks, worksheets, too much copying of information, over-reliance on calculators and multiplication charts), that prevents them from developing their independent skills.

All inspectors, except the lay inspector, should be involved in **listening to pupils read**. There are prompts for listening to pupils read, and guidance on age-related expected levels in popular reading schemes and other books in this section. You should also use opportunities in session observations to evaluate **how well pupils apply their reading skills**, such as in reading back their writing, reading texts for information and reading information on-screen. You should be particularly alert to situations where pupils' **access** to the curriculum is affected by their reading skills and where these skills are a barrier to their progress in learning across the curriculum. You will need to identify the possible causes for this, including:

- pupils' lack of skills in Welsh first language or English; and/or
- pupils' inability to transfer skills to a new context (their lack of ability to apply their Welsh first language or English knowledge and skills).

Inspectors should also use opportunities in sessions to evaluate how well pupils apply their numeracy skills, such as in performing mental calculations, collecting and interpreting relevant data and accurately measuring using a range of non-standard and standard units.

2.1 Provision for skills

You will need to examine documentation about the school's provision for literacy and numeracy but the range and extent of this work will depend on the nature and extent of the issues raised at the pre-inspection stage and as a result of the ongoing inspection work.

The guidance that follows is intended to support you when examining and judging the quality of the school's provision

You should consider whether:

- the school has a comprehensive and robust literacy and numeracy policy;
- the development of literacy and numeracy skills have a high priority in the school improvement plan; and
- in samples of short term planning, such as lesson plans how well staff exploit opportunities to develop skills.

Schemes of work across the curriculum

You should consider how well staff have:

- embedded literacy and numeracy skills into learning experiences across all subjects and/or areas of learning;
- developed links between subject schemes of work and/or areas of learning in developing progression in pupils' skills;
- ensured that pupils' skills gained in English/Welsh first language and mathematics lessons are reinforced, enhanced and developed further in other subjects and/or areas of learning;
- adapted programmes of study when pupils are working significantly below or above expected levels of literacy and numeracy skills;
- planned for the development of pupils' thinking, planning, creative and problem-solving skills.
- planned in the Foundation Phase to provide a good balance between structured activities for direct teaching of reading, writing and mathematical development and active approaches, including play-based learning;
- planned opportunities for pupils to read and write in areas of continuous provision both indoors and outdoors and in role-play areas;
- planned opportunities for pupils to develop their number, measuring, spatial and data handling skills in areas of continuous and enhanced provision both indoors and outdoors; and
- progressively increased the level of challenge in the work.

In particular for reading

You should consider whether:

- there is work to develop pupils' phonological and phonemic awareness;
- there is a systematic phonics programme delivered in a clearly defined sequence that is swift enough for pupils to make good early progress in decoding words;

- phonics teaching continues into key stage 2. For example, pupils should be helped to revise and consolidate the blending of phonemes and learn to identify syllabic patterns in multi-syllabic words;
- there is a strong focus on pupils' understanding and comprehending what they read;
- the planning ensures that pupils acquire a range of decoding strategies to help them become fluent readers and use punctuation to aid expression;
- the planning includes provision for reading in different ways for different purposes, including using prediction, skimming and scanning etc; and
- there are regular planned opportunities for pupils to gain information retrieval skills and make use of the library.

In particular for writing

You should consider whether:

- pupils have opportunities to write for different purposes and in a range of forms using paper and information and communication technology (ICT) for composition;
- there is planning for pupils to write in ways that test their information retrieval and evaluative skills and ability to present information in a reasoned and logical way;
- writing tasks are interesting, varied and appealing to all pupils, including boys;
- pupils have regular opportunities to write for a wider audience than the teacher;
- pupils have opportunities to plan, draft and review their writing, alone and with others;
- writing tasks and activities demand sufficient writing effort and enable pupils to write at length;
- pupils have opportunities to gain a range of strategies to help them spell and punctuate accurately; and
- pupils are taught to use a dictionary effectively.

In particular for numeracy

You should consider whether:

- there is a strong emphasis on the development of pupils' knowledge of number facts and on identifying and using number relationships;
- there is coherent provision for the use and application of pupils' developing skills in numeracy across the whole curriculum;
- there is an emphasis on oral work and the development of pupils' skills in mental calculation;
- opportunities are maximised for pupils to apply their numeracy skills and tasks set are matched appropriately to pupils' developing needs and abilities; and
- there is planning for progression so that pupils are given increasingly challenging tasks and benefit from teaching methods matched appropriately to their learning needs.

Intervention programmes

Assessment data should be used to identify pupils in need of additional support. Effective remedial action should then be taken.

Inspectors should consider how well:

- intervention programmes make sure that pupils make good progress and catch up with their peers;
- information about pupils' skills and progress is shared between staff;
- staff adapt teaching and learning strategies for pupils receiving intervention;
- information about assessment is used to provide work that is well matched to pupils' literacy and numeracy needs; and
- assessment is used to inform decisions about whether pupils remain in support programmes or no longer need intervention work.

2.2 Making judgements about the teaching of literacy

All inspectors will be involved in observing teaching and learning sessions across the curriculum and should consider the following guidance when judging the quality of teaching.

When observing sessions, you should consider whether the **teaching**:

- demonstrates good use of language, which influences the development of pupils' reading and writing skills;
- provides opportunities for discussion, uses probing and open-ended questions to improve pupils' understanding, ensure that pupils are involved with the text, and help them to elaborate on their answers and make learning connections;
- develops pupils' reading skills, and
- where appropriate, includes direct teaching of reading and writing skills..

You should be alert to approaches which inhibit the development of pupils' writing skills, such as overuse of writing frames or unnecessary use of worksheets, which limits opportunities for pupils to be independent and write at length.

The teaching of reading

It is crucial that the teaching of reading is carried out in a consistent way across the whole school. This means that staff should have agreed how to teach reading and how they will ensure that work is progressing more challenging.

The teaching of writing

In order to make progress in gaining and using writing skills, pupils need good teaching that includes:

- the explicit teaching of writing skills;
- the modelling of different forms and purposes of writing;

- regular opportunities for pupils to develop their skills in work across the curriculum as well as in English/Welsh first language; and
- effective assessment practice that leads pupils to understand how best to improve their work.

Like reading, it is crucial that the teaching of writing is carried out in a consistent way across the whole school. This means that staff should have agreed how to teach writing and implement consistently the school's marking policy.

Making judgements about the teaching of numeracy

All inspectors will be involved in observing teaching and learning sessions across the curriculum and should consider the following guidance when judging the quality of teaching.

You should be alert to approaches which inhibit the development of pupils' numeracy skills, such as only teaching a limited range of strategies to solve number and problem solving activities, an over reliance on pupils' auditory memory, a rigid adherence to published schemes and the over use of worksheets, which limits pupils' opportunities to see mathematics as meaningful to real-life contexts.

When observing sessions, you should consider whether the **teaching**:

- has high expectations of pupils, resulting in a good pace and challenging numeracy work, with clear progression in and between lessons
- provides regular sessions of oral and mental work to improve pupils' skills of computation and recall of number facts;
- plans opportunities for pupils to apply and improve their developing skills in numeracy across the curriculum; and
- sets high standards of accuracy and precision and makes correct use of mathematical terminology.

2.2 The tracking and monitoring of pupils' progress in literacy and numeracy

You should consider whether:

- there are clear whole-school policies concerning the organisation and use of assessment to improve the teaching and learning of literacy and numeracy, and the policies are implemented consistently;
- teachers are clear about the learning objectives and progression in relation to the development of pupils' skills and are well-placed to share this information with pupils and parents;
- pupils are involved in the assessment of their own work in literacy and numeracy and in identifying objectives for improvement;
- the school identifies those pupils who need support for literacy and/or numeracy and tracks their progress; and
- information obtained from assessment, including the systematic analysis of the results of statutory tests, is used purposefully to set clear targets for improvement in literacy and numeracy for individuals, groups of pupils and the whole-school.

Key Question 3: Leadership and management

Inspectors should hold **discussions with leaders and managers** to consider how well they initiate and support effective skills strategies and policies across the range of the school's work.

You should consider:

- whether the headteacher is well-informed about issues in the teaching and learning of literacy and numeracy, provides strong leadership and conveys high expectations about pupils' achievements;
- how well leaders and managers focus on raising standards and if they know how well pupils are progressing, including those receiving targeted support or extension;
- are there clear targets for raising standards in literacy and numeracy, and a realistic plan for achieving them;
- how well the staff work as a team in supporting the development of pupils' skills, particularly with reference to the national Literacy and Numeracy Framework and National Support Programme;
- how well the English and mathematics co-ordinators help other teachers with their planning and whether they actively monitor and evaluate the standards and quality of literacy and numeracy throughout the school;
- how well co-ordinators for other subjects are alert to the opportunities that exist within those subjects for improving pupils' skills in literacy and numeracy; and
- how well parents are kept well-informed about the school's policy for improving standards in literacy and numeracy and are encouraged to be involved through discussions at school and the regular use of homework.

You should scrutinise the school's **strategic and operational plans** and other documentation, which relate to the development of pupils' skills. These include literacy and numeracy action plans and evaluations of progress and trends in taking this area of provision forward.

You should consider how well the school has included the monitoring and evaluation of pupils' levels of skills, and their successful development by staff, within its **self-evaluation** and **planning for improvement** policies and procedures.

You should consider the **professional training** that staff undertake to develop pupils' and their own skills and how this translates into effective whole-school practice, for example sharing work about the marking of pupils' written and presentational skills in subjects and areas of learning.

Evidence forms

E1: Primary book scrutiny (FP and KS2) with a literacy and numeracy focus

Provider name & location:		Inspector name:	
Year group or subject:			
<p>Marking and assessment: Is marking up-to-date? Is there a consistent approach to marking? Are comments on pupils' books diagnostic and do they show pupils how to improve? Where appropriate, does feedback relate specifically to skills development? Do pupils and teachers follow up on comments? Is there self or peer marking and self or peer assessment? Are there many gaps in pupils' books, or missing work?</p>			
<p>Relating to the provision: Are learning activities purposeful and do they build successfully on what pupils know? Is there clear evidence of differentiation?</p>			
<p>Literacy skills: Do pupils write across the curriculum to the same standards they achieve in English/Welsh FL lessons? Do they write across a range of genres for different purposes and audiences? Do they plan, draft and redraft their work effectively? Is spelling and punctuation age appropriate? Is handwriting and presentation clear? Is there evidence of pupils developing their reading skills through tasks based on literal comprehension, locating facts, analysing and synthesising. Do pupils use inference and deduction to make hypotheses, summarise and draw conclusions?</p>			
<p>Numeracy skills: Do pupils use a range of appropriate number skills (for example four rules of number, place value, estimation and simple fractions and percentages)</p>			

<p>Do pupils use a range of appropriate measuring skills (for example working with scales, units of measurements, time, temperature)</p> <p>Do pupils use a range of appropriate range of data handling skills (for example gather information in a variety of ways, record, interpret and present it in charts or diagrams, identify patterns in data and convey appropriate conclusions, select an appropriate graph to display the data, use an appropriate and accurate scale on each axis, and be able to tell the 'story of a graph')?</p> <p>Do pupils apply these skills in context to solve real-life problem (points to consider are relevance, challenge, planning, processing and reasoning)</p>	
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E2: Interview about literacy/numeracy intervention programmes (FP and KS2)

Provider name & location:		Inspector name:	
Interview			
What is the format and frequency of the sessions?			
How do you identify the pupils who need support to improve their literacy/numeracy skills?			
How effective are your intervention strategies in helping pupils catch up with their peers?			
What training do teaching assistants who deliver the intervention programme receive?			
How is the progress of learners on the intervention programmes communicated to managers and other staff?			
How do you ensure that classroom teachers are aware of the teaching and learning strategies and the resources used in the intervention programmes? What strategies does the school use to make sure they use similar strategies and resources in their lessons?			
Other questions:			
EVALUATION			

Documents

Document A: Questions for listening to learners in the Foundation Phase and key stage 2 for numeracy

Younger pupils in the Foundation Phase

What do you like about working with numbers?
Can you write the numbers from 1 to 10 if I help you?
What do you do if you can't work something out in maths?

Older pupils in the Foundation Phase

What type of mathematics do you like best – working with numbers, measuring, finding out about shapes or working with data?
What do you find easy about mathematics?
What do you find difficult about mathematics?
Do you know the pairs of numbers that go together to make 10? What about 20 or 100?
Do you know what happens when you halve or double a number?
Do you sometimes plan how to solve a number problem? Do you sometimes plan with a friend or in a group?
What do you do if you can't work an answer out in mathematics?
Do you sometimes do mathematics work on the computer?
Tell me how you worked this out.

Pupils in key stage 2

What type of mathematics do you like best – working with numbers, measuring, finding out about shapes or handling data?
Do you use your mathematics skills in others areas such as geography and science?
If yes, can you think of an example?
What do you find easy about mathematics?
What do you find difficult about mathematics?
Do you use the computer to create graphs, charts and diagrams?
What do you do if you can't work out an answer?
Do you know what happens to a number when you multiply or divide it by 10 or 100?
What strategies do you use to help you work out your times tables?
How do you check your answers?
Tell me how you worked this out.

Document B: Questions for listening to learners in the Foundation Phase – literacy

Reading

Younger pupils

What is your book about?

What is happening in the pictures?

What do you think will happen next?

How will the story end?

What do you do if you don't know a word?

Can you tell me about the difference between a letter, word sentence or paragraph?

Can you read this ...? check understanding of initial sounds, blends

Older pupils

What has happened so far in your book? Tell me about the character...?

What do you think will happen next? Why?

What is your favourite part of the book and why?

Do you have a favourite character? Why do you like this character?

Writing

Younger pupils

Do you like writing?

What do you like writing about?

Can you write your name and what you like doing in school if I help you?

What do you do if you can't spell a word?

Do you sometimes write on the computer?

Older pupils

What type of writing do you like best – writing stories or information writing?

What do you find easy about writing?

What do you find difficult about writing?

Do you sometimes plan your writing? Do you sometimes plan with a friend or in a group?

What do you do if you can't spell a word?

Do you sometimes write on the computer?

Tell me how you wrote this story/account etc?

Document C: Questions for listening to learners in key stage 2 – literacy

Reading

What is your book about?

What has happened so far in your book? Tell me about the character/plot...?

What do you think will happen next? How will the story end?

What do you do if you don't know a word?

Do you have a favourite character/part of the book? Why do you like this character?

What does the author mean by the phrase...?

Which words do you think were the most effective to describe x? Why do you think the author chose these?

Do you think x could really happen?

Can you explain what kind of person x is?

How often do you use the library? Can you take books home?

Do you use the computer for research?

Can you show me how to find...in this reference book?

Tell me how you search to find information. What are indexes, contents pages and glossaries used for?

Writing

Do you like writing?

What do you like writing about?

What do you do if you can't spell a word?

Do you use the computer for writing?

What type of writing do you like best – writing stories or information writing?

What do you find easy about writing?

What do you find difficult about writing?

Do you plan your writing? Do you sometimes plan with a friend or in a group?

How do you check your writing?

Tell me how you wrote this story/account etc?

Can you explain why it is important to know who will be reading your writing?

Can you tell me how you would set out a letter/list/invitation/report/story etc?

Document D: Prompts for teaching literacy

Standards

How well do learners:

- listen and respond to others (making significant contributions to discussion, communicating clearly and effectively in a way that suits the subject, audience and purpose)?
- ask questions and think questions through for themselves?
- have a depth and breadth of understanding (understanding key concepts and ideas, making connections between different aspects of the work, understanding the big picture)?
- apply understanding to wider contexts, everyday life, new situation?
- locate, select and use information (selecting, summarising, identifying key points, synthesising information)?
- respond to ideas and information using complex reading skills, orally and in writing (identifying patterns, making inferences or prediction, drawing conclusions, discussing, considering a range of interpretations)?
- research answers from a range of sources, consider evidence and its reliability, weigh up pros and cons, cope with the demands of reading and writing tasks/activities?
- organise and present ideas and information clearly/effectively in their writing (planning, proof-reading, editing/revising work)?
- write accurately (spelling, punctuation, grammar, vocabulary, matching style to purpose and audience); demonstrate a range of good extended writing, creative work, different non-fiction text types and problem-solving?
- from different groups respond (boys and girls, different ability groups and disadvantaged learners)?

How well does the teaching:

- demonstrate good use of language to help the development of learners' reading and writing skills?
- use role-play, drama and collaborative group work before writing to extend learners' thinking?
- provide opportunities for discussion?
- use probing questions to improve learners' understanding?
- help learners to elaborate on their answers and make learning connections? develop learners' higher-order reading skills (in helping learners to use their comprehension and information retrieval skills to gain and synthesise information from a range of texts, charts, tables, graphs etc, skimming, scanning, inference, deduction, prediction)?
- directly teach reading and writing skills for particular tasks (for example developing learners' proof-reading and re-drafting skills; helping in spelling subject-specific terminology; using scaffolding/modelling to support development of writing skills; giving specific guidance on how to develop and apply dual literacy skills)?
- encourage paired and group reading, which helps 'active' participation in reading activities?

- make effective use of 'buddy' systems where learners read each other's work and edit for accuracy? Is there an increasing level of challenge in texts given for learners to read, and a choice of writing tasks?
- How well does the environment of the classroom celebrate and promote literacy skills (eg displays of subject-specific vocabulary; model responses for writing tasks)?
- Does teaching make use of suitable opportunities to develop reading and writing skills across the curriculum?

Document E: Prompts for teaching numeracy

Standards

Inspectors should focus on how well pupils can work with numbers and data and how well they can use them in their learning. Pupils' progress will be seen in their skills in using number to solve problems, in analysing information and in making informed decisions based on calculations. It will be seen in their ability to tackle problems in unfamiliar contexts and identify which skills and concepts are relevant to the problem.

How well do learners:

- identify and use an efficient strategy for calculations including, mental methods, written methods and use of a calculator?
- explain their thinking to show their understanding of number processes and concepts?
- demonstrate they have a secure knowledge and understanding of number facts (for example, place value, equivalence of decimals and fractions, ordering decimals)?
- demonstrate a sound understanding of calculation methods (for example tables, bonds, mental and written methods and efficient use of a calculator) and calculate accurately?
- demonstrate an awareness of shape, scale, size and position?
- evaluate data to make informed decisions? Are pupils able to collect, organise and analyse data effectively?
- apply their skills accurately when working independently and with others?
- evaluate their solutions?
- cope with the mathematical demands made in the subject?
- draw on skills and concepts learned previously?

Teaching

Points to consider – How well does the teaching:

- plan well for numeracy provision?
- highlight the relevance of using numeracy skills to solve problems?
- identify opportunities to support pupils' number skills and mental agility?
- ensure that pupils are using numeracy skills at an appropriate challenge and ensure there is an increasing level of challenge in tasks?
- demonstrate good use of language to help the development of learners' numeracy skills?
- make frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts?
- make connections between types of numbers - fractions, decimals and percentages?
- use mathematical information to improve pupils' reasoning and problem-solving skills?
- encourage pupils to talk about and explain their work, look for patterns, interpret and draw valid conclusions from their data?

- use probing questions to improve learners' understanding?
- ask pupils to explain their thinking and help them elaborate on their answers and make learning connections?
- encourage paired and group working, and promote 'active' participation?
- make effective use of techniques where learners support each other's work and check for accuracy?
- exploit the use of ICT to support the development of pupils' numerical and problem solving skills?

Document F: Questions for the senior manager overseeing the work of the co-ordinator(s) for literacy and numeracy and/or English and mathematics

Select the most appropriate questions according to lines of inquiry:

1.1.4	What is your view on standards of literacy and numeracy in the school?
2.1	What actions have you taken to promote the development of literacy and numeracy throughout the school? How are you planning to develop learners' skills?
2.1	How well is this literacy and numeracy work co-ordinated and managed? What is the impact of the school's literacy and numeracy policy in helping learners develop skills systematically, over time and in a broad range of contexts?
2.1	Are there any barriers preventing pupils developing good literacy and numeracy skills?
2.1	How do you ensure the curriculum provides appropriate opportunities for learners to develop their skills?
2.2.2	How do you track and monitor pupils' progress in literacy and numeracy?
2.2.2	Is information on pupils' skills developments shared effectively between phases?
3.2.1	How do you review and evaluate the impact of your literacy and numeracy policy?
3.4	What training and support have staff received to improve literacy and numeracy?

Document G: Questions for the literacy/numeracy skills co-ordinator

Select the most appropriate questions according to lines of inquiry:

1.1.4	What is your view of standards of literacy and numeracy in the school?
1.1.4	How much difference are you making to learners' progress and development, in particular pupils involved in intervention and support programmes?
2.1	How do you plan to raise standards in literacy and numeracy?
2.1	How do you identify and map skills and develop them progressively?
2.1	What is the impact of the school's literacy and numeracy policy in helping learners develop skills systematically, over time and in a broad range of contexts?
2.1	What factors are preventing pupils developing good literacy and numeracy skills?
2.1	What is the format and frequency of catch-up sessions?
2.2.2	Do you know how well learners are progressing, including those receiving targeted support or extension?
2.2.2	How do you identify the learners who need support to improve their literacy and numeracy skills?
2.2.2	How is the progress of learners on the intervention programmes communicated to managers and other staff?
3.2.1	How do you ensure that all staff teach the many concepts and methods with consistency?
3.2.2	How effective are your intervention strategies in helping learners catch up with their peers? How do you review and evaluate the impact of literacy and numeracy initiatives?
3.2.2	How do you ensure that classroom teachers are aware of the teaching and learning strategies and the resources used in the intervention programmes?
3.3.1	What are you doing to improve the development of pupils' skills during transition?
3.4	What training do you provide for support staff, learning coaches and peer buddies so there is a consistent approach to the development of pupils' skills?

Document H: Questions to ask in relation to English as an additional language

1.1/1.4 Standards/skills

- Do pupils with EAL attain standards in line with their ability and/or stage of language acquisition?
- Do pupils apply their literacy skills in work across the curriculum in line with their ability and/or stage of language acquisition?

2.1 Meeting the needs

- Is there a whole school policy for supporting pupils who learn English as an additional language (EAL), and, if so, is it implemented consistently?
- Do EAL pupils have full access to the curriculum?
- How are in-class and withdrawal sessions, where applicable, structured to meet the specific needs of EAL pupils?
- How does the school meet the needs of EAL pupils when no specific support teaching is available?

2.2 Teaching

- Do staff use information about the languages spoken by the pupils?
- How does the school use pupils' first language to support learning?
- How effective is the liaison between EAL staff and mainstream staff?
- How does the school target the success of its EAL provision?
- Does the tracking include an analysis of attainment/achievement?
- Do staff use information to identify targets for improvement in standards and provision?

2.3 Care, support and guidance

- How does the school assess the needs of EAL pupils when they may be considered as also having additional learning needs, for example, special educational needs or when they are more able and talented?

2.4 Learning environment

- Is the environment welcoming for EAL pupils?

3.2 Involvement in professional development

- What training have mainstream staff undertaken to help them understand the learning needs of pupils with EAL?

3.3 Partnerships

- Does the school provide translations of school letters and documents in community languages? If not, how does it communicate with parents who have little or no English/Welsh first language?

Document I: Lay inspector prompts for literacy

Interview librarian/senior teacher responsible for resources

2.4 Learning environment

Reading resources

- Ask about the range of reading resources available to all learners – is there a wide range of books and non-book information sources, including non-fiction and media, appealing to boys as well as girls?
- What criteria are used to buy resources?

Use of the library

- How often do learners use the library for research and for enjoyment?
- Do staff in all subject areas use the library to extend the work that learners do in class?
- What help do you give learners to find information and read?
- How is the library used outside lesson times?
- Is the library regularly and successfully involved in supporting and promoting school initiatives to motivate learners to read and develop their literacy skills (for example homework clubs, reading circles, shadowing the Carnegie Medal book award, Basic Skills Cymru's 'Read a Million Words', TES Lit Quiz, and young writers' groups)?
- Is the library linked to local library services or used by the wider community?

During tour of school

- Does the library have accommodation that is attractive and accessible to learners in and out of school hours?
- Observe in classrooms and the corridors to judge how well the environment celebrates and promotes literacy skills (eg through displays of subject-specific vocabulary, modelled responses for writing tasks).

Whole-school literacy: questions could be asked by RI/lead for 2.1.2 and 3.1

- Do you have a good understanding of the literacy levels of learners so that reading materials are pitched at the right level to meet the needs and interests of all learners?
- How effective are your links with subject leaders and the literacy co-ordinator to ensure that reading resources are suitable for all learners and help them to make progress?
- What is your involvement with the school's literacy policy and strategies? Is the library central to the school's drive to foster reading for pleasure and for learning?

Annex 1: Good practice in the leadership and management of literacy and numeracy

This is shown in schools where:

- the headteacher is directly involved in driving up standards in skills to give status to the work throughout the school and to ensure it is a whole-school priority;
- there is a whole-school literacy and numeracy strategy and a senior manager responsible for literacy for numeracy throughout the school;
- leaders and managers make certain that there are high expectations for pupils' achievement, expressed as challenging individual, class and whole school targets;
- developing pupils' literacy and numeracy skills is a regular part of the school improvement plan and where managers maintain a well-informed overview of literacy and numeracy work;
- senior managers have a well-planned programme to review and evaluate the impact of literacy and numeracy initiatives and where they use the findings to plan for further improvement;
- staff with leadership responsibilities have allocated time to plan with all staff, provide support, monitor and review and report on literacy and numeracy to the senior management team and governors;
- senior managers regularly review and sample pupils' work and feedback findings to all staff;
- all key staff have a sound knowledge of the learning and teaching of literacy and numeracy;
- staff receive regular and relevant training for teaching skills and are involved in literacy and numeracy initiatives;
- the school uses a wide range of intervention strategies that have a proven track record so that pupils can be helped to catch up with their peers;
- there is good deployment of support staff so that they make a full contribution to supporting pupils;
- there are strong links between infant and junior schools and between secondary schools and their partner primary schools so that pupils' transition is seamless;
- there is frequent monitoring and thorough evaluation to make certain that the learning and teaching of skills are as good as they can be; and
- there is effective use of ICT to support skills development.

Annex 2: Prompts for evaluating the effectiveness of transition between primary and secondary schools

- Is there continuity across key stages in using the most effective teaching methods and forms of classroom organisation for learning?
- Do staff from primary and secondary schools share information about pupils' prior achievements and learning needs in literacy and numeracy so that teaching can be pitched at the right level and work is challenging?
- Do staff in secondary schools know what texts pupils have read before, in class and on their own, in order to plan increasingly challenging reading as the next step?
- Is staff's knowledge of pupils' writing abilities based on first-hand evidence of pupils' work, to ensure that pupils make further progress when they change schools?
- How effectively do primary and secondary school staff assess and moderate the work of Year 6 pupils?
- Is there continuity between phases in schemes of work, assessment practices, pedagogy and planning for pupils' skills development?

Annex 3: An overview of good practice for the provision of literacy

In the **Foundation Phase**, there should be a balanced approach to teaching literacy, including:

- phonological awareness – rhymes, jingles, syllables, onset and rime;
- phonics – recognising letter shapes and letter sounds;
- high frequency words (through repeated encounters – wall stories, shared and individual reading, Big Books, own writing etc);
- graphic knowledge – looking carefully at the visual appearance of words (them and then);
- grammatical awareness – the order in which words are placed in a sentence follow rules ('a' and 'the' before a noun);
- developing comprehension skills; and
- developing speaking and listening, reading and writing together, for example listening to a story, discussing a response and recasting it in writing.

Schools may use a variety of methods, including:

- the regular teaching of phonics in whole class and group sessions;
- shared reading using Big Books, wall stories, whiteboard etc.;
- guided group reading to encourage children to learn and apply reading strategies effectively;
- group reading – taking turns to read aloud – providing practice in reading more than teaching reading;
- silent reading;

- individual reading;
- literature circles – more able children in Year 2 will read a book together, discuss their likes and dislikes, record on tape or make a presentation to the class;
- paired reading – working with a partner reading at a similar ability level or older child reading with a younger child;
- enabling children to experiment with mark making, using a variety of media;
- developing communication through using symbols, pictures and words, such as in emergent writing approaches;
- shared writing – writing modelled by class teacher and read by children; and
- the planning of writing, through mind maps, drafting and reviewing writing.

<p>Using continuous provision to develop pupils' language, literacy and communication skills</p>

Book area

- books displayed attractively and easily accessible
- good quality story books including old and modern fairy tales
- poetry
- joke books
- non-Fiction texts
- multicultural texts
- books about Wales
- bilingual texts
- comics, pamphlets
- story sacks
- puppets
- listening centres – CDs with accompanying books and facilities for children to record their own stories, poems and plays
- plays

Writing area

- range of writing materials
- paper, postcards, envelopes, notepads, sticky notes etc
- support for writing such as story beginnings and endings
- high-frequency words on display
- topic word banks
- class books
- photo-stories with captions
- children's display board
- stimulus for writing such as story cards
- teachers' and pupils' writing on display
- magnetic letters
- small whiteboards and felt pens
- computer

What would you expect to see?

- a rich and dynamic indoor and outdoor literacy environment, where speaking and listening, reading and writing are all given high status
- plenty of good-quality opportunities for children to read and write in all areas of learning
- listening area, reading area, writing area, ICT area and play areas that are well equipped with resources for reading and writing
- good quality displays illustrating the forms and purposes of writing
- frequent use of story-reading and story-telling sessions, including poetry and role-play
- practitioners who are good language role models for speaking and listening, reading and writing

In **key stage 2**, pupils should build on the skills, knowledge and understanding acquired in the Foundation Phase. There should be a balanced and progressively challenging approach to teaching literacy, including:

- continuing to build on and develop pupils' phonic, graphic and grammatical knowledge, word recognition and contextual understanding, such as work on syllables and distinguishing between fact and opinion;
- developing pupils' fluency and accuracy in reading;
- developing comprehension skills, such as when pupils are required to reflect on what they read and express opinions;
- developing reading in different ways and for different purposes, such as skimming and scanning and using inference and deduction;
- using information retrieval strategies, including ICT;
- retrieving and collating information and ideas from different sources;
- using the standard form of English/Welsh first language, such as nouns, adjectives, connectives and verb tenses;
- using punctuation and developing a range of strategies for spelling;
- presenting writing appropriately, such as developing a legible script;
- writing for a range of purposes, such as to inform, explain, persuade, recount etc;
- writing in a range of forms, such as letters, reports, stories;
- planning, drafting and editing of work, including the use of ICT as appropriate; and
- continuing to develop speaking and listening, reading and writing together. For example, when reading non-fiction, pupils respond orally to what they read, select evidence to support their views and write about what they have read with a clear sense of purpose and audience.

Schools may use a variety of methods, including:

- the regular teaching of phonics in whole class and group sessions, such as developing syllable awareness so that pupils can hear parts or segments of phonemes that comprise the rhythm of the word;
- guided group reading – to encourage pupils to learn and apply reading and comprehension strategies effectively;

- group reading – taking turns to read aloud – providing practice in reading more than teaching reading;
- silent reading;
- individual reading;
- paired reading – working with a partner reading at a similar ability level or older child reading with a younger child;
- writing in response to a wide range of stimuli; and
- the planning of writing, through mind maps, drafting and reviewing writing.

What would you expect to see?

- a rich and dynamic literacy environment where speaking and listening, reading and writing are all given high status
- plenty of good-quality opportunities for pupils to read and write in all areas of the curriculum
- displays of good quality that illustrate the forms and purposes of writing
- frequent use of literature, including stories, poetry and non-fiction
- the use of drama and role-play and approaches such as hot-seating
- practitioners who are good language role models for speaking and listening, reading and writing

Good curriculum planning for language, literacy and communication in the Foundation Phase and English in primary and secondary schools is shown where:

- the learning and teaching of oracy, reading and writing are integrated into a high quality scheme of work that includes clear teaching objectives and the specific knowledge, understanding and skills that pupils should gain;
- there are interesting and varied tasks and specific learning outcomes for each aspect of language;
- planning builds on what pupils learn in the Foundation Phase and enables pupils to develop literacy skills progressively through key stages 2 and 3;
- staff plan ways to ensure pupils make the best possible progress when they transfer, such as from Year 2 to Year 3, from Year 6 to Year 7 and from Year 9 to Year 10;
- reading and writing tasks and activities become increasingly more challenging and complex and enable pupils to develop and refine their literacy skills;
- there is good coverage of a rich and wide range of literary and non-literary texts and media across different genres and forms to develop reading and writing to high levels; and
- planning refers to reading materials and writing tasks that will appeal to boys' and girls' interests, including hobby and sport related materials and graphic writing, where appropriate.

Good planning for reading is shown in schools where:

- planning ensures the progressive development of pupils' reading skills;
- work encourages pupils' personal response to a wide range of interesting and varied texts in poetry, prose and drama and non-literary and media texts;

- staff provide reading lists and initiatives that encourage pupils to read independently and to explore a wide range of books beyond their favourite authors and kinds of texts;
- pupils' higher-order reading skills, including skimming, scanning, inference and deduction, are progressively developed;
- there are progressively more challenging texts in key stages 2 and 3, which build on pupils' prior reading experience and extend their reading skills;
- there is a strong focus on pupils' understanding and comprehension of what they read and opportunities for them to check their assumptions against the text; and
- there is good attention made to the development of library and information retrieval skills and staff plan regular opportunities for pupils to use school and public libraries and the internet for pleasure and research.

Good planning for writing is shown in schools where:

- at all stages, planning includes writing for in different forms and for purposes and audiences;
- in key stages 2 and 3, work focuses on the stylistic features and characteristics of different kinds of writing, including informal and formal modes of writing;
- there is progressive development of the skills pupils need to express and organise ideas, using different sentence structures, paragraphing and layout of texts from the Foundation Phase to key stage 3;
- there is a focus on words and their meaning so that pupils learn to extend their vocabulary and to express themselves with increasing precision;
- attention is given to strategies to help pupils spell and punctuate accurately;
- there are opportunities for pupils to talk about their own and others' writing and understand how language is used for effect; and
- attention is given to planning, drafting, revising, proofreading and polishing pieces of written work, using ICT where appropriate.

Good planning for the development of communication skills across the curriculum is shown in schools where:

- work is guided by a whole-school literacy policy that ensures coherence and makes developing pupils' communication skills the responsibility of all staff;
- the specific aspects of reading and writing to be developed progressively throughout the school are clearly identified so that staff know which skills are to be taught and when;
- the development of reading and writing skills is strongly embedded in all areas of learning/subject schemes of work and lesson plans;
- there are opportunities for pupils to use their developing reading and writing skills according to the nature of the subject, such as applying their higher-order reading and research skills to their studies in history and geography or writing up investigations in science;
- all staff in secondary schools know the reading abilities of different pupils, so that reading materials and tasks studied in subjects are pitched at the right level, in terms of length and challenge;
- staff teach and explain the meaning of subject terminology;
- staff ensure that pupils read from a range of sources, including the internet, and carry out research independently;

- staff discuss and develop ideas orally with pupils before asking them to write;
- staff teach pupils directly the conventions of the kinds of writing that are used in their subjects;
- staff help pupils to develop their ideas through judicious use of ‘writing frames’ or ‘scaffolds’ that help pupils structure and extend their writing and where they reduce this support as pupils are able to be independent; and
- staff help pupils to write accurately by giving attention to spelling, punctuation, vocabulary, sentence structure and the expression of ideas relevant to writing in their subjects.

The teaching of reading

It is crucial that the teaching of reading is carried out in a consistent way across the whole school. This means that staff should have agreed how to teach reading and how they will ensure that work is progressing more challenging.

In the Foundation Phase, the teaching of initial reading should enable pupils to use all the clues available to get meaning from the text. These include phonic, word recognition, grammatical and graphic, and contextual clues. While it is important that schools give attention to pupils’ decoding skills, it is also crucial that they develop pupils’ comprehension skills (such as understanding, reorganisation, evaluation and appreciation) and their enthusiasm and enjoyment of reading at the same time. You should make certain that schools focus on both these aspects as part of the teaching of reading.

Most pupils in key stage 2 will have progressed beyond initial decoding and schools should be teaching pupils to be more analytical about texts and their responses. At this stage, it is important for pupils to know that there are different kinds of reading that are appropriate for different purposes. Pupils need to know which kind of reading strategy to adopt as they read in a range of activities across the curriculum and in the outside world. You should make certain that pupils have opportunities to read in different ways and for different purposes. As pupils become more effective readers, their developing skills will enable them to come to grips with the complexity of English/Welsh first language morphology (the way words are built up), which will underpin their writing and spelling.

In the past, teachers spent a great deal of time hearing pupils read individually. Some still do and there are major benefits for some pupils, particularly those whose reading skills are below the expected level. However, over recent years, the benefits of shared and guided reading approaches have been recognised as more effective ways to model and teach the reading process for the majority of pupils. Shared and guided reading are important elements of the active and specific teaching of reading that should be present in all classrooms. These strategies are relevant to readers of all stages and abilities and should form part of every teacher’s repertoire of teaching approaches.

In **shared reading**, the teacher models the process of reading by demonstrating the ways an effective reader thinks as they read a text. This usually takes place in a whole-class situation where everyone can see the text, such as using a big book, projecting text onto a screen or whiteboard. Usually, pupils listen to the text read aloud, join in and follow the reading, and learn from the teacher’s example of analysing the text.

In **guided reading**, a small group of pupils of similar ability are guided through the text by the teacher. The teacher will draw pupils' attention to a range of features in the text and model ways of predicting and summarising etc. Usually, the teacher will listen to pupils read individually within the context of the group.

More information about shared and guided reading is included later in this section.

You should always examine teachers' **reading records** and consider the frequency of reading activities, who reads most often with pupils, the range and extent of pupils' reading and the use of records to identify pupils' progress and plan for improvement. You should discuss the teaching of reading with staff to gain a view about the quality of the teaching of reading in the school.

The teaching of writing

In order to make progress in gaining and using writing skills, pupils need good teaching that includes:

- the explicit teaching of writing skills;
- the modelling of different forms and purposes of writing;
- regular opportunities for pupils to develop their skills in work across the curriculum as well as in English/Welsh first language; and
- effective assessment practice that leads pupils to understand how best to improve their work.

Like reading, it is crucial that the teaching of writing is carried out in a consistent way across the whole school. This means that staff should have agreed how to teach writing and implement consistently the school's marking policy.

As pupils progress in gaining independent writing skills, schools should encourage them to see writing as a process that includes planning content, drafting, evaluating, revising and editing as stages that lead to the final product. While it is not possible to go through this whole process for each piece of writing, the process needs to become part of pupils' thinking so that although they may have limited time to spend on their written work they can apply these aspects to improve their work.

Schools may use approaches such as shared and guided writing in the same way that they do for the teaching of reading.

For more information on opportunities for literacy in the teaching and provision for each National Curriculum subject, please refer to Estyn's supplementary guidance on inspecting skills.

Annex 4: An overview of good practice in provision for numeracy

To become numerate pupils must learn to count and to understand how to use natural numbers to solve simple problems. They must understand the nature of the counting system – its base-ten structure and the place value system. They have to grasp the role of numbers in measuring and comparing quantities. Following this, they need to be introduced to other forms of numerical representation: decimals, fractions, ratios and percentages. Their growing numeracy soon allows them to analyse shapes and space, and later to deal with algebraic equations.

There are two essential aspects of numeracy learning. First, pupils should learn what to do to solve a problem and secondly they should also understand the numerical principles that determine the correct way to reach the solution. Context in numerical classroom activities is also an important topic. Familiar and interesting topics promote effective problem solving. For example, activities that involve money are a sound idea because children know about money and are interested in it and also because money can be used to promote several basic and important aspects of numerical knowledge (the base-ten structure, negative numbers, percentages and proportions).

Schools that promote numeracy well provide pupils with regular opportunities to use and apply their mathematical skills in a range of situations and contexts. Plans clearly demonstrate the progressive development and reinforcement of pupils' numeracy skills and mathematical language across a range of areas of learning.

Schools that co-ordinate the provision for numeracy effectively:

- identify areas of the curriculum where pupils have opportunities to use and apply what they have learned in mathematics; and
- ensure pupils are taught the mathematical skills and knowledge they need to meet the requirements of other curriculum areas.

In the Foundation Phase, there should be a balanced approach to teaching numeracy, including:

- number awareness – counting, recognising, reading, writing and ordering numbers, recognising patterns and relationships;
- calculating – understanding and using a variety of methods to solve number and word problems;
- money – recognising, sorting and using coins, finding totals and giving change;
- measures – comparing, ordering and recognising the need for standard units;
- shape, position and movement – recognising and using 2D and 3D shapes, understanding and using vocabulary to describe position and movement; and
- handling data – sorting, classifying, collecting, organising, recording, interpreting, and extracting data from an increasing range of sources.

Using continuous provision to develop pupils' numeracy skills

- role play – clock, scales, coins and notes, timetables, measuring tape, calculator;
- sand and water – calibrated apparatus for measuring;
- construction – variety of blocks/boxes of different shapes and sizes, rulers and tape measures, plans and photographs of buildings;
- book area – counting books, number rhymes, books that emphasise mathematical language, such as, positional language, sequencing or ordering and comparing; and
- creative area – variety of resources and materials that can be used for pattern making.

What would you expect to see?

- a rich and dynamic indoor and outdoor environment, where numeracy is given high status;
- plenty of good-quality opportunities for pupils to apply their numeracy skills in all areas of learning;
- mathematical area, ICT area and play areas that are well equipped with resources that enhance pupils' numeracy skills;
- displays of good quality that illustrate the forms and purposes of number;
- teachers providing frequent opportunities for pupils to 'use and apply' mathematics in their daily work, including improving the level of challenge for the more able to develop their thinking and problem-solving skills;
- pupils undertaking work in mathematics across a range of contexts and situations;
- all staff including, support staff, involved in drawing up mathematical development plans and short-term plans for teaching mathematics and numeracy; and
- teachers discussing with pupils how they can use their skills in mathematics effectively to solve problems and record their findings in different contexts and situations and developing an ethos of 'numeracy' where pupils see mathematical inquiry as a natural part of learning.

In **key stage 2**, pupils should build on the skills, knowledge and understanding acquired in the Foundation Phase. There should be a balanced and progressively challenging approach to teaching numeracy, including:

- continuing to develop pupils' use of the number system, moving to calculating fluently within all four number operations;
- developing pupils' mental calculation strategies alongside their written methods;
- developing pupils' estimation and checking strategies;
- developing pupils' accuracy when measuring;
- continuing to develop pupils' knowledge of 2D and 3D shapes and their properties;
- providing opportunities for pupils to collect, represent, discuss, interpret and explain data from a variety of sources; and
- developing pupils' ability to reason and communicate mathematically, using appropriate mathematical language.

What would you expect to see?

- a rich and dynamic learning environment where numeracy is given high status;
- plenty of good quality opportunities for pupils to apply their numeracy skills in all areas of the curriculum;
- all practitioners, including support staff, are involved in the initial stages of planning for numeracy;
- displays of good quality and visual prompts that illustrate the forms and purposes of mathematics;
- the use of real-life purposeful investigations to solve mathematical problems;
- plans that progressively develop pupils' understanding of 'number' and 'shape and space', in ever-more challenging and complex ways using high quality resources;
- schools plan effectively for the progressive development and reinforcement of pupils' numeracy skills and mathematical language across a variety of practical and relevant contexts including the outdoors;
- staff challenge pupils' thinking and understanding by asking probing questions;
- staff use appropriate resources and images to develop pupils' mental calculation strategies to enable them to quickly recall simple number facts;
- pupils encouraged by all staff to use a range of checking strategies including mental estimation, approximation and inverse operation;
- schools quickly and accurately identify pupils in need of additional support for numeracy and provide specific programmes to address these concerns; and
- staff who are good mathematical role models for problem solving and the use of mathematical language.

For more information on opportunities for numeracy in the teaching and provision for each National Curriculum subject, please refer to Estyn's supplementary guidance on inspecting skills.

Annex 5: The Literacy and Numeracy Framework, National Support Programme and national reading and numeracy tests

Estyn does not expect schools to have completed building the Literacy and Numeracy Framework (LNF) into all their curriculum and lesson planning and delivery from September 2013. However, inspectors will expect schools to have robust plans in place and to be making good progress towards that end.

Estyn has no preferred model for the way schools implement the LNF. Inspectors will judge the effectiveness of provision and leadership on their contribution to outcomes and not on the basis of any preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose of achieving high standards of work for all pupils.

The English version of the LNF is available here: [LNF – English](#)

The Welsh version of the LNF is available here: [LNF – Welsh](#)

The [Learning Wales website](#) contains useful information about the LNF, National Support Programme and the national reading and numeracy tests.

Each year, pupils from Year 2 onwards will sit statutory national reading and numeracy tests. Results from the tests will allow schools to measure the progress of pupils in each year group and to compare their school's performance at national level. Inspectors should use the school's analysis of performance in the tests and other relevant data as a starting point before the further evaluation of pupils' literacy and numeracy skills that can be gained on evidence from observations of lessons, scrutiny of pupils' work and by talking to pupils. In particular, inspectors should consider how the school is analysing the data on particular groups of pupils who have weak literacy and numeracy skills and using this information to support these pupils eg through intervention programmes. Inspectors should consider the progress these pupils make in intervention programmes and their attainment at the end of key stage 2.

Annex 6: Further guidance on questions to use to evaluate pupils' high-order reading skills in key stage 2

Literal questions, which require pupils to locate facts, ideas, particular information, a sequence of events, similarities and differences, characteristics of a person etc, for example:

- What is the boy's name?
- Which is the tallest animal?

Reorganisation, which requires pupils to analyse, synthesise and/or organise the ideas or information which is explicitly stated in the text, for example:

- classifying – placing people, things places and or events into categories;
- summarising – condensing the content of the passage, using direct quotation or paraphrased statements; and.
- synthesising – bringing together ideas or information from more than one source/section.

Inferential questions, which require pupils to use the ideas and information in the passage, his or her intuition and his or her personal experience as a basis for making conjectures or hypotheses, for example:

- What else might the author have included to make the passage more interesting to boys?
- Why did the girl behave as she did?
- Why does the author use the word ...?

Evaluative questions, which require pupils to make a judgement based either on the passage alone or on his/her prior knowledge and experience, for example:

- What is the author trying to make you think when he says ...?
- Is the character right or wrong to act as s/he does in view of the situation described?
- Is the information accurate? Does it agree with what you have found out from other sources?

Appreciative questions, which require an emotional and/or aesthetic response from pupils to the content and style of the passage, for example:

- Which description did you find most lifelike/frightening/effective?
- Which words most helped you to imagine what was happening?

Reference: Adapted from Barrett's *Taxonomy in Reading: Today and Tomorrow*, Melnik Merritt (University of London/Open University 1972) as published in *Guidance on the teaching of higher-order reading skills*, Welsh first language Assembly Government March 2010

Shared and guided reading: how they differ

Shared reading	Guided reading
Will usually involve a large mixed-ability group/class. The teacher and pupils work co-operatively to develop meaning from the text.	Will usually involve a group of pupils with similar ability/needs. Each pupil is helped to read and understand the text independently, though the rest of the group will be involved. The rest of the class work on other tasks.
The teacher models effective reading; reads the lines, between the lines and beyond the lines of the text, extracting meaning and interpreting it in relation to pupils' experiences and knowledge.	Individual pupils read the text to themselves and out loud to the teacher and the group using strategies they know. The teacher reinforces and extends these strategies, helping pupils to understand the text fully.
The main focus is on finding meaning by interrogating the text, paying close attention to the words, the sentence structures, the punctuation and other features of presentation.	The focus is on developing and practising strategies to cope with unfamiliar text. Teaching will be tailored to the specific needs of the group members.
Most of the reading is oral. Predictions about the text that follows may be made; predictions will be confirmed or rejected as reading continues.	Some of the reading is silent as pupils tackle a text for themselves then attempt to read it aloud, supported by the teacher and their peers who give them strategies to cope.
The teacher is prepared to do most of the reading; pupils are encouraged to 'come in and out of the reading' as they can. Some in the group will read the text with the teacher; others will read very little of the text on their own but will be attending to the text and learning.	Pupils will do most of the reading, supported by the teacher as above.
Will focus on both new, unfamiliar texts and familiar texts. Shared reading of a new text will have different purposes from shared reading of familiar texts. Each time a text is revisited; the teacher should have a new, or additional, purpose.	Will generally focus on new, unseen text. Pupils will test their reading strategies on unfamiliar text, make predictions, check them, and either confirm or reject them. Guided reading of familiar texts should have different purposes.

Reference: Adapted from Guidance on the teaching of higher-order reading skills Welsh first language Assembly Government 2010

The effective learning and teaching of phonics

Phonics is the study of the way in which spellings represent the sounds that make up words. Around 75% of words in English and almost all words in the Welsh first language are phonically regular. Learning about sound and symbol relationships is therefore important in learning to read. In the most effective schools, staff skilfully integrate phonics with work on other aspects of language. Integrating language work is important so that pupils do not gain phonic skills in isolation from other areas of literacy

Characteristics of effective work on phonics include:

- staff's knowledge of the principles which underpin the content and sequence of phonic work;
- a clearly structured programme that is consistently implemented throughout the school;
- clear learning objectives, which are shared with pupils and short, brisk teaching sessions that link phonics with other aspects of language and literacy learning, such as writing and spelling;
- imaginative, interactive teaching approaches;
- high expectations of what pupils can achieve;
- attention to pupils' enunciation of sounds;
- teaching the skill of blending sounds together;
- regular opportunities to repeat work to ensure that pupils consolidate their learning;
- a stimulating mix of resources and play activities to gain and maintain pupils' interest; and
- multi-sensory approaches to cater for different learning styles.

Annex 7: Guidance for inspectors on the readability levels of reading resources

This guidance provides information about age-related popular reading resources used by schools. While the list is comprehensive, it is not intended to be definitive.

The first stage includes picture books with no text for the youngest pupils and the final stage identifies books that the average 11-year-old can read fluently. The typical levels of the reading resources are listed in order of difficulty to show progression within each age range.

The list provides an approximate guide linking national levels of expectations and the levels of books that pupils with an average reading ability will be able to read. As pupils' learning is rarely linear, you will find that some pupils may be able to read fluently from books in more than one stage, particularly if they are highly motivated or interested in a story or topic.

The information in this list should not be applied rigidly or prescriptively but will support you in making a professional judgement about standards of reading.

Age	Foundation Phase Outcome / National Curriculum level	Title of reading resource	Typical levels
Up to six years of age	Working within FPO4 and towards/within FPO5	All aboard	Easy start Stage 1 Introductory Stage 1 Stage 2 Stage 3 core and booster books Stage 4
		Dorling Kindersley readers	Pre-level 1
		Kaleidoscope reading sets	Stages 0-6 Yellow stages 0-5
		Lighthouse	Pink A and B (rec) Red (rec) Yellow (Y1) Blue (Y1)
		Literacy land	Story street fiction Beginner step F Beginner steps 1-3 Beginner genre range Beginner step 4
		Longman book project	Fiction beginner level 1 Fiction beginner level 2 Fiction beginner level 3 Fiction band 1 Fiction band 2

		One two three and away	Picture book packs Blue pre-readers Starter stage Blue platform books 1-4 Green books Blue platform books 5-8 Green platform books 1-10
		Oxford reading tree	Stage 1 Stage 1+ Stage 2 Stage 3 First story rhymes pack A Stages 4-6 Play scripts
		Pathways	Stage 0 Blue pre-readers Stage 1 Stage 2 sets A and B
		Reading 360	Levels 0-3
		Read, Write, Inc	A phonics programme for pupils to age 7
		Sails	Foundation Pink A Pink B Pink C
		Story chest	Stage 1 Set A/ Set AA Set B/Set BB Set C/CC Set D/DD
		Wellington Square	Level 1
6 to 7 years of age	Working within FPO5 and towards/within FPO6	All aboard	Stages 5 & 6 core readers Stage 6 traditional tales Lower key stage 1 plays
		Dorling Kindersley readers	Level 1
		Kaleidoscope reading sets	Red
		Lighthouse	Green and Orange
		Literacy land	Story street fiction Beginner step 1 Emergent Genre range – beginner to emergent

		Literacy world	Fiction beginner level 1 Fiction band 2
		Longman book project	Fiction band 3 Non-fiction A
		One two three and away	Red books 3, 3a, 3b, 4, 4a, 4b Red platform books 1-10
		Oxford reading tree	Stages 3-7 Play scripts Guided reading traditional tales Fact finders Unit A
		Pathways	Stage 0 Blue pre-readers Stage 1 Stage 2 sets C-F
		Reading 360	Level 4 Plays for infants
		Read, Write, Inc	A phonics programme for pupils to age 7
		Sails	Foundation Pink A
		Story chest	Stage 1 Stage 2 Bridges sets A, B, C
		Wellington Square	Level 2
7 to 8 years of age	Working within NC L2 and towards/within NCL3	All aboard	Stages 7 and 8 Core readers, plays, poetry anthology Stage 9 Traditional tales
		Dorling Kindersley readers	Level 2
		Kaleidoscope reading sets	Red Blue (younger) Silver (older)
		Lighthouse	Turquoise Purple and gold
		Literacy land	Emergent step 6 Genre range Competent steps 7 and 8
		Literacy world	Stage 1
		Longman book project	Fiction band 4
		One two three and away	Yellow books 5, 6, 7 Yellow 8, 9, 10 Yellow platform 1-10

		Oxford reading tree	Stages 5-6 Stages 6-7 play scripts Stages 6, 7, 8 robins Stage 7 owls Stage 8 snapdragons Woodpeckers books 2-5 Factfinders Unit B Story rhymes sets A/B Stages 7-8 glow worms, fireflies Stages 8-9 glow-worms and magpies Stages 9-10 robins Stage 10
		Pathways	Stage 3 Stage 4 sets A, B, C Longdale Park set A
		Reading 360	Level 5 Core and little books Level 6 core Year 3 pocket books Level 6
		Read, Write, Inc	A comprehension programme for pupils aged 7 to 9 who can read
		Story chest	Stages 3 and 4 Stages 5 and 6
		Wellington Square	Level 3 and 4
8 to 9 years of age	Working within NCL3 and towards NCL4	All aboard	Stage 10
		Kaleidoscope reading sets	Blue (younger) Silver (older)
		Literacy land	Competent step 9 Genre range – competent/fluent
		Literacy world	Core stage 1 Satellites stage 3
		Longman book project	Fiction band 6 Non-fiction B tier 1 Plays 2
		One two three and away	Yellow books 11 and 12
		Oxford reading tree	Stages 8-10 branch library Stages 8/9 true stories Stage 9 fireflies

			Stage 9/10 citizenship stories Stage 10 snapdragons Stages 10 and 11 glow-worms Stage 11 branch library
		Pathways	Stage 4 sets D/E Stage 5 Longdale Park
		Reading 360	Levels 7/8 core Year 4 pocket books L7/8 Plays for lower juniors
		Read, Write, Inc	Comprehension programme for pupils aged 7 to 9 who can read
		Wellington Square	Level 5
9 to 10 years of age	Working within NCL3 and towards/within NCL4	All aboard	Stage 11-13
		Dorling Kindersley readers	Level 3 Level 4
		Ginn history	eg Invaders and settlers, Ancient Greece
		Kaleidoscope reading sets	Orange (younger) Green (older)
		Literacy land	Fluent steps 10/11 Fluent Independent Fluent step 12 Independent Plus
		Literacy world	Core stage 2 Satellites stage 4 Comets stage 1 Core stage 3 Comets stage 2
		Longman book project	Fiction bands 7/8 Non-fiction B Plays 3/4 Fiction bands 9/13 Non-fiction B
		Nuffield primary science	Key stage 2
		Oxford reading tree	Stages 14/15 treetops, play scripts

		Pathways	Stage 5 sets A-E Stage 6 set A Longdale Park set A Stage 6 set B-E Stage 7 set A
		Reading 360	Level 9 core Levels 10/11 core Plays for upper juniors
		Read, Write, Inc	Comprehension plus programme for pupils aged 9 to 11
		Wellington Square	Extra!
10 to 11 years of age	Working within NCL4 and towards NCL5	All Aboard	Stages 14
		Francis Lincoln paperbacks	eg Christy's dream, Out for the count, Encore Grace!
		Ginn history	eg Victorian Britain
		Literacy land	Independent Independent Plus
		Literacy world	Core stage 4 Comets stages 3 and 4
		Longman book project	Fiction bands 14-16
		Nuffield primary science	Key stage 2
		Oxford reading tree	Stages 9 and 10 Stages 12, 12+, 13, 13+ Stages 14 and 15 Treetops Play scripts
		Passports to literacy	Packs 1, 2 and 3
		Pathways	Stage 5 sets A-E, Stage 6 set A-E Stage 7 set A
		Reading 360	Level 9 core Levels 10 and 11 core Plays for upper juniors
		Read Write Inc	Comprehension plus programme for pupils aged 9 to 11

11 to 12 years	Working beyond NCL4	All aboard	Stage 14
		Skyways	Level 7
		Storyworlds	Stage 11
		Cambridge reading	Extended reading B Cambridge Plays
		Corgi books	Random House Children's books
		Focus on literacy	Year 6
		Literacy land	Independent standard Independent Plus Genre range
		Literacy world	Core: Stage 4 Comets Stages 3 and 5
		Longman book project	Fiction bands 14-16
		Oxford reading tree	Stage 16 Treetops
		Pathways	Stage 7 Sets B-E
		Read Write Inc	Anthology 6