

## National Literacy and Numeracy Framework for years 3/4

### 1. Oracy

	Year 3 Learners are able to:	Year 4 Learners are able to:
Speaking	<ul style="list-style-type: none"> <li>- Explain information and ideas using relevant vocabulary</li> <li>- Organise what they say so that listeners can understand, <i>e.g. emphasising key points, sequencing an explanation</i></li> <li>- Speak clearly, varying expression to help listeners</li> <li>- Use language appropriate to more formal situations, <i>e.g. during an assembly, talking to a visitor</i></li> <li>- Keep in role and support others in role play</li> <li>- Welsh medium statement: use the most common mutations usually correctly, <i>e.g. ar ben</i></li> </ul>	<ul style="list-style-type: none"> <li>- Explain information and ideas using supportive resources, <i>e.g. on-screen and web-based materials</i></li> <li>- Organise talk so that different audiences can follow what is being said, <i>e.g. giving background information, providing a brief summary of main points</i></li> <li>- Adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group</li> <li>- Explore different situations through role play</li> <li>- Welsh-medium statement: use the most common mutations correctly, <i>e.g. fy nghalon</i></li> </ul>
Listening	<ul style="list-style-type: none"> <li>- Listen carefully and make connections between what they are learning and what they already know</li> <li>- Check understanding by asking relevant questions or making relevant comments</li> </ul>	<ul style="list-style-type: none"> <li>- Listen carefully to presentations and show understanding of main points</li> <li>- After listening, respond, giving views on what the speaker has said</li> </ul>
Collaboration and discussion	<ul style="list-style-type: none"> <li>- Contribute to group discussion, sharing ideas and information</li> <li>- Use talk purposefully to complete a task in a group</li> </ul>	<ul style="list-style-type: none"> <li>- Contribute to group discussion and help everyone take part</li> <li>- Help a group to reach agreement, <i>e.g. considering reasons or consequences, keeping focus on the topic</i></li> </ul>

### 2. Reading

	Year 3 Learners are able to:	Year 4 Learners are able to:
Reading Strategies	<ul style="list-style-type: none"> <li>- Use a range of strategies to make meaning from words and</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of strategies to make meaning from words and</li> </ul>

	<p>sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</p> <ul style="list-style-type: none"> <li>- Read short information texts independently with concentration</li> <li>- Read aloud using punctuation to aid expression</li> <li>- Skim to gain an overview of a text, <i>e.g. topic, purpose</i></li> <li>- Look for specific information in texts using contents, indexes, glossaries, dictionaries</li> <li>- Use visual clues, <i>e.g. illustration, photographs, diagrams and charts</i>, to enhance understanding</li> <li>- Identify different purposes of texts, <i>e.g. to inform, instruct explain</i></li> <li>- Identify how texts are organised, <i>e.g. lists, numbered points, diagrams with arrows, tables and bullet points</i></li> <li>- Locate information on web pages using screen features, <i>e.g. toolbars, side bars, headings, arrows</i></li> </ul>	<p>sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</p> <ul style="list-style-type: none"> <li>- Read texts, including those with few visual clues, independently with concentration</li> <li>- Use understanding of sentence structure and punctuation to make meaning</li> <li>- Skim to gain the gist of a text or the main idea in a chapter</li> <li>- Scan for specific information using a variety of features in texts, <i>e.g. titles, illustrations, key words</i></li> <li>- Identify how texts differ in purpose, structure and layout</li> <li>- Find information and ideas from web pages, using different search methods, considering which are the most efficient methods</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>- Accurately identify the topic and main ideas of a text, <i>e.g. by highlighting, using key words of the text</i></li> <li>- Deduce ideas and information by linking explicit statements, <i>e.g. cause and effect</i></li> <li>- Take an interest in information beyond their personal experience</li> </ul>	<ul style="list-style-type: none"> <li>- Accurately identify the main points and supporting information in texts</li> <li>- Deduce connections between information, <i>e.g. sequence, importance</i></li> <li>- Explore information and ideas beyond their personal experience</li> </ul>
Response and analysis	<ul style="list-style-type: none"> <li>- Use information from texts in their discussion or writing</li> <li>- Make links between what they read and what they already know and believe about the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Select and use information and ideas from texts</li> <li>- Understand how something can be represented in different ways, <i>e.g. moving image, multi-modal and print.</i></li> </ul>

### 3. Writing

	Year 3 Learners are able to:	Year 4 Learners are able to:
Meaning, purposes, readers	<ul style="list-style-type: none"> <li>- Write for different purposes and readers choosing words for variety and interest</li> <li>- Include relevant details, information or observations in their writing</li> <li>- Note down ideas to use in writing</li> <li>- Use on-screen functions, <i>e.g. font, colour, cut, paste, size</i>, to present their work in ways to interest the reader and enhance meaning</li> <li>- Review and improve sections of their work</li> </ul>	<ul style="list-style-type: none"> <li>- Adapt what they write to the purpose and reader, choosing words appropriately, <i>e.g. descriptive, persuasive language</i></li> <li>- Explain main idea(s) with supporting details, including observations and explanations where relevant</li> <li>- Gather ideas to plan writing</li> <li>- Explore and use appropriately the different forms of writing on-screen to interact with others, <i>e.g. websites, e-mails, blogs</i></li> <li>- Improve writing, checking for clarity and organisation</li> </ul>
Structure and organisation	<ul style="list-style-type: none"> <li>- Use a basic structure for writing</li> <li>- Write using an introduction to the topic and a conclusion</li> <li>- Present processes, event or reports in a clear sequence</li> <li>- Use visual information if relevant, <i>e.g. labelled diagrams</i></li> </ul>	<ul style="list-style-type: none"> <li>- Use specific structures in writing, <i>e.g. tables, questionnaires</i></li> <li>- Write an introduction, develop a series of ideas and a conclusion</li> <li>- Organise writing into logical sequences or sections by beginning to use paragraphs</li> <li>- Use visual information, <i>e.g. illustrations, diagrams and graphs</i> which are clear and relevant to the written text</li> </ul>
Language	<ul style="list-style-type: none"> <li>- Use language appropriate to writing, including standard forms of English</li> <li>- Use vocabulary related to the topic or subject context</li> </ul>	<ul style="list-style-type: none"> <li>- Use language appropriate to writing, including standard forms of English</li> <li>- Use subject-specific vocabulary independently</li> </ul>
Grammar, punctuation, spelling, handwriting	<ul style="list-style-type: none"> <li>- Start sentences in a variety of ways</li> <li>- Use adjectives and adverbs to expand simple sentences and phrases</li> <li>- Use connectives for causation and consequence, <i>e.g. because, after</i></li> <li>- Use full stops, question marks, exclamation marks and commas for lists</li> <li>- Spell plural forms, <i>e.g. -s, -es, -ies</i></li> </ul>	<ul style="list-style-type: none"> <li>- Vary the order of words, phrases and clauses in sentences</li> <li>- Use adjectival and adverbial phrases to add interest and precision</li> <li>- Use connectives to show links within sentences</li> <li>- Use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission</li> <li>- Use strategies including</li> </ul>

	<ul style="list-style-type: none"> <li>- Use past tense of verbs consistently, <i>e.g. consistent consonant doubling before -ed</i></li> <li>- Use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, <i>e.g. most common polysyllabic words</i></li> <li>- Spell all high-frequency words correctly</li> <li>- Produce legible handwriting and present work appropriately joining letters in some words</li> <li>- Welsh-medium statement: use the standard forms of the verb as relevant to the context</li> <li>- Welsh-medium statement: use the most common mutations usually correctly, <i>e.g. ar ben</i></li> </ul>	<p>knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, <i>e.g. words with more complex patterns</i></p> <ul style="list-style-type: none"> <li>- Produce handwriting which is clear and legible and may be cursive</li> <li>- Welsh-medium statement: use the standard form of a variety of verbs, <i>e.g. present, past and negative forms</i></li> <li>- Welsh-medium statement: use the most common mutations correctly, <i>e.g. fy nghalon</i></li> <li>- Welsh-medium statement: spell an increasing number of plural forms correctly in context, <i>e.g. -iau, -u</i></li> </ul>
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## **History in the National Curriculum in Wales**

### **1. History at Key Stage 2**

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. They have experiences that make history enjoyable, interesting and significant. They develop their curiosity about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present. They learn by enquiry about the ways of life of different people in these periods in history, drawing on important developments, key events and notable people from their locality, Wales and Britain. They engage in stimulating and focused historical enquiry using a wide range of sources, including representations and interpretations of the past, and organise and communicate their skills, knowledge and understanding in an increasing variety of ways.

## 2. Skills across the curriculum

- Developing thinking:  
in history, learners develop their thinking skills through historical enquiry and reflection on key questions, ideas and interpretation.
- Developing communication:  
in history, learners develop their skills of oracy, reading and writing and wider communication skills through using aural and written sources and communicating ideas, opinions, arguments and conclusions.
- Developing ICT:  
In history, learners develop their ICT skills by using technology in enquiries, and to develop and present their findings.
- Developing numbers:  
In history, learners develop their number skills through developing chronological awareness, using conventions relating to time, and making use of data, *e.g. census returns and statistics*.

## 3. Programme of study

- Chronological awareness: pupils should be given opportunities to
  - o Use timelines to sequence events
  - o Use appropriate key words to estimate, measure and describe the passage of time
- Interpretations of history: pupils should be given opportunities to
  - o Identify the ways in which the past is represented and interpreted
  - o Distinguish between 'fact' and 'opinion', giving some evidence/knowledge-based reasons for this.
- Historical knowledge and understanding: pupils should be given opportunities to:
  - o Identify differences between ways of life at different times
  - o Identify significant people and events within and across periods
  - o Understand why people did things, what caused specific events and the consequences of those events.
- Range: pupils should develop their historical skills, knowledge and understanding through learning about a range of historical contexts. These should be based primarily on the local area within the wider context of Wales, but including examples from Britain and other countries. The focus should be on the characteristics of daily life during the selected contexts.
- Historical enquiry: pupils should be given opportunities to:
  - o Ask and answer relevant questions about the past
  - o Plan the investigative approach to be used, suggesting how to find relevant information.
  - o Use a range of sources, including ICT, *e.g. artefacts, buildings and sites, adults talking about their own past, visual sources, data and appropriate written sources*
  - o Reflect on their findings and the investigative approach used
- Organisation and communication: pupils should be given opportunities to:

- select, record and organise historical information
- communicate ideas, opinions and conclusions with increasing independence in a variety of ways, including ICT, *e.g. graphs, charts, extended writing, visual and oral presentations*
- Questions to ask:
  - What do you know about life at this time? How do you know this and how can you find out more?
  - What was life like for rich and for poor people, for men, women, and children, *e.g. houses, food and farming, transport, education, clothes, celebrations, pastimes?*
  - Were there significant changes in people's lives at this time and if so, why?
  - How have the daily lives of people at this time been represented and interpreted and why?
  - What impact did people of this time have on their environment?