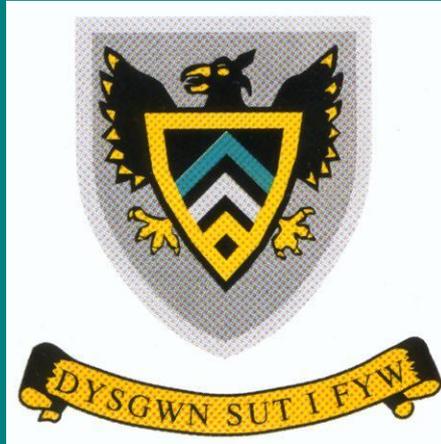


LITERACY POLICY



Definition of literacy

The definition of literacy from the LNF is:

Literacy is the use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English and Welsh. Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas.

Aims

The aims of this policy document are to:

- support students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' communication skills
- develop a shared understanding between all staff of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of students' ability to communicate effectively
- recognise that language is central to students' sense of identity, belonging and growth
- raise students' own expectations of achievement, thus raising standards
- develop students' confidence and self-expression
- promote knowledge and understanding of the students' standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness.

All teachers are teachers of literacy. As such, the staff of Bryntirion Comprehensive School are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- reading helps us to learn from sources beyond our immediate experience
- writing helps us to sustain and order thought
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done
- responding to higher order questions encourages the development of thinking skills and enquiry
- improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour
- it allows them to learn independently
- it is empowering

All schemes of work and most, although not all lessons, will include specific literacy objectives. Literacy should also form part of lesson plenaries when it is appropriate to the focus of the lesson.

Whole School Literacy development targets 2017-19

- **Improve the accuracy of writing across the curriculum**
- **Improve consistency of pedagogical approaches to teaching reading**

More detailed information on the development of these targets for departments will be provided through Leadership Forums and Professional Development sessions.

Literacy across the curriculum

The literacy component of the LNF offers a set of objectives that are relevant across the curriculum and are to be embedded in all subjects. Consistency in teaching literacy will enable learners to develop strategies and be able to adapt them to different contexts. The table below summaries the main strands and aspects of literacy.

<i>Oracy</i>	Developing and presenting information and ideas:	<ul style="list-style-type: none">• Speaking• Listening• Collaboration and discussion
<i>Reading</i>	Locating, selecting and using information:	<ul style="list-style-type: none">• Reading strategies
	Responding to what has been read:	<ul style="list-style-type: none">• Comprehension• Response and analysis
<i>Writing</i>	Organising ideas and information:	<ul style="list-style-type: none">• Meaning, purposes, audience• Structure and organisation
	<i>Writing accurately:</i>	<ul style="list-style-type: none">• Language• Handwriting, grammar, punctuation, spelling

At Bryntirion each department has been allocated specific literacy pathways, appendix D, which they will be responsible for developing, assessing and tracking progress. These were chosen in consultation between the SLT LNF lead, literacy co-ordinator and the Head of Department. Identification focused on the particular literacy skills which are not only relevant to the subject at KS3 but also in KS4/5. Departments should be aware that they may still develop/use other pathways from the LNF but they would not explicitly assess these. Appendix C provides a list of pathways that are most commonly used across the curriculum.

Key points for improving Literacy across the Curriculum

- Keep it consistent
- Always insist on full sentences for any extended answer.
- Talk, model, write...
- Verbal responses should be extended.
- Academic vocabulary should be developed alongside subject specific key words and definitions in every lesson.
- Use integrated quotes with detailed explanations whenever appropriate.
- Spelling of key subject vocabulary should be practised.
- Pupils should respond to the teacher's marking, including marking for literacy.
- Pupils and teachers should focus on the presentation of work.
- **Writing accurately, including spelling, punctuation and grammar should be a main focus for all members of staff and all pupils for this academic year.**
- Pupils should be self and peer checking work
- Teachers will promote the use of Standard English in lessons and around school

It is the responsibility of both staff and students to raise standards in literacy. This starts with an expectation that students should respond in full sentences and in Standard English; teachers are expected to model this, to challenge poor oracy, and to provide students with the language necessary for a high-level response. Before setting their students to write, teachers should model the process of writing: the

thinking, the planning, the drafting and the editing; using success criteria, such as rubrics, to aid the assessment of writing. Integral in developing pupils' wider reading and reading for enjoyment is how teachers facilitate reading for meaning through using a range of teaching methods and approaches.

All teachers should promote high standards of literacy, whatever the teacher's specialist subject. Teachers must foster thinking and talking about texts by creating an environment of rich dialogue and response towards all types of text, including non-continuous texts and online texts. The reading of images and film, fiction, poetry and non-fiction is vital in developing talk and response, the starting point for comprehension. Questioning by both teachers and pupils is fundamental in improving comprehension. It should involve the explicit exploration and development of literal, inferential and evaluative questioning.

Oracy

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. It is only by teaching pupils the skills associated with Talking and Listening within a variety of curriculum contexts by meaningful and relevant activities that teachers can ensure that students will become literate in the true sense of the word, and that they will enjoy language and communication in all their forms. All lessons depend upon oral as well as written communication. The teacher explains, questions, describes, organises and evaluates in the classroom and does this mainly by talk.

It is the responsibility of all staff at Bryntirion to foster these skills in their pupils so they can use speech appropriately and listen actively. The former includes being able to adjust ways of speaking clearly and effectively according to the audience, context and purpose. The latter involves skills of concentration and sensitivity to the speaker's viewpoint. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances including independent, paired and group discussions and speaking to a larger audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- listen with understanding and respond sensitively and appropriately.

We will teach pupils to use language precisely and coherently. An Oracy toolkit has been developed which provides teachers with a range of strategies to develop pupils' individual, paired or group work. These strategies can be accessed on the schools shared drive.

Reading

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding.

We will build on and share existing good practice. We will teach pupils strategies to help them to:

- read with greater understanding; locate and use information
- follow a process or argument
- summarise
- synthesise and adapt what they learn from their reading.

This must be planned within the scope of reading for enjoyment and tasks should engage pupils with the world beyond the classroom.

Teachers should clarify pupils' purpose for reading. They should relate the reading to pupils' lives; pre-teach concepts that might inhibit understanding; and activate or build background. Teachers must also develop pupils' toolbox of comprehension strategies such as making connections, asking questions and forecasting predictions. It could also involve previewing the text or questions related to the text so that it focuses reading. Teachers should pre-teach vocabulary through different activities e.g. games, along with

drama, to explore and bring new language alive. Teachers should vary the way the text is read. This could involve silent reading, bringing a text alive by reading to pupils, oral reading by pupils, audio recordings or guided reading. Teachers should do everything to avoid reading becoming a dull and slow business – and this isn't achieved by just reading extracts, but on teacher approaches that are imaginative, innovative and lively.

Pupils should be given opportunities to engage in different types of reading so that they become aware of their wider reading skills and these should be explicitly modelled by teachers:

- skim reading a text to gain an overall impression
- scanning a text to find a particular information and/or key points
- using organisational features such as headings, sub-headings; bullet points, boxing of text, different fonts, to see how much information is presented, organised or prioritised
- close reading when trying to absorb information
- reading critically when assessing a point of view, argument or opinion
- considering an author's choice of vocabulary and/or use of techniques and effects such as reinforcement, repetition, exaggeration or irony
- reading aloud, of their own and others' work, to shape meaning and assess clarity and coherence.

Strategies to support reading across the curriculum, including Tactical Teaching; Reading©, are available on the shared drive.

Choosing texts

The texts that pupils read should be varied, in terms of style and complexity, not over differentiated or simplified, to provide challenge, and carefully chosen. Appendix A gives guidelines on selecting and generating texts.

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- making connections between pupils' reading and writing, so that pupils have clear models for their writing
- using the modelling process to make explicit to pupils how to write
- being clear about audience and purpose
- providing opportunities for a range of writing including sustained writing.

Pupils should be given opportunities to write in various ways:

- note-taking from a variety of sources – printed work, moving images and ICT texts
- use writing to plan, organise and record
- plan, draft, discuss and reflect on their own writing
- learn the conventions of different forms of writing in different subject areas, for example, by using writing frames and providing clear models for writing to foster independent writing
- write at appropriate length, sometimes briefly
- write collaboratively with other students
- present some writing for display or publication.

When completing writing tasks, pupils should be made aware of:

- **Who** (the audience) they are writing for
- **What** type of words would be appropriate for this audience (formal/informal words)
- **Why** they are writing (what does the writer want the person reading the piece to do/how does the writer want the person reading the text to feel?).

Each department will teach pupils how to write in ways that are special to that department's subject needs. There are 6 main no-fiction text types:

- inform;

- recount;
- explain;
- instruction;
- persuasion;
- discussion

Each of these text types have certain connotations associated with them. When teaching text types a common set of strategies, such as using writing frames, needs to be adopted **by all curriculum** areas to build upon the text type writing skills acquired in primary school and to ensure pupils transfer the skills of 'how to' write a particular text from lesson to lesson. These can be found in the writing toolkit. Models of the kinds of writing (**text type**) pupils need to develop should be shown prior to pupils engaging in the writing of the text type. Such models offer guidance on organisation and expression, relevant word choice, appropriate sentence construction and whole text structure. Pupils will eventually recognise suitable formats for particular text types and their knowledge of appropriate layout and language features will be strengthened. This can be supported through the use of 'rubrics' as an AFL tool.

Over the last few years departments have identified extended writing tasks incorporating different text types, which has allowed us to develop a writing map across the KS3 curriculum (Appendix B). By analysing the quality of these extended writing tasks the school will be able to measure the impact of the strategies used to develop writing across the curriculum.

Further strategies to build pupils awareness of subject specific language should be used where possible, such as writing 'mats' and word banks.

Opportunities should be given for pupils to self-assess, improve and to proof-read and correct mistakes in their own writing. Feedback should be provided on how learners could improve their writing. Any copying of writing should be kept to a minimum.

Spelling strategies

Each department will:

- identify and display key vocabulary
- revise key vocabulary
- teach agreed learning strategies which will help pupils to learn subject spelling lists
- concentrate on the marking of high-frequency and key subject words taking into account the differing abilities of pupils
- test or revise high frequency words regularly.

Intervention

Bryntirion school pupils are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we can use within the classroom include:

- questioning
- adjusting the demands of the task
- the use of additional support, including LSAs
- use of group structures
- resources
- making objectives clear
- creating an atmosphere where pupils evaluate their own others' work.

Pupils requiring further support, who are not on the SEN register, are identified using reading ages, WNT results and teacher judgement. These then follow a bespoke programme aimed at improving their individual literacy needs through withdrawal from lessons. Year 9 are targeted in the Autumn term, Year 8 in the Spring term and year 7 in the Summer term. These pupils are closely monitored at each tracking period.

English as an Additional Language

Any pupils who are EAL need to hear good examples of spoken English to aid new learning in all subjects of the curriculum. Our EAL pupils will be fully integrated across subjects with staff working to ensure that the pupil can access the curriculum.

Additional Learning Needs

We will teach our pupils with additional learning needs appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and oral activities. Pupils are supported to develop specific skills identified from diagnostic testing using a range of programmes.

Tutorial programme

In Key Stage 3 one session per week of tutorial time will have a literacy focus. Resources will be provided by the literacy coordinator. The plan for the current academic year is shown below.

	Year 7	Year 8	Year 9
Half Term 1	'In the news' Discussions/debates based on current affairs	'In the news' Discussions/debates based on current affairs	'In the news' Discussions/debates based on current affairs
Half Term 2	Readathon	Readathon	Infographics
Half Term 3	Eisteddfod debates	Eisteddfod debates	Eisteddfod debates
Half Term 4	WAG NRT	WAG NRT	WAG NRT
Half Term 5	Spelling Bee	Spelling Bee	Spelling
Half Term 6	Reading	Reading	Spelling

Activities

Readathon

Sponsored reading through the Readathon charity (www.readathon.org). Each pupil has a log book to record their reading and are sponsored per book/chapter (differentiated for pupils).

WAG NRT

Improving reading stamina for the WAG NRT tests using cross curricular resources.

Eisteddfod Prep

Debates in house teams focusing on current affairs or controversial issues.

Spelling Bee

An in house spelling bee for Year 7 and Year 8 pupils. It is hoped that the Year 7 winners will also participate in the Bridgend Spelling Bee (hosted at Brynteg Comprehensive).

In the news

Using online news/current affairs pupils will have structured group discussions and debates. Speaking frames will be provided to support pupils in their use of formal language.

Quality Assurance

The school uses a number of systems to assure quality and share good practice in terms of the teaching, learning and assessment of literacy and numeracy:

- Lesson observations – the school’s lesson planning, observation and feedback forms all have specific sections which focus on literacy
- Pupil trials/learning walks – some trails focus specifically on aspects of literacy
- Work Scrutiny – specific sections on literacy
- Report Scrutiny – specific sections and guidance on literacy
- SOW Scrutiny
- The School and departmental improvement plans – have sections on literacy
- SERs – section focusing on standards and provision for literacy
- Departmental Meetings – sharing of good practice
- INSET workshops – sharing good practice
- Bryntirion voice sessions
- Analysing assessment data including bench marking with Family of Schools, the local authority and Wales

Evaluation

The Policy will be monitored and reviewed through the quality assurance process and be supported by SLT and link governors.

Roles and Responsibilities

- Senior Managers: lead and give a high profile to literacy
- English Department: provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- Teachers across the curriculum: contribute to pupils’ development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons
- Literacy co-ordinator: supports departments in the implementation of strategies and encourages departments to learn from each other’s practice by sharing ideas. Oversees the Accelerated Reader programme
- Parents: encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- Pupils: take increasing responsibility for recognising their own literacy needs and making improvements;
- Governors: an identified governor could meet with staff and pupils and report progress and issues to the governing body and to parents in the governors’ annual report.

Appendix A.

The following may be used when selecting texts and when generating texts i.e. worksheets, study units.
(adapted from 'use of language in the national curriculum' NATE 1995)

(1) Scanning for overall impressions

Print

- is the print clear?
- are the lines of print short enough to be easily read?
- is the size and style of font appropriate?

Illustrations

- are the illustrations appropriate? informative? attractive? accurate?
- are the illustrations representative? e.g. of the whole community?
- are the graphics clear? helpful?
- how well does the text relate to illustrations and graphics?

Signposts

- are headings and sub-headings clear? helpful?
- are the contents pages, index and glossary appropriate? clear?

Quality

- is the text balanced in its presentation of gender?
- is the text balanced in its presentation of different peoples and cultures?
- is the information accurate? up to date? reliable?
- is the content relevant and accessible to pupils?

(2) Looking closely at a sample page

Sentences

- how long are the sentences?
- how complex are the sentences?
- are sentences mainly 'active' or 'passive'?
- is the subject of the sentences often 'delayed'?

Vocabulary

- is the choice of vocabulary and terminology appropriate?
- are difficult words made clear? e.g. re-phrased in the text?

Cohesion

- is the text clearly organised? logical? easy to follow?

(3) Asking students to comment

Choose students to represent the full range of ability with which the text might be used:

- what are their general impressions?
- can they use the index to find information?
- can they relate the illustrations to the text?
- can they read and understand the text? (Use a simple cloze test: copy a passage from the text and obscure every seventh word; if students cannot reconstruct the text to make reasonable sense, it is probably too difficult for independent use).
- are there any words they don't know and can't deduce from the context?

(4) Assessing overall suitability

Use

- how often will the text be used?
- which students would you use this text with?
- how would you use it with the students:
- for background reading?
- giving essential information?
- stimulating interest and further enquiry/enjoyment
- how will different students needs to be supported in using this text?

Appendix B – Extended Writing Map

Extended Writing Map Year 7

	English	Maths	Science	History	Geog	RS	ICT	Art	Music	MFL
Autumn 1	Writing a blurb	Infographics discussion	Bunsen Burner Instruct Candles Instruct	Why did William invade England? Recount	Routes Explain		Slideshow evaluation	Margaret Nes Explain		
Autumn 2	Gothic Story Recount	Infographics discussion	Types of cells Report			Divali Card Explanation			Haunted House Explanation	
Spring 1	Come to Wales Persuade	Infographics discussion	Bouncing Balls Explain	Battle of Hastings Recount	Weather Report	Has Christmas lost its meaning? Discuss 5K's Explanation	Guide to Searching and Sorting Explain	Kandinsky Explain		
Spring 2	Travel Log Recount	Infographics discussion	Fire extinguisher Explain	How did castles develop? Explain	Microclimates Explain	Ceremony leaflet Explanation				Inform Myself and family
Summer 1	Formal letter of complaint Explain				Rainforests Report		Spreadsheet Evaluation	Greenman Explain	Fanfare evaluation	
Summer 2	Holiday leaflet Persuade	Infographics discussion	Indigestion Instruct	The murder of Thomas Becket? Discuss		Baptism Instruct				Inform Describing my family

Extended Writing Map Year 8

	English	Maths	Science	History	Geog	RS	ICT	Art	Musi c	MF L
Autumn 1	Application letter to MI6 Explain/persuade	Infographic s discussion	Speed Instruct	Henry VII Recount	TRS Explain	All humans shall worship Discuss Holy Communion Instruct	Charity poster Persuade	Totem Pole Explain		
Autumn 2	Mission Reflection Recount	Infographic s discussion	Dissolving Explain		Developmen t Explain	Service on Hindu puju? Discuss			Evaluation of Gamelan	Inform Where I live
Spring 1	Pandora's Box Persuade	Infographic s discussion	Exercise Explain	Dissolution of the Monasteries Explain		Who owns the world? Discuss	Slideshow Evaluatio n	Contemporar y Art Explain		
Spring 2	Thesis and the Minotaur Discuss	Infographic s discussion	Electromagnetis m Instruct	Bloody Mary? Discuss	DME flooding Report	Stewardshi p Recount				Inform My house
Summe r 1	School's Charity Record Report				Global Warming Persuade			Compare and Contrast TP Explain	Writing lyrics?	
Summe r 2	Comparing charity leaflets Discuss	Infographic s discussion	Food Webs Discuss	Elizabeth Recount/discus s		The personhoo d of Jesus Persuade	Database Evaluatio n			Inform My hobbie s

Writing Map Year 9

	English	Maths	Science	History	Geog	RS	ICT	Art	Music	MFL
Autumn 1	Formal Letter to General Hague Discuss	Infographics discussion	Investigations Instruct	Why did the population explode? Recount	Population Report Population Explain	Letter to God – What issues concern you? Discuss		Escher Explain		
Autumn 2	Poetry Analysis Discuss	Infographics discussion			Population Report Migration Report	Is suffering necessary? Discuss	Multimedia Guide Instruct		Explain Music composition process	Recount My Holidays
Spring 1	GM Crops Discuss	Infographics discussion	Investigation Explain	The Agricultural Revolution Recount	Tectonics Explain Volcanoes Report	Christians have a duty to forgive. Discuss	Tools and Techniques Explain	Photoshop artist Explain		
Spring 2	Dystopian Story Recount	Infographics discussion	Investigation Instruct	Children in Mines Recount	Earthquakes Explain Tsunami Explain				Evaluation pop music	Recount What I do to keep healthy
Summer 1	Of Mice of Men essay Discuss			Dic Penderyn – Innocent or guilty? Persuade				Osi Rhys Osmond Explain		
Summer 2	Letters of Application Persuade	Infographics discussion	Science Issues Report			Wedding Card Instruct			Report Bryntirion's got talent	

Appendix C – Most Common Literacy Pathways

The table below shows the most commonly used Literacy skills from the LNF that enhance learning in subjects across the curriculum in order of relevance. Those skills that appear at the top of the table would enhance subject skills in all subjects, whilst those towards the bottom of the table would be more relevant to subjects who use written skills widely in classwork and exam situations.

	Year 5	Year 6	Year 7	Year 8	Year 9
OL1 Listening to others	listen carefully to presentations using techniques to remember the main points, <i>e.g. making notes, summarising</i>	listen carefully to presentations and show understanding of the speakers' conclusions or opinions	respond thoughtfully to others' ideas, asking pertinent questions	respond positively and thoughtfully to new ideas and alternative points of view	consider the relevance and significance of information and ideas presented to them
OS2 Explaining information and ideas	explain information and ideas, exploring and using ways to be convincing, <i>e.g. use of vocabulary, gesture, visual aids</i>	express issues and ideas clearly, using specialist vocabulary and examples	present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, <i>e.g. expression, tone of voice, volume</i>	present topics and ideas coherently, using techniques effectively, <i>e.g. a clear structure, anecdote to illustrate, plausible conclusions</i>	present ideas and issues convincingly using a range of techniques for impact, <i>e.g. rhetorical questions, appeals to listeners, gestures</i>
RC3 Identifying information	show understanding of main ideas and significant details in texts, <i>e.g. mind mapping showing hierarchy of ideas, flowchart identifying a process</i>	show understanding of main ideas and significant details in different texts on the same topic	select the main points from texts and identify how information and evidence are used to support them	locate and selectively use additional information and evidence from different sources	follow up and use additional material in texts to extend understanding
WG1 Sentence structure	use different sentence structures, including complex sentences showing relationships of time, or	use varied sentence structures for emphasis and effect	use a wide range of sentence structures choosing connectives to make meaning clear	write with grammatical accuracy, varying the length and structure of sentences to make	write simple, compound and complex sentences with grammatical accuracy in their writing

	Year 5	Year 6	Year 7	Year 8	Year 9
WG3 Punctuation	cause, e.g. before you start ... , if you do this then ...			meaning clear	
	use the full range of punctuation to guide the reader in complex sentences, e.g. commas, bullet points, speech marks and apostrophes for possession	use the full range of punctuation accurately to clarify meaning	use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly	use the full range of punctuation in order to clarify meaning, e.g. semicolons, colons, quotation marks	use the full range of punctuation in order to clarify meaning, e.g. semicolons, colons and parentheses
WS1 Structures for writing	use features which show the structure of the writing, e.g. sub-headings, captions	adapt structures in writing for different contexts, e.g. reporting an event, investigation or experiment	adapt structures in writing for different contexts, e.g. describe outcome, outline process or discuss an issue	use whole-text structure to support and communicate meaning, e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters	choose and use whole-text structures to support meaning and communication for effect, e.g. what are the best structures to successfully describe, explain, persuade?
WM2 Adding details	expand upon main idea(s) with supporting reasons, information and examples	write a comprehensive account of a topic or theme	explain ideas fully, showing implications and consequences	make connections and/or elaborate to ensure full coverage of topic	give due weight to evidence, sources, explanations and logic when covering a topic

Appendix D – Departmental Literacy Pathways

Department	Literacy– focus areas/pathways for departments to develop, assess and report
Art	<ul style="list-style-type: none"> • RS5 –skimming and scanning • RC6 – Relate and extend from the text • RA3 –Make links and gather information • WL – Language
D&T	<ul style="list-style-type: none"> • Writing – all four aspects with a focus on developing instruction text type • WL – Language
English	<ul style="list-style-type: none"> • Oracy – all pathways (except Welsh medium statement) • RC4 – Deduce and infer (Year 9) • RC5 – Make connections, compare (Year 9) • RA6 – Reliability of texts (Year9) • Writing – all fours aspects with a focus on developing persuasion text type • WM – Meaning, Purpose, Readers • WL - Language • WG – SPAG
Geography	<ul style="list-style-type: none"> • Writing – all fours aspects with a focus on developing report text type
History	<ul style="list-style-type: none"> • RC3 – Demonstrate understanding • RA3 – Making links and gathering information • RA4 – Distinguish between facts/opinions • RA5 – Identify viewpoints • Writing – all fours aspects with a focus in developing recount text type
ICT	<ul style="list-style-type: none"> • RS8 – locating information • WL - Language
Mathematics	<ul style="list-style-type: none"> • RA – Reading infographics • WL – Written Language
MFL	<ul style="list-style-type: none"> • RS2 – using strategies to make meaning • RS5 – skimming and scanning
Music	<ul style="list-style-type: none"> • WS – Structure and Organisation • WL - Language •
PE	<ul style="list-style-type: none"> • Oracy
PSE	<ul style="list-style-type: none"> • OC1 – Contribute, conversations/discussion • OC2 – Take part and give reasons
RE	<ul style="list-style-type: none"> • OC – Collaboration and discussion • OL - Listening • Writing – all fours aspects with a focus in developing discussion text type
Science	<ul style="list-style-type: none"> • Writing – all fours aspects with a focus in developing instruction and explanation text types • WM - Meaning • WL – Language • WS – Structure and Organisation
Welsh	<ul style="list-style-type: none"> • OS6 – Welsh medium statement • WG7 - Welsh medium statement (verbs) • WG8 - Welsh medium statement (mutations)