

Bore llythrennedd CC3 PS3 Literacy morning

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Objectives

- Darllen/ reading
- Llafar a gwrando/ oracy and listening skills
- Ysgrifennu/ writing
- Targedu/ pupil support



Research and family engagement

At age seven, how influential is family engagement in learning compared with the quality of the school for a child's educational attainment?

a. Family engagement has less influence than school quality
b. Family engagement has equal influence to school quality
c. Family engagement has twice as much influence as school quality
d. Family engagement has six times as much influence as school quality

At age seven, how influential is family engagement in learning compared with the quality of the school for a child's educational attainment?

d. Family engagement has six times as much influence as school quality

Source: Desforges and Abouchaar (2003) The impact of parental involvement, parental support and family education on pupil achievement and adjustment. Cited in FaCE the challenge together: Family and community engagement toolkit for schools in Wales

"...student learning is most effective when it is the result of a partnership among the school, teachers, parents and the community." PISA

Literacy lessons



- Literacy lessons taught daily Monday - Thursday across the school.
- PS3: 2 weeks Welsh and 2 weeks English on rotation
- Pupils introduced to english in year 3.
- RWI - more targeted groups so pupils can be split into groups of up to 4 levels of differentiation.

  Example yr5- Miss James supports a small group of pupils for RWI, Mrs Mock supports a group for fresh start and Miss Jones and Mrs Hannaway have a class each for L&L (differentiation).
- Welsh- Different support groups across each year group (TA with a group on a task within the class or more targeted intervention groups in order to meet the needs of all pupils).

How each lesson looks



- **RWI:**

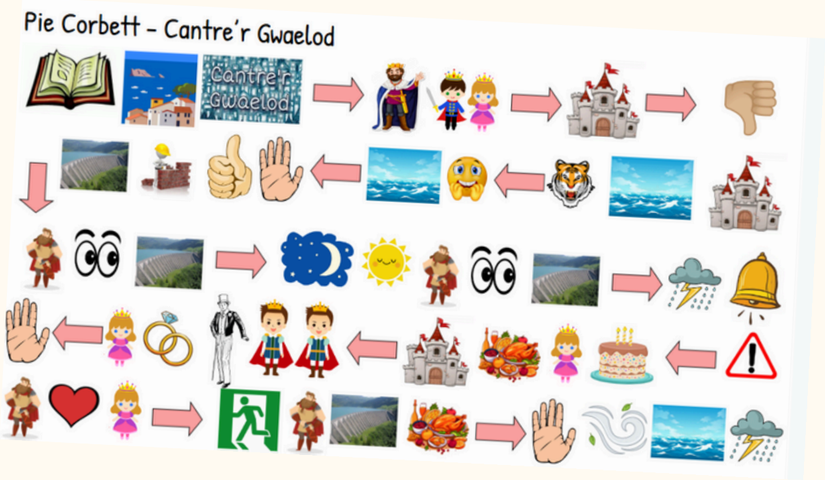
-sound blast
-sound of the day and new red words : spelling
-Vocabulary drilling session
-Literacy focus (newspaper article, diary entry etc).
-L&L- once pupils are ready, they move away from the more structured RWI support lessons to a freer more independent focus in terms of their literacy skills.
-RWI : More focused on reading, sounds, quick recall and sentence and writing support.

How each lesson looks

- **Welsh:**

-similar structure
-Vocabulary drilling session
-Literacy focus (newspaper article, diary entry etc).
-Build up over the two weeks towards a big write
-Build on skills required to succeed with their final piece of writing

Example: Newspaper article
-Example and colour elements
-headings and subheading
-Quotations
-writing a lead (5Ws)
-*Welsh fable/ tale*
-*Pie Corbett- vocabulary, sequence, example.*



Darllen / Reading



Research shows that it’s the single most important thing you can do to help your child’s education.



Mae ymchwil yn dangos mai dyma’r peth pwysicaf y gallwch chi ei wneud i helpu addysg eich plentyn.

Darllen / Reading



- Monday-Thursday we have reading group sessions that start promptly at 9am (years 2-6). If children are late, they miss out on this opportunity.
- Fortunate to have 2 staff members in each class - each group will read with an adult twice a week.
- We use ‘Yr 8 ymagwedd ddarllen’ – 8 reading behaviours during these sessions to encourage higher order thinking skills.
- Children have reading comprehension books.
- Children have ‘Llyfrau Geiriau Gwych/Clync’ – New Vocabulary Book.
- Reading record - we expect and encourage reading at home on a daily basis.
- Classroom novel.

Higher Order Reading Skills

Once children have a good knowledge of phonics and word building we move on to develop higher order reading skills.

These are taught to children right from the start of their reading journey.

Discussion centres around the pictures, events etc but when decoding becomes less of a problem then the aim is to teach the children to become more analytical about the text itself and their response to it.

Higher Order Reading Skills

Recall

1. Dwyn i Gof



- Beth wyt ti'n ei wybod yn barod?
- Beth wyt ti'n ei gofio?
- Beth mae'r clawr yn awgrymu i ni?
- Beth sy'n dod i dy ben?

(Activate Your Prior Knowledge)

Self-monitoring

2. Hunan-fonitro



- Bydd yn dditectif!
- Beth sy'n hawdd?
- Beth sy'n anodd?
- Oes yna rhywbeth nad wyt yn deall?
- Beth yw'r cam nesaf?
- Pa sgiliau wyt ti'n datblygu?

(Self- Monitoring)

Visualisation

3. Delweddu



- Pa luniau sy'n dod i dy ben wrth ddarllen?
- Beth wyt ti'n ei weld / glywed / arogli / deimlo?

(Visualizing)

Questioning

4.Cwestiynu



- Gofynna gwestiynau er mwyn deall y darn.
- Pa gwestiynau sy'n dod i dy ben?
- Beth arall wyt ti eisiau ei wybod?

(Questioning)

Higher Order Reading Skills

Connecting

5.Cysylltu





- Gwna'r cysylltiadau.
- Mapia dy wybodaeth.
- Beth sy'n debyg?
- Beth sy'n wahanol?
- Ydy hwn yn dy atgoffa di o rywbeth?

(Make Connections)

6.Dod i Gasgliad



- Sawl ffordd wyt ti'n gallu edrych ar hyn?
- Archwilia dan wyneb y geiriau....
- Beth wyt ti wedi ei ddarganfod?
- Beth wyt ti wedi ei ddatrys?
- Darllen rhwng llinellau.

(Inferring)

Inferring

Evaluate

7.Gwerthuso





- Ti yw'r gyfraith!
- Ti sy'n penderfynu!
- Beth oedd yn dda / ddim yn dda? Pam?

(Evaluate)

8.Crynhoi





- Chwilia'n ddofn!
- Dewis a dethol y prif bwyntiau!
- Disgrifia yn dy eiriau dy hun.

(Summarize)

Summarise

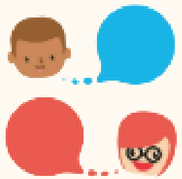
Questions to ask when reading

Whilst reading …….



What does that sentence/paragraph tell you?

What has happened so far in the story?



What do you know now after reading this page?

What do you think's going to happen now?



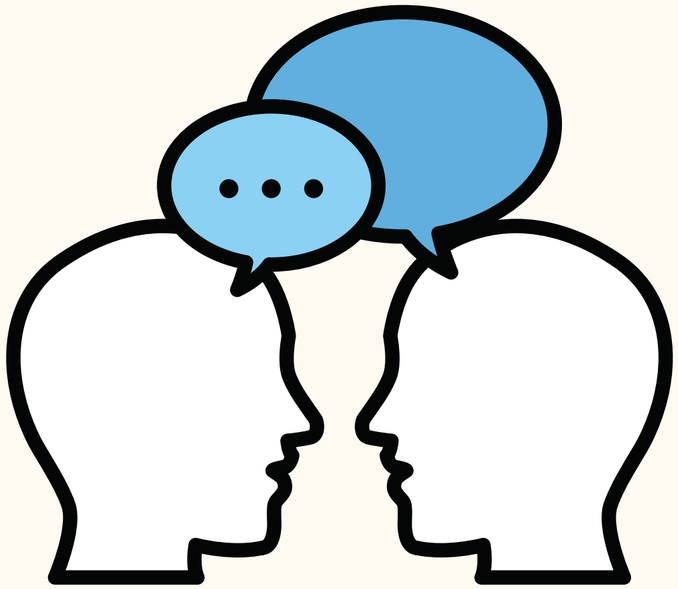
Can you tell me anything about the characters?

Which is your favourite character? Why?

Links

- Darllen Co
- Read Theory
- https://drefwen.com/pages/free-welsh-audio-books (free Welsh audio books)
- Sôn am lyfra A website that reviews Welsh books for children and teens.
- Fy llyfrgell ddigidol over 25,000 digital books to borrow
- Y Cliciadur Welsh digital newspaper for young people
- The School Reading List: English medium reading list - magazines, books and newspapers for young people in the UK
- First news: News articles for kids.
- https://www.firstnews.co.uk/

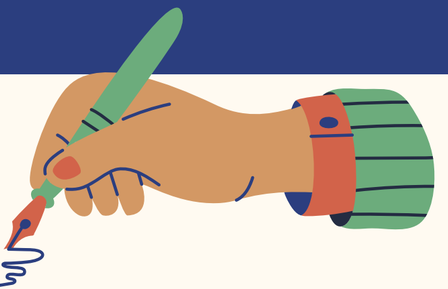




Oracy and listening

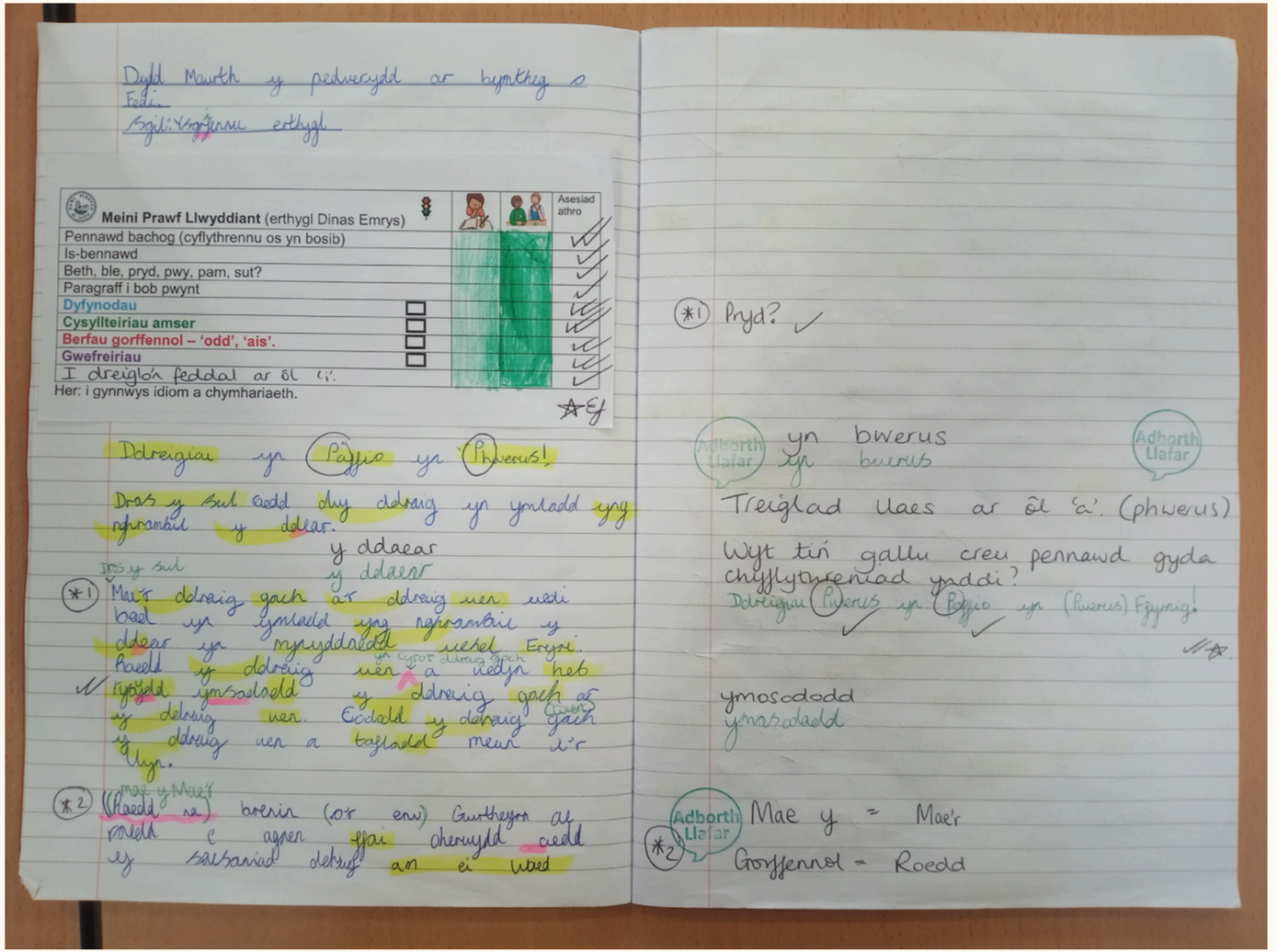
-Llafar llwyddiannus- daily in class
-PS3 session in the hall each week
-Presentations twice yearly
-Regularly encourage partner talk throughout our lessons.

Writing

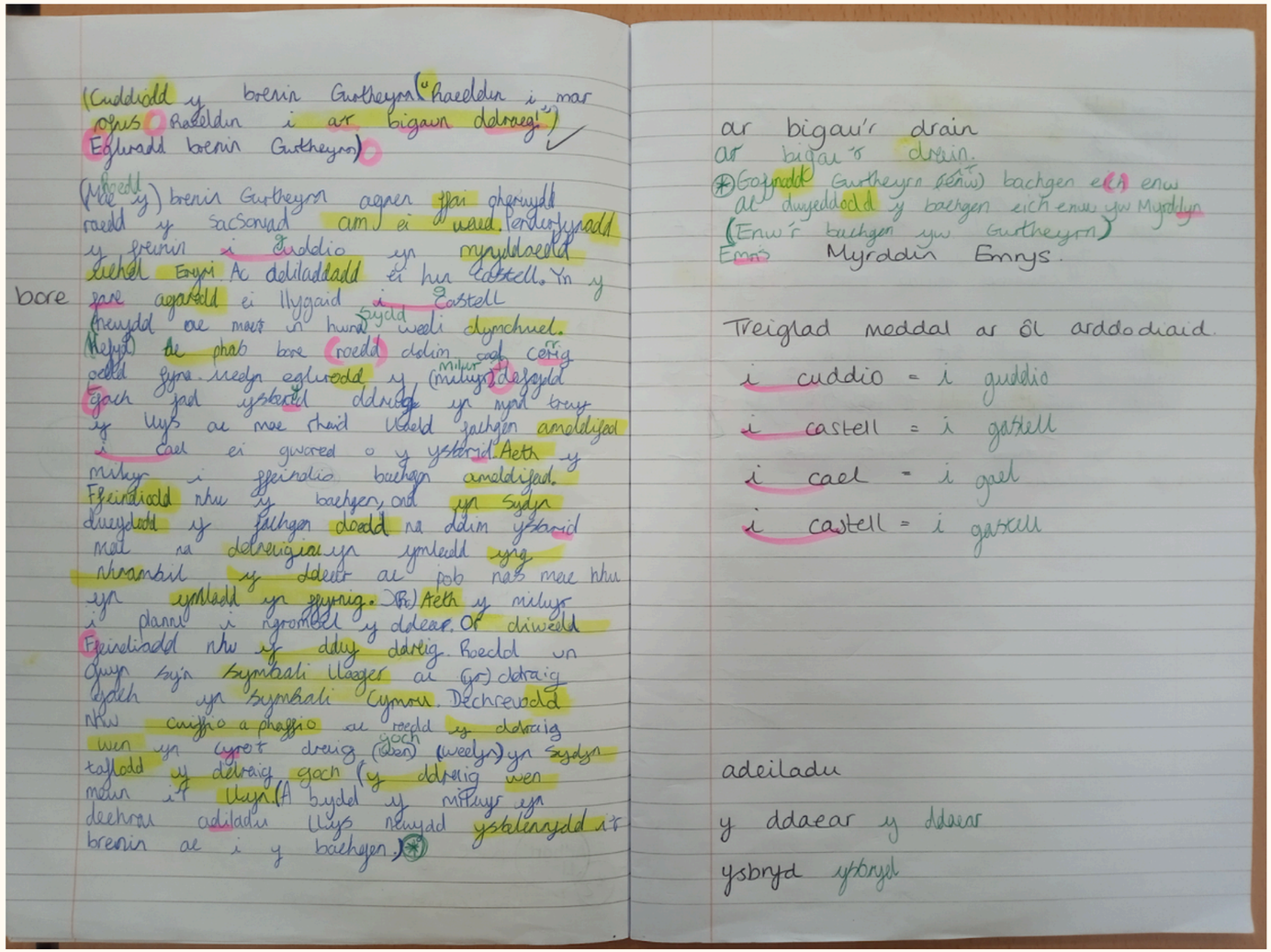


- Writing across genres (stories, persuasive, reports, diaries, poetry).
- The writing process: planning → drafting → editing → publishing.
- Importance of handwriting, presentation, and pride in work.
- Marking policy - highlighters - comments that move learning forward - children from year 3-6 correct / improve with green pens. Ensure that children correct / improve work.
- Handwriting - llyfr llawysgrifen daily along with explicit teaching of handwriting formation.

Writing


Dydd Mawrth y pedwerydd ar bymtheg o Fedi
Asesiad athro
Meini Prawf Llwyddiant (erthygl Dinas Emrys)
Pennawd bachog (cyflythrennu os yn bosib)
Is-bennawd
Beth, ble, pryd, pwy, pam, sut?
Paragraff i bob pwynt
Dyfynodau
Cysyllteiriau amser
Berfau gorffennol – 'odd', 'ais'.
Gwefreiriau
I dreiglo ar ôl 'i'.
Her: i gynnwys idiom a chymhariaeth.
Treiglo yn Paffio yn Pwerus!
Pryd?
yn bwerus
yn bwerus
Treiglad llaes ar ôl 'a'. (phwerus)
Wyt tiń gallu creu pennawd gyda chyflythrenìad ynddi?
ymosododd
ymosodaeld
Mae y = Mae'r
Gorffennol = Roedd

Writing



Writing

PITSTOP MARKING



-Recent Estyn inspectors praised our pupils and staff on the use of pitstop marking.

Feedback approach where teachers pause pupils during the learning process (rather than waiting until the end of a task) to give them immediate, targeted feedback on their work.

Instead of a teacher marking everything after the lesson and pupils making changes later, the teacher "calls a pitstop" while pupils are working. The child then makes improvements straight away, while the task is still fresh in their mind.

Key features of pitstop marking:

- Timely – happens during the lesson, not afterwards.
- Focused – usually highlights one or two specific improvements (e.g., punctuation, vocabulary choice, sentence structure).
- Interactive – involves a short discussion or prompt between teacher and pupil.
- Pupil responsibility – pupils act on feedback immediately, rather than waiting until the next lesson.

Writing



Why pitstop marking is effective:

1. Immediate impact – children can fix errors straight away, preventing mistakes from becoming habits.
2. Active learning – pupils engage with feedback instead of passively receiving it later.
3. Boosts independence – encourages children to check and improve their own work.
4. Saves time – teachers don’t have to write lengthy comments after the lesson.
5. Improves progress – learning is deepened because feedback is timely, specific, and relevant to the task.
6. Positive mindset – pupils see feedback as part of the learning process, not just an end-of-task judgement.

Spelling

- Whole school have adopted a cluster spelling scheme which was created by staff from each school in the cluster- consistency.

- Over past few weeks we have assessed the pupils' spelling and are using these to guide our weekly spelling quizzes.

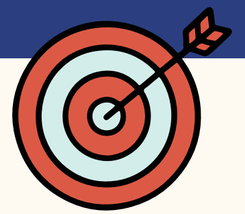
- These come home weekly and pupils will have a spelling quiz the following week (google classroom/homework files).

Target Books (Math/Lit)



- Each child has a target book and these are reviewed weekly and are specific to your child and the areas in which they require further support.
- We ask that you work with your child on these targets and return them to school upon completion so that a new target can be set.
- Rewards for completion - dojo etc.
- Feedback from previous years has highlighted the importance of understanding your pupils' level upon completion of these books.
- Confidence of those that use the target books is notable in class.
- Pupils are also targeted in class (as seen previously).

Language intervention groups



- x2 weekly and also for math
- No longer DD as we wanted to focus on a wider range of language skills and now look at **phonics, reading and spelling each session.**
- Some pupils 1;1 others in a group with peers of a similar ability, but these will fluctuate throughout the year.
- For pupils who are currently require additional literacy support.
- Support staff in classrooms have received training in new ways of interventions.
- Parent meets- made aware of your child's targets and if they are receiving more targeted support.

Diolch yn Fawr!

Any questions?



Adborth / Feedback