Literacy, Numeracy & Digital Competence
How to help your child at home.
Literacy Framework

- Oracy
- Reading
- Writing
GOWERTON SCHOOL

Oracy

SELF ASSESSMENT
Speaking & Listening Group Work

I worked well with others.

I contributed ideas

I explained my views in detail.

I worked well with others, listening attentively to what they have said.

I asked questions and developed my answers both positively and thoughtfully.

I noticed what others had said to move the discussion on so that the group could be successful/reach an agreement.

I helped to make the task a success by contributing to organising the group.

SELF ASSESSMENT
Individual Presentations

I spoke clearly using formal language.

I thought about the needs of my audience and varied my vocabulary & tone.

I explained in detail, giving examples when appropriate.

I thought about ways to make my presentation persuasive/interesting/informative.

I answered all the questions well and showed that I had listened to what others had said.

I used my notes as prompts and did not read my presentation.

When it was appropriate I included visuals.

I feel my presentation skills are improving.
Literacy Marking Policy

Your teachers will mark your work using the following symbols:

^ A word left out or where to add more writing.

Sp A spelling mistake.

// A new paragraph needed.

? This part is confusing.

O This letter should be a capital letter.

You must take on board all corrections and ensure that you follow up any advice given to you by your teachers.

If you have made a spelling error you must write the correct spelling in your book five times. You should use the ‘Look, cover, write, check’ approach.
What is reading?

Reading is much more than the decoding of black marks upon a page: it is a quest for meaning and one which requires the reader to be an active participant.

English for ages 5 to 16 DES and The Welsh Office
Why use the 8 Reading Behaviours?

To make pupils think about **what** they are reading – to absorb information better. Reading is about far more than just how to pronounce the word.

To have a common language across the curriculum and then with you at home.
What are the ‘8 Reading Behaviours’?

1. Activating prior knowledge
2. Self monitor
3. Visualisation
4. Questioning
5. Analyse and connect
6. Analyse and infer
7. Analyse and evaluate
8. Analyse and summarise
Activating Prior Knowledge

Activating prior knowledge is like preparing the soil before sowing the seeds of knowledge.

Teaching Strategies – Jim Cummins
ACTIVATE PRIOR KNOWLEDGE - Prepare to read

Remember to think before you start to read.

Flick through the book
- What type of book is it?
- How will you read it?
- Do you need to read it all?

Ask:
- What do you need to know about this topic?
- Does the book remind you of anything or anyone?
- What words do you know about this topic?
- Are you ready to read?
Self Monitor

Self monitoring is the ability to ask the question ‘Does this make sense?’ while reading and act accordingly.
SELF MONITOR - Check understanding

Remember to slow down if you are stuck or confused.

Ask:
- Can you work that hard word out?
- Do you recognise any part of the word?
- Can you say any part of the word?
- Are there any clues to help you to work this out?
- Have you read on and reread? Has this helped you?
- Do the pictures help?
Visualisation

When we visualise we create our own movies in our minds... Visualising personalises reading, keeps us engaged, and often prevents us from abandoning a [text] prematurely.
VISUALISE - See pictures in your head

Remember to see pictures in your head as you read.

Ask:
- What can you see when you read this page?
- What does this person or place look like?
- Can you tell me what you are seeing in your imagination?
- What else can you imagine seeing, hearing, touching, tasting or smelling?
When readers ask questions, they clarify understanding and forge ahead to make meaning. Asking questions is at the heart of thoughtful reading.

Strategies That Work Harvey and Goudvis
ASK QUESTIONS - Think about what you are reading

Remember to ask questions before you read, as you are reading and after reading.

Ask:
- What questions do you have about what is happening?
- What questions can you ask about confusing parts?
- Are there any questions you would like to ask the writer?
- Is there anything you want to know after reading?
- Is there anything you want to look up?
Analyse and Connect

When information is read in isolation and not connected to existing knowledge, it is forgotten and deemed unimportant. Calling on existing knowledge and experiences is crucial if readers are to assimilate new information.

I Read It but I Don’t Get It – Chris Tovani
CONNECT - Make links to your life and the world.

Remember to think about the links you can make to your life, to books and to the world around you.

Ask:
- Does this remind you of anything that has happened to you?
- Does this remind you of any other books, films, songs or TV programmes?
- Does this make you think about something that is happening in your life?
- Does this remind you of something that is happening in the world?
Analyse and Infer

While it is commonly assumed that writers supply every word readers need to construct meaning, nothing could be further from the truth. Readers almost always help create the text they read. Those readers who do not draw inferences to fill in gaps in the text are likely to miss or misunderstand the meaning intended by the author.

Hayakawa – Language in Thought and Action
INFER - Read between the lines

Remember that you are not told everything, sometimes you need to work things out.

Ask:
- What is the character feeling? How do you know?
- What do you think will happen next? How do you know?
- Is this a good or bad decision? How do you know?
- What do you need to work out?
Analyse and Evaluate

Readers should adopt a critical stance toward text so that they can become more active participants in the reading process. Evaluating or making judgements is the ultimate step in interacting with text.
EVALUATE - Make judgments and give opinions

Remember that you can think whatever you want - don’t let anyone boss you around.

Ask:
- Do you like this character? Would we invite them to stay?
- Does the character make the right decision when . . . ?
- Would you like to live here?
- Do you agree that?
- Is the writer correct to say?
- If you met the writer what would you say?
Analyse and Summarise

Summarising can be done in writing, but also orally, dramatically, artistically, visually, physically, musically, in groups, or individually. Summarisation is one of the most underused teaching techniques we have today, yet research has shown that it yields some of the greatest leaps in comprehension and long term retention of information.
SUMMARISE - Remember what you have read

Remember to store the main points - you don’t have to remember everything, just the important parts.

Ask:
- Can you tell me briefly what has happened?
- Can you tell me the most important point/thing that has happened?
- Can you give me 5 words to describe what you have read?
- What is the most interesting fact that you have discovered?
What is Numeracy?

Numeracy is the use of Maths in an everyday context.

• Being able to check a restaurant bill.
• Calculating how long a journey will take.
• Working out holiday spending money using an exchange rate
• Calculating how much carpet is needed for a room

These are all examples of Numeracy.
How will my child experience Numeracy

• Numeracy within Maths lessons
• Numeracy across all subjects
• Numeracy homework
• Numeracy during registration periods
What will my child study and how is it assessed?

- The numeracy framework has statements that progress up to year 11.
- National Testing takes place for all pupils up to and including Year 9 during the beginning of the summer term.

1. The procedural test measures skills in things like numbers, measuring and data.
2. The reasoning test measures how well children can use what they know to solve everyday problems.
What will my child study and how is it assessed?

- 6.N10: calculate percentage quantities based on 10%, e.g. 20%, 5%, 15%
- 7.N10: calculate percentages of quantities using non-calculator methods where appropriate
- 8.N10: calculate the outcome of a given percentage increase or decrease
- 9.N10: express one quantity as a percentage of another
- 9.N10a: calculate a percentage increase or decrease
Numeracy Lessons

• The framework for numeracy is fully embedded into Maths programmes of study.

• The numeracy lessons allow pupils to become familiar with the procedural elements of the framework, whilst also being able to see numeracy in an across the curriculum format, to help develop the reasoning skills required.
Numeracy across the curriculum

• Numeracy is fully embedded into every subject taught in school.

• The numeracy strands that have been selected by the subject progresses through the years from 7 to 9.

• A numeracy activity is completed in registration time with form tutors at least once a week.
How can you help?

• Be positive about the use of Maths;

Try not to say things like

“I can’t do maths” or “I hated maths at school”
How can you help?

Using number skills in everyday life

- When shopping
- When planning a trip
- Times of TV programmes
- Discussing Rugby / Scores
Year 7 Guide Book

Click on the Curricular Section of our website
Calculating methods

**Addition**

Example: $534 + 2678$

Place the digits in the correct “place value” columns with the numbers under each other. Begin adding in the **units** column.

Show any carrying in the next column.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>H</th>
<th>Th</th>
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<tbody>
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<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>$+$</td>
<td>2</td>
<td>6</td>
<td>7</td>
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</table>

\[
\begin{array}{c}
1 \\
2 \\
3
\end{array}
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\[
\begin{array}{ccccc}
& & & \text{Th} & \text{H} & \text{T} & \text{U} \\
\text{5} & & & 3 & 4 & & \\
\text{2} & & & 6 & 7 & 8 & \\
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\end{array}
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Welsh Government Videos

LITERACY & NUMERACY

LITERACY AND NUMERACY INFORMATION FOR PARENTS

Maths Resources for Parents - 11 - 14 year olds - Decimals

0.8 x 0.9

8 x 9 = 72

YEAR 7 NUMERACY GUIDE

NUMERACY TOOLKIT 2019
7N1 Learners are able to:
read and write numbers of any size and use the four operations and the connections between them, e.g. apply division as the inverse of multiplication

To write numbers as words, we need to remember to use a place value grid:

<table>
<thead>
<tr>
<th>H Th</th>
<th>T Th</th>
<th>Th</th>
<th>H</th>
<th>T</th>
<th>U</th>
<th>1/10</th>
<th>1/100</th>
<th>1/1000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Two hundred and thirty thousand, five hundred and six**

Write these numbers in words:

1) 14
2) 357
3) 9862
4) 26791

...
Insert School login and password
Your child's personal login
Sumdog

Barbara L McCarthy
"This should be called Fundog, not Sumdog!" - Rafael in K. Love how they get so excited for math ;)

Try Sumdog!
No need to log in

12,133,605,067 correct answers

Teachers
Parents

Sign up
Log in
Digital Competence
What is digital learning?

• Digital learning is when a pupil learns through the facility of technology. In modern education this occurs in a wide variety of ways, including:
  • Game based learning
  • Accessing digital research though the internet
  • Virtual classrooms
  • Online assessments
  • Collaborating through online means
The importance of using technology in the classroom

Some studies have suggested that using technology improves pupils retention rate of information.

Ability for pupils to learn at their own pace – it is easier to differentiate by support and time through these means.

Relatability - if pupils are interested in technology then they are more likely to be interested in the lesson.

It is important that we as teachers change to meet the needs of the pupils and the demands from today’s society. There are significant reasons why we use technology in the classroom here at Gowerton:

Prepares students for the future. It is essential in today’s society to have basic ICT skills for future jobs and careers.

MOST OF ALL – Makes the learning fun for the pupil.

Some studies have suggested that using technology improves pupils retention rate of information.
Introduction of the Digital Competence Framework (DCF)

• “Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today’s society.” learning.gov

• The Digital Competence Framework (DCF) was introduced to schools from September 2017 and will be compulsory from 2020, however as we are a pioneer school we have been trailing this for the last year. As stated by Kirsty Williams – the cabinet secretary for education we are at a huge advantage in Wales as the introduction of this framework is one of a kind. ‘The DCF will put Wales in a world leading position in terms of integrating digital skills across the curriculum’.

• Digital competence should not be confused with general IT lessons. Digital competence is one of three cross-curricular responsibilities, alongside literacy and numeracy; it focuses on developing digital skills which can be applied to a wide range of subjects and scenarios that are transferrable to the world of work.
What is included in the DCF?

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Interacting and collaborating</th>
<th>Producing</th>
<th>Data and computational thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>› Identity, image and reputation</td>
<td>› Communication</td>
<td>› Planning, sourcing and searching</td>
<td>› Problem solving and modelling</td>
</tr>
<tr>
<td>› Health and well-being</td>
<td>› Collaboration</td>
<td>› Creating</td>
<td>› Data and information literacy</td>
</tr>
<tr>
<td>› Digital rights licensing and ownership</td>
<td>› Storing and sharing</td>
<td>› Evaluating and improving</td>
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<tr>
<td>› Online behaviour and cyberbullying</td>
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How can you help to facilitate this at home?

• Encourage the use of technology but in a safe environment

• Pupils will be using HWB across the school and therefore they will have free access to the basic Microsoft Office tools at home through this.

• Encourage pupils to check their school emails for announcements or updates about work
Technology and safety

Whilst we encourage your children to use technology to enhance their learning and digital skills it is still important that they are using it safely. The use of these modern technologies can put young people at risk within and outside school. Some dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content
- Un-authorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet
- The sharing / distribution of personal images without an individual’s consent or knowledge
- Inappropriate communication / contact with others, including stranger

At school we have many procedures in place to keep your child safe online, including firewalls and virus protection. But, how can you help keep your children safe whilst using technology at home?
E-Safety tips for parents

• Set parental settings and filters
• Talk to your child and find out their interests online
• Keep your anti-virus software up-to-date
• Discuss information that should NOT be shared online and the reasons for that
• Sexting is a national problem in teenagers – try and talk to your child about the dangers of this
• Never share passwords with anyone.
• Cyberbullying
• Be aware of age ratings on games and social media sites