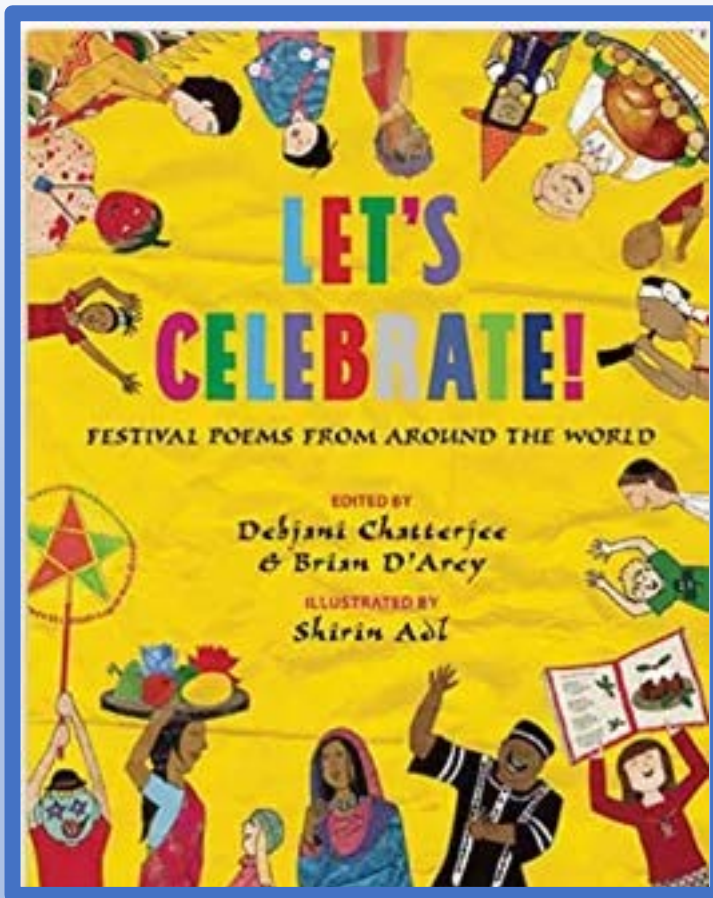




Planning for Progress in LLC Session 1

Professional &
Pedagogic Studies:
Leading the Learning:
what, how and why am I
teaching?
Language, Literacy &
Communication
Session 1 (2hours)
October 2023

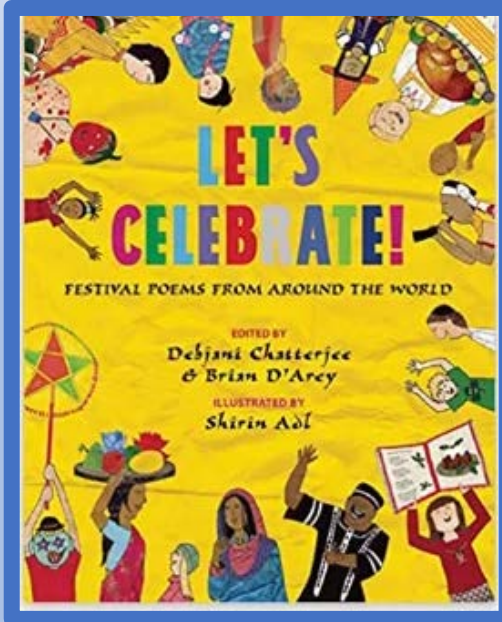
Aims of this lecture

Aim

- To engage with a critical approach to securing effective subject knowledge and applying high quality pedagogy, including the pedagogic principles of making connections, blended learning and creating meaningful and authentic learning opportunities.
- Understand how learning and teaching LLC can be embedded into cross-AoLE in an authentic way by looking at a model.
- To look at progression in the CfW framework and the LNF
- Understand how connections can be made in a meaningful way between the WMS by identifying descriptors in a plan.
- Develop subject knowledge and pedagogy to teach higher order reading skills.



Planning a theme across AoLEs: the process



Decide upon a theme

AoLE Brainstorm

<https://padlet.com/dwilson267/1kk4q32hdzd7w8dx>

Starting points:

- 4 Ps
- WMS
- Pupils' progression



Ideas for Languages, Literacy and Communication across AoLEs

Maths and Numeracy

- Forms/questionnaires to gather information
- Write lists of things needed for a party
- Write a invitation
- ???

Health and Well-being

- Diaries: feelings / diet / exercise
- Write about a significant family / cultural occasion
- ???

Humanities

- Reading about religious and other festivals
- Report on a religious festival
- ???

Science and Technology

- Ask / write questions
- Describe an investigation
- Writing recipes for the party
- ???

Expressive Arts

- Research skills
- Describe a process, e.g., batik making
- Descriptive writing
- ???

Curriculum for Wales framework

The Languages, Literacy and Communication part of Curriculum 2022 is split into **4 What Matter Statements**

WMS1:
Languages
connect
us

WMS2:
Understandin
g language is
the key to
understanding
the world
around us

WMS3:
Expressing
ourselves
through
language is
key to
communication

WMS4:
Literature
fires
imagination
and
inspires
creativity

What can literature give children?

- Literature fires imagination and inspires creativity.
- Literature expands horizons. In all its forms it can inspire and motivate us, while also helping us to learn more about language and communication.
- This Area provides learners with literary experiences that can engage them as listeners, viewers, readers, narrators and creators. These experiences support them to appreciate a creator's craft as well as develop their own creative skills. They should be encouraged to experience and respond to a variety of literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners can develop their ability to demonstrate empathy. This in turn can contribute to their emotional and mental well-being. In all, the literary experiences offered aim to spark learners' imagination and creativity and help to build a lifelong love of literature.

Why is literature important?

Good literature engages and motivates children;

As children think about literature, they are developing their thinking skills;

Literature helps children become familiar with language;

Literature helps children develop their vocabulary;

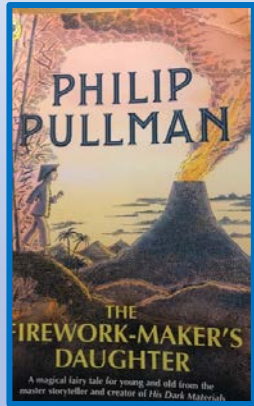


The material in literature can be used as a stimulus for speaking, listening and writing;

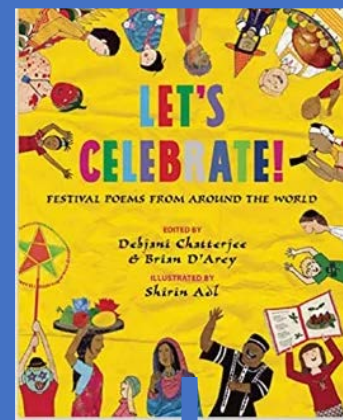
Literature help us to empathise with other people. They are important in our development as human beings;

Literature give us a window on the world.

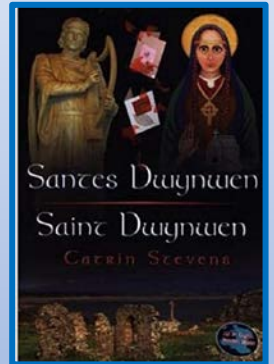
Using literature as part of a theme across AoLEs



Chinese
New Year



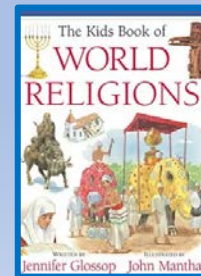
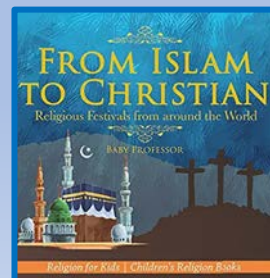
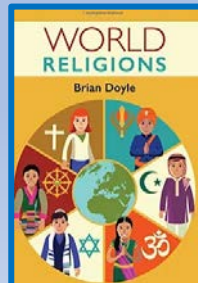
St.
Dwynwen's
Day



Parties

Ramadan
and Eid

Weddings



Building on previous learning and experience



Knowledge of contextual strategies

Photo
strate

The 4
strate
we us
deco

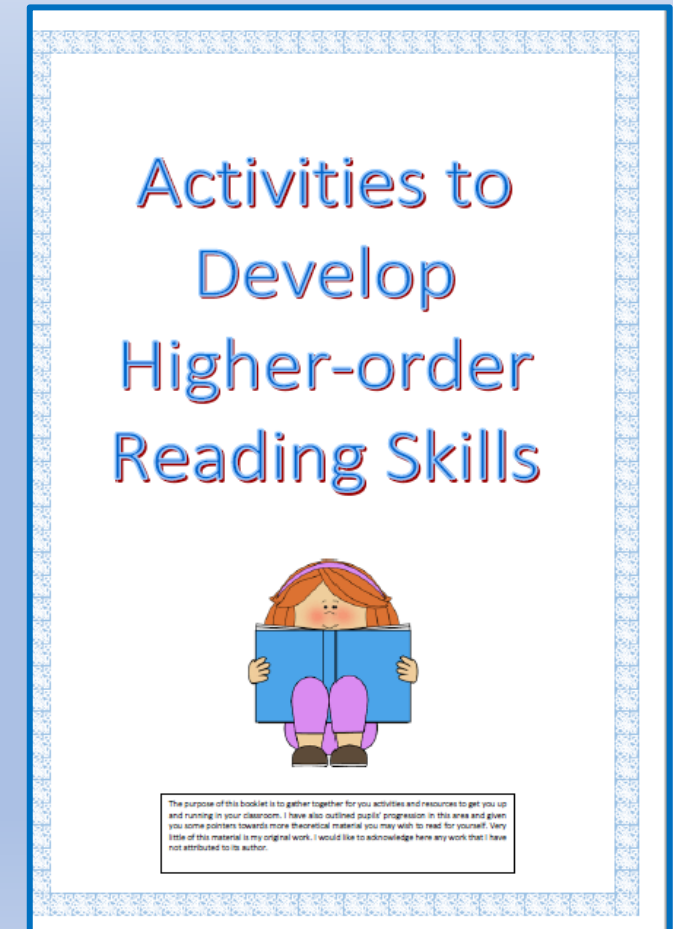
Knowl
of lang
strate

Comprehension



The focus of this session

- Predicting
- Sequencing
- Comparing
- Connecting
- Inferring
- Deduction and inference
- Synthesising
- Creating images
- Self-questioning
- Skimming
- Scanning
- Determining importance
- Summarising
- Reading information
- Reading for the "Big Idea"



The lesson

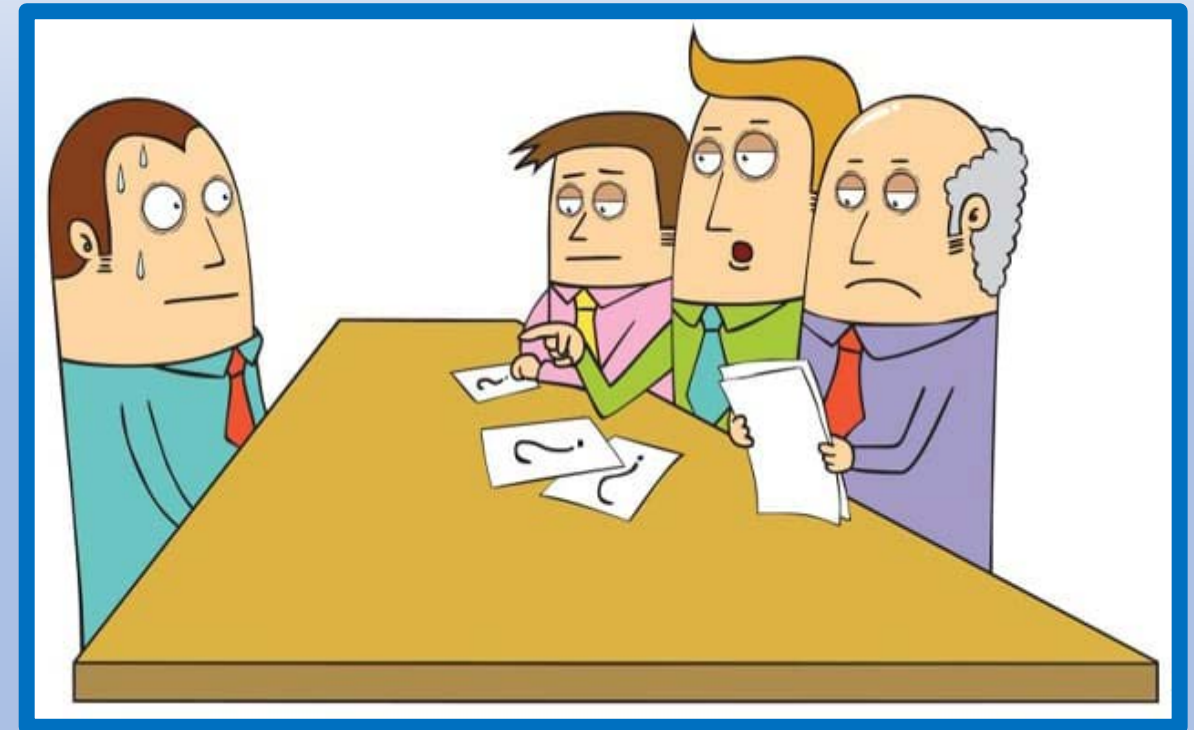


Feedback on the lesson



Ask the teacher

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales		Yr Athrofa Centre for Education		 APLP PDPA
Student-teacher:	Miss Honey	Class / Group:	Year 4 / Whole Class	
AoLE or Subject:	Languages, Literacy and Communication	Date <i>(please note that this may be a continuous session):</i>	Monday, 16 th October 2023	
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	In particular, it will develop skills for these WMS: - Understanding language is the key to understanding the world around us. - Literature fires imagination and inspires creativity. And these Descriptors of Learning - I can read aloud with expression, paying attention to punctuation. - I can respond to what I hear, read and see, asking questions and showing my understanding. - I can infer meaning from text and images.			
Meaningful links across the curriculum Links to other AoLEs or the Cross-curricular skills frameworks	This novel was chosen as a means of developing pupils' LLC skills and knowledge because it links very well with the cross-AoLE theme Celebrations. It also enables the development of: - I can deduce ideas and information by linking explicit statements coma e.g., cause and effect, sequence. PS2 LNF - I can infer meaning from text and images, which is not explicitly stated, e.g., What might happen next? Why did the character do that? PS2 LNF			
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning) - Timing - Managing the learning environment				
Learning Intention 'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.' (Crichton, H., and McCall, A. 2016 p. 196) - I can read aloud with expression, paying attention to punctuation. WMS2 p. 14 – Modelled reading - I can respond to what I hear, read and see, asking questions and showing my understanding. WMS2 p. 14 – Task 3 (Stop and Think Cards) and Task 1 (Graphic Modelling) - I can infer meaning from text and images. WMS2 p.13 and Task 2 (Biography)				

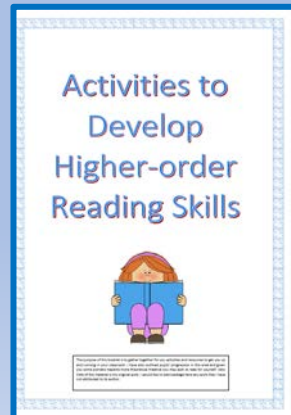


[Exemplar Lesson Plan Reading Y4.docx](#)

<https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/#literacy-and-numeracy-framework>

Directed tasks

As a group, read one of these books or bring your own book which you could use for this cross-AoLE theme.



As an individual, read through this booklet.

Review your own learning



Two things you learnt today and one thing
you wish you had learnt

If you have any questions following
today's session, please contact me

jayne.morgan@uwtsd.ac.uk



Jayne Morgan
jayne.morgan@uwtsd.ac.uk
jayneystrad



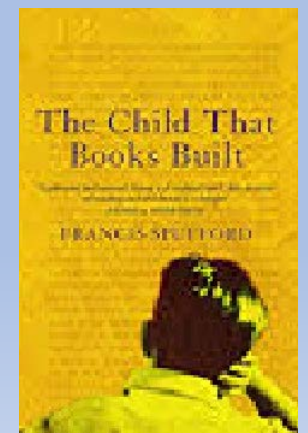
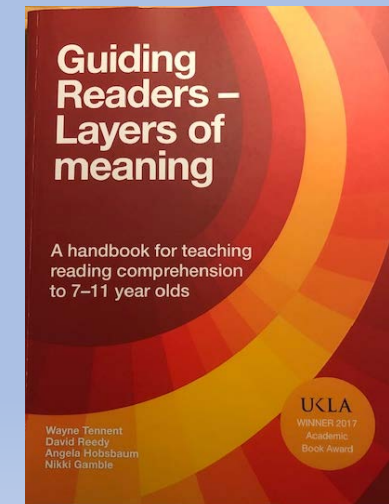
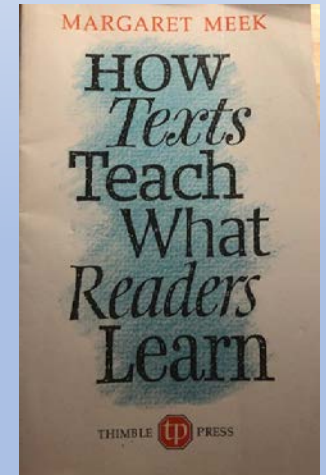
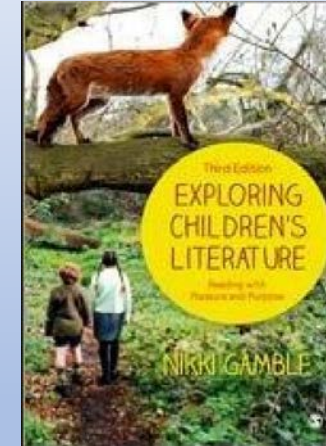
References and links

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<https://hwb.gov.wales/curriculum-for-wales>

- LNF. Available at:

<https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/#overview>



Helping you to meet the QTS standards

Pedagogy: Advancing		
	Exploiting subject disciplines in areas of learning	The student-teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately
	Four purposes for learner	The student-teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.
	Blended learning experiences	The student-teacher understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners
	Real life, authentic contexts	The student-teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socioeconomic experience and illustrates applications of concepts and abstracts in practice.
	Progression in learning	The student-teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this
	Crosscurricular themes	The student-teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.

