



Ulywodraeth Cymru
Welsh Government
www.cymru.gov.uk

Implementing the National Literacy and Numeracy Framework (LNF)

Learning Outcomes

- understand the context for the LNF
- think about what 'literacy' and 'numeracy' mean
- begin to understand the structure of the LNF and progression through it.
- how the LNF will be used as an assessment tool
- classroom assessment against the LNF in order to develop 'next steps'
- the meanings of 'progression' and 'consolidation' in skills development
- how progression is demonstrated in the LNF

- What is the skills framework?
- What is the LNF framework
- What age groups is it relevant for?
- Why is it needed?

Why is the LNF needed?

Wide-ranging evidence from:

- employment-based research
- Estyn inspection reports
- end of key stage teacher assessments
- PISA results
- qualifications

show that Wales needs to improve its levels of literacy and numeracy across the population.

Origins of the LNF

In 2011, the Minister for Education and Skills announced the intention to introduce:

- a National Literacy and Numeracy Framework (LNF), within a National Literacy Programme and a National Numeracy Programme, supported by systematic testing of learners' reading and numeracy skills from Foundation Phase to end of Key Stage 3.

What are literacy and numeracy?

In your group, discuss the meaning of either 'literacy' or 'numeracy'. Decide on **six** key words that you would use in your description.

Share your words with the other groups.

In your group, formulate a definition of 'literacy' or 'numeracy'.

What is the LNF? (1)

The LNF:

- is based on research into effective teaching and assessment, and the success of similar international systems
- has been developed by the Welsh Government in consultation with an advisory panel consisting of local authority literacy and numeracy advisers
- will provide schools with annual expectation statements in literacy and numeracy for learners aged 5 to 14.

What is the LNF? (2)

The LNF:

- has statements expressed in expectation matrices to support schools and teachers to:
 - plan their curriculum to ensure learners are able to develop the required skills
 - determine how learners are performing against national standards expected for literacy and numeracy, supported by reading and numeracy tests from May 2013 for all learners (aged 7 to 14).

A curriculum planning tool

The LNF:

- replaces Developing communication and Developing number of the *Skills framework for 3 to 19-year-olds in Wales* with Developing thinking and Developing ICT still in place
- will be a **statutory** curricular requirement
- builds on the current good practice in many schools
- informs teachers of all subjects about how they can provide opportunities for learners to apply literacy and numeracy **across the curriculum**.

Expected learner outcomes

The LNF gives appropriate expectations at:

- each age (Reception to Year 9)
- phase/key stage (Foundation Phase to Key Stage 3)

for literacy and numeracy **across** the curriculum.

Structure of the LNF

The two components of the LNF are divided into the following **strands**.

- Within **literacy** the strands are:
 - oracy across the curriculum
 - reading across the curriculum
 - writing across the curriculum.
- Within **numeracy** the strands are:
 - developing numerical reasoning
 - using number skills
 - using measuring skills
 - using data skills.

Both the literacy and numeracy strands are further divided into **elements**.
The literacy elements are further sub-divided into **aspects** for ease of use.

Inclusive of all learners

- Focuses on learners’ acquisition of, and ability to **apply**, the skills they have learned to complete tasks appropriate for their stage of development.
- Expectations are given for each school year from Reception to Year 9 in each of the elements/aspects.
- Designed to be inclusive of all learners, including those with additional learning needs (ALN) and more able and talented learners.

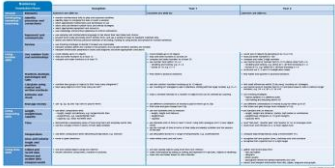
Inclusive of all learners

Routes to ...				Foundation Phase			Key Stage 2			Key Stage 3			Extension
Progression statements (not age-related)				Age-related expectations			Age-related expectations			Age-related expectations			Progression statement (not age-related)
Routes for Learning (RL) routemap	A steps	B steps	C steps	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9

- A steps etc
- <http://learning.gov.wales/resources/browse-all/nlnf/framework?lang=en#/resources/browse-all/nlnf/framework?lang=en>

Early progression

- Progression is from early precursor skills, into Routes to literacy and Routes to numeracy to Reception in the Foundation Phase.
- Some skill elements will not emerge until a later stage. In such cases, the relevant cells in the LNF are empty to show this.



Literacy and numeracy skills development

Skills development as shown in the LNF is:

- a continuum – not a series of discrete skills
- cumulative – each element/aspect must be achieved and consolidated in the previous section
- inherent – the skill is assimilated, used until embedded, not just shown once.

Task setting for all learners

Learners may progress slower or faster in some literacy and numeracy skills than in others, with achievements spanning several columns. This would be especially evident for:

- learners with ALN
- more able and talented learners.

Tasks should provide enough challenge to ensure **all** can progress, e.g. with relevant support for ALN learners and extending the breadth, depth and complexity of tasks for more able and talented learners.

Literacy and numeracy in action

PISA question about Lake Chad

Using a source square, interrogate the information about Lake Chad.

Use your completed source square to answer the questions.

Which elements of literacy and numeracy from the LNF are being used as you answer the question?

Share your ideas.

What I can infer

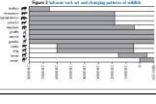
What I already know

What I can see

Figure 1 shows changing levels of Lake Chad, in Saharan North Africa. Lake Chad disappeared completely in about 20,000 BC, during the last Ice Age. In about 11,000 BC, it reappeared. Today, its level is about the same as it was in AD 1000.



Figure 2 shows Saharan rock art, ancient drawings or paintings found on the walls of caves and changing patterns of wildlife.



Source: Peter Hovels, The Times, Idea of Archaeology, Times Books Limited (1998)

Source square

An assessment tool

The LNF will be used **formatively**:

- to support learner progress, classroom and curriculum planning – assessment will be narrative, not a ‘best-fit’ approach
- to assess individual progress for:
 - ‘next steps’ task setting
 - informed discussion with learners, parents/carers and between teachers about learners’ current strengths and areas for development
- to assess class, cohort, phase/key stage, subject progress in order to inform curriculum and school development planning.

Reporting

Progression in the LNF shows how learners should perform against the expectations by the end of each academic year.

- Reporting should:
 - be narrative rather than a single statement about whether a learner is working at, above or below the expected level for their age
 - describe a learner’s progress, areas of strength and ‘next steps’ for development.
- Schools will be required to:
 - plan for cross-curricular assessment
 - report on individual progress, strengths and areas for development to parents/carers on an annual basis
 - report on the overall progress and standards across the school in relation to the LNF, as part of the annual governors’ report.

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How can the LNF support progression in literacy and numeracy?

- The LNF describes fundamental literacy and numeracy skills which should be developed across the curriculum.
- It sets out broad expectations for progression in these skills.
- It offers opportunities to **practise, consolidate** and **extend** learning in these transferable skills through curriculum areas in order to meet the varied needs of learners, recognising that children and young people **will progress at different rates**.

What is progression?

- Write a **general** definition of what **progression** in skills development means for you.
- Write a **general** definition of what consolidation in skills development means for you.
- Compare and contrast **progression** with **consolidation** and capture the outcomes of your discussion in a single sentence.

What is progression?

Progression means increasing the **breadth** and **depth** of learning at each stage of development as well as providing **greater challenge** for learners.

Consolidation involves practising a skill in a variety of contexts – showing increasing capability of applying the skill to more unfamiliar situations and requiring less support and direction.

Both require careful planning and monitoring of next steps.

Progression ‘signposts’

How would you organise the statements given on the next slide to describe progression and consolidation in skills development? Why?

Share your ideas with another group to compare. To what extent do you agree or disagree?

How do these link to the progression in strands, elements or aspects in the LNF?

Learners demonstrate the use of the skill with increasing independence.

Learners can replicate the skill in a similar context.

Learners demonstrate the skill in less time.

Learners recognise the skill.

Learners can link and transfer the skill to other contexts.

Learners can use the skill to take forward their learning.

Learners identify the appropriate skill for the task.

Learners can follow instructions to perform the skill.

Learners demonstrate the use of the skill with more confidence.

Learners can apply the skill in a variety of contexts.

Progression in numeracy

Aim:
To encourage learners to develop and demonstrate their skills to solve problems and apply and carry out appropriate and relevant mathematical procedures.

Expectations are:

- concerned with developing and recognising learners’ **numerical reasoning** in order to tackle a problem
- concerned with the development of **procedural skills** which can be applied to the context
- designed to focus on progression in terms of numeracy skills and their use in a range of contexts.

Progression in literacy

Aim:
To encourage learners to develop and demonstrate their skills in **oracy** (speaking and listening), **reading** and **writing** across the curriculum.

- Expectations are:
- concerned with developing and recognising learners’ ability to select and apply literacy skills in ways appropriate to context
 - designed to focus on progression in terms of literacy skills and their use in a range of contexts.

Identifying progression

Literacy Progression across the years (LNF)		Year 1	Year 2	Year 3	Year 4
Reading	Progression	...can read with accuracy and fluency words in context, including regularly occurring words, and can understand and respond to simple spoken and written texts.	...can read with accuracy and fluency words in context, including regularly occurring words, and can understand and respond to simple spoken and written texts.	...can read with accuracy and fluency words in context, including regularly occurring words, and can understand and respond to simple spoken and written texts.	...can read with accuracy and fluency words in context, including regularly occurring words, and can understand and respond to simple spoken and written texts.
Writing	Progression	...can write simple sentences and paragraphs, using a range of punctuation and capital letters, and can write for a purpose.	...can write simple sentences and paragraphs, using a range of punctuation and capital letters, and can write for a purpose.	...can write simple sentences and paragraphs, using a range of punctuation and capital letters, and can write for a purpose.	...can write simple sentences and paragraphs, using a range of punctuation and capital letters, and can write for a purpose.

How is progression described in this section of the LNF?
Where is the progression here?

Key ideas to consider

- You can identify progression:
- **within** statements
 - **across** an element/aspect in successive identified years
 - **through** links between elements/aspects within strands.
- These can be used to look at the more holistic progression in learning.

An assessment tool

The LNF is an assessment tool.

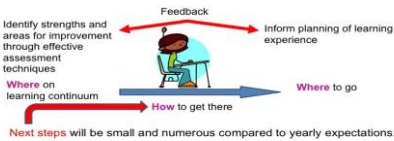
- It is intended to be used **formatively** to support learner progress, classroom and curriculum planning.
- Any assessment will be narrative, allowing for flexibility in learners' progress.
- It is not intended to be a 'best-fit' approach.

Formative assessment

Formative assessment is:

- finding out where learners are in a learning continuum
- deciding where they need to go next in that continuum
- making decisions as to how best to get there.

Formative assessment can be considered as providing a learning opportunity in its own right.



Who should receive the liver?

Learners were asked to decide which person should receive a liver transplant and write to the local health board to explain their decision.



Who should receive the liver?

Where is this learner in *Writing across the curriculum* from the LNF in terms of:

- *organising ideas and information*
- *writing accurately?*

Where does the learner need to aim for?

- What would be the 'next steps' for the learner in order to move towards his/her aims?
- What questions might you need to ask to push the learner to their 'next steps'?
- What subsequent tasks could you set to try to push the learner towards their 'next steps'?

Using 'next steps'

- Setting a learner a task does not guarantee that he/she will evidence their 'next steps'.
- Focused questioning is essential to 'push' learners towards their 'next steps'.
- Once their next steps are reached, the learner needs to consolidate this skill therefore 'next steps' will be the application of this skill in different contexts.

Tracking

There are many methods that can be used to track learners' progress in their literacy and numeracy skills.

Ongoing formative assessment, will provide 'next steps' for each learner.

The national tests in reading and numeracy will provide summative data/information on each learner's current position at that point in the year.

Tracking

- The Welsh Government is considering approaches to tracking including the production of an optional tool for use in schools in Wales.
- There are many ways to track progress in the LNF, the following tasks give examples of tracking systems.
- It is up to individual schools to make their own decisions as to which method to use.

Examples of tracking systems (1)

A school in north Wales uses a traffic light system to track learners' progress:

- green – on track to reach expectations for the year group
- amber – needs some intervention to maintain track
- red – not on track therefore requires intervention.

Literacy: Term 2 2013/14 tracking information

Year group: 5

			Extent of achievement against Year 5 expectations (PL)				
			A, B, C				
Strand	Element	Aspect	James B	Henry C	Joe D	Marc E	Adam F
Oracy across the curriculum	Developing and presenting information and ideas	Speaking					
		Listening					
		Collaboration and discussion					
Reading across the curriculum	Locating, selecting and using information	Reading strategies					
		Comprehension					
		Responding to what has been read					
Writing across the curriculum	Organising ideas and information	Meaning, purposes, readers					
		Structure and organisation					
	Writing accurately	Language					
		Punctuation					
		Spelling					

Tracking systems – records

Ongoing classroom assessment needs to be the hub of assessment for the learner and teacher.

Large-scale, detailed records are not necessary if the teacher and learner use the learner's books to write agreed 'next steps' and follow-up comments.

Tracking beyond this, in a class or school system, should be more general and focus on progress made.

Reporting

Progression through the LNF will demonstrate how learners are performing against the expectations for literacy and numeracy at the end of each academic year.

- There will be no national data collection.
- Teachers will not be expected, nor would it be appropriate, to use the LNF to arrive at a single statement about whether a learner is working at/above/below the expected level for their age.
- The LNF and assessment against it should be used to help describe a learner's progress, areas of strength and 'next steps' for development.

Reporting

Schools will be required to:

- plan for cross-curricular assessment
- report on individual progress, strengths and areas for development to parents/carers on an annual basis
- report on the overall progress and standards across the school in relation to the LNF, as part of the annual governors' report.

In summary

- Schools and teachers will be able to use the LNF, and its guidance, to:
- develop curriculum content so all learners have opportunities to develop and refine their skills
 - integrate literacy and numeracy into their teaching, whatever the subject matter
 - inform discussions with parents/carers, learners and other teachers about learner performance
 - help learners with their own self-assessment activities and planning for learning
 - assess, monitor and report on individual learner performance
 - identify learners who may benefit from intervention or who are working beyond or below age-related expectations.

- Video clips of how schools have implemented the tests.
<http://learning.gov.wales/resources/browse-all/analysing-test-results/?lang=en>

- Welsh Govt National Literacy & Numeracy Framework. Available at:
<http://learning.gov.wales/docs/learningwales/publications/130415-lnf-guidance-en.pdf>
- Welsh Govt National Literacy & Numeracy Framework resources. Available at:
<http://learning.gov.wales/resources/browse-all/nlnf/?lang=en>
