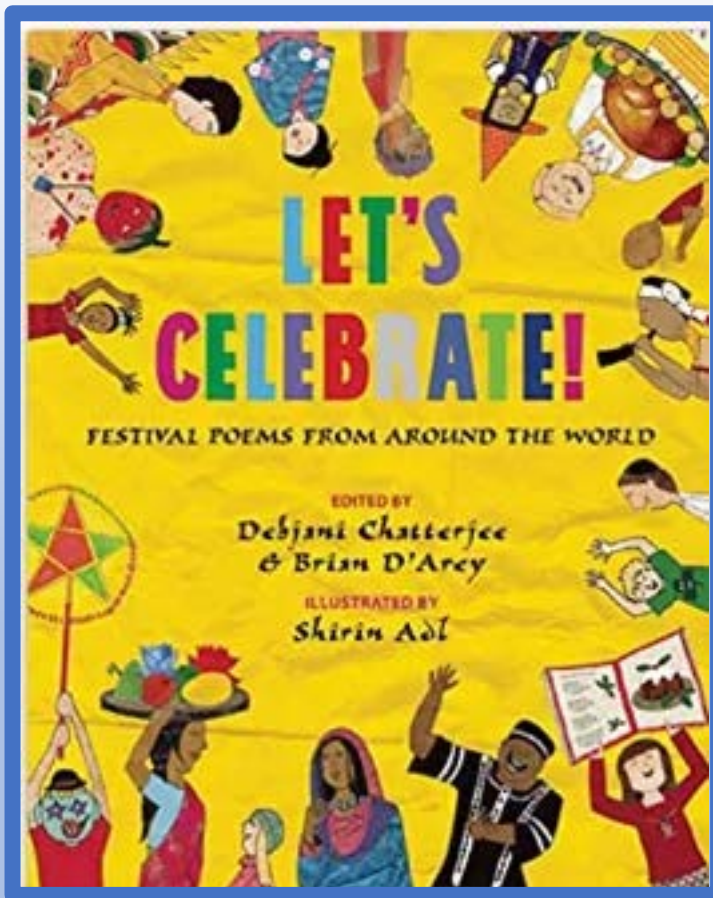




Planning for Progress in LLC Session 2

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



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.

Progression steps: reading

I can use context and pictures to help me understand what I read.

I can respond to what I hear, read and view and can express simple opinions on it.

I can consider the plot, character, theme and context of literature I experience supporting my ideas and opinions with evidence from the literature.

I can read texts, choosing strategies which best help me understand them; these strategies may include working across my languages.

I can use inference and deduction to understand texts and can consider the reliability of what I read.

I can use my imagination to respond to and adapt literature to create my own work.

The answers

What
observations
did you make
as you looked
through the
document?

3



We must not forget the LNF

Available at:

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

Literacy Framework						
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Reading	Reading strategies	I can show an interest in books and other reading materials, and enjoy sharing and handling them as a reader, e.g. hold books the correct way up and turn pages.	I can select my own reading material according to interest or purpose.	I can read complex texts independently for sustained periods.	I can read, with concentration, printed and digital texts that are new to me and update, broaden and deepen my understanding of information, ideas and issues.	I can read and analyse a range of unseen, printed and digital texts with concentration and independence.
		I can segment combinations of known letters orally.		I can read words and sentences from different texts using a range of strategies to make meaning.		
		I can understand there is a one-to-one relationship between the printed and spoken word.	I can read different texts using a range of strategies to make meaning, including: • phonics • word roots and families • sentence structure and punctuation • text structure and organisation • prior knowledge of content and context.	I can use a range of strategies to make meaning from words and sentences, including: • knowledge of phonics • word roots • word families • syntax • text organisation • prior knowledge of context.	I can use my knowledge of: • word roots and families • grammar, sentence and whole-text structure • content and context to make sense of words, sentences and whole texts.	I can use my knowledge of: • word roots and families • grammar, sentence and whole-text structure • content and context to make sense of words, sentences and whole texts.
		I am beginning to recognise and read high-frequency words.	I can use a range of strategies to read with increasing fluency, including recognition of high-frequency words, context cues, prior knowledge, graphic and syntactic cues and self-correction (re-reading and reading ahead).	I can use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.	I can use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information.	I can use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes.
		I can recognise familiar words, e.g. own name, and print in the environment.	I can deduce ideas and information by linking explicit statements, e.g. cause and effect, sequence. 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?	I can use inference and deduction to understand the text, and can consider the reliability of what I read. I can infer ideas which are not explicitly stated, e.g. writer's viewpoints or attitudes.	I can use inference and deduction to understand more complex texts, and can consider the reliability and impact of what I read. I can gain a full understanding of texts using inference, deduction and analysis.	I can gain full understanding of texts using inference, deduction and analysis, understanding the context of the texts that influence the reader. I can analyse and respond to texts and sub-texts, confidently understanding, interpreting and evaluating meaning.

What we learnt during the last session



From the feedback you gave me



From the interrogating my lesson plan

Directed tasks

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

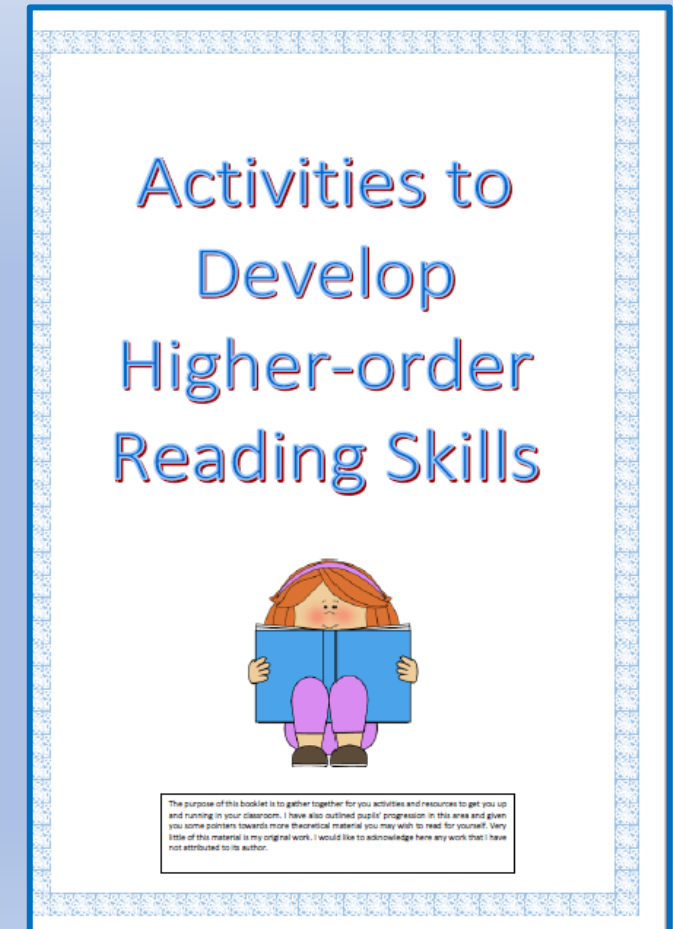


As an individual, read through this booklet.



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"



Planning your lesson

- Your group must imagine that you are a year group team in a school. You are going to plan a LLC lesson that uses your chosen text as a stimulus.
- You have 60 minutes to plan your lesson and prepare the resources.
- Be prepared to present your plan and resources in the Market Place activity we will do next

You will need:

Essential

- Your chosen text*
- The APLP lesson plan template
- CfW framework LLC section
- LNF
- Booklet - Developing Higher Order reading Skills

Additional resources

- Barrett's Taxonomy (in the booklet)
- Booklet - Guided Reading

Market place - sell your plan and resources to your customers!!!



Take notes
as you move
around

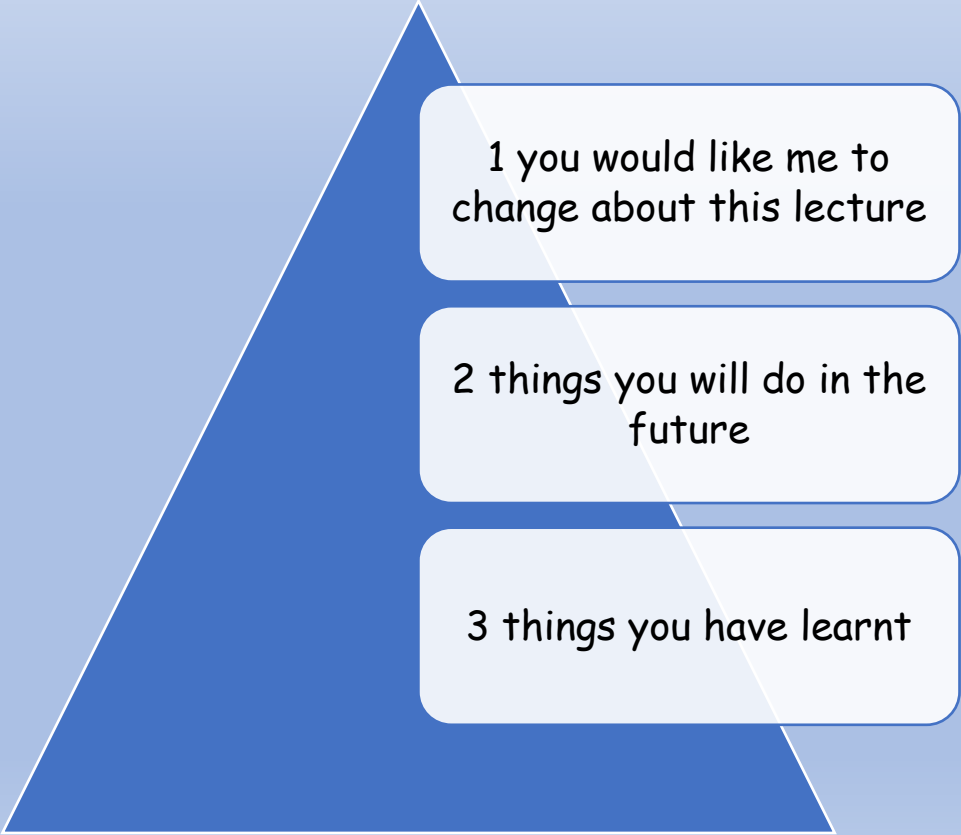
Feedback for each group



What are your thoughts about this approach to developing reading skills?



Review your own learning



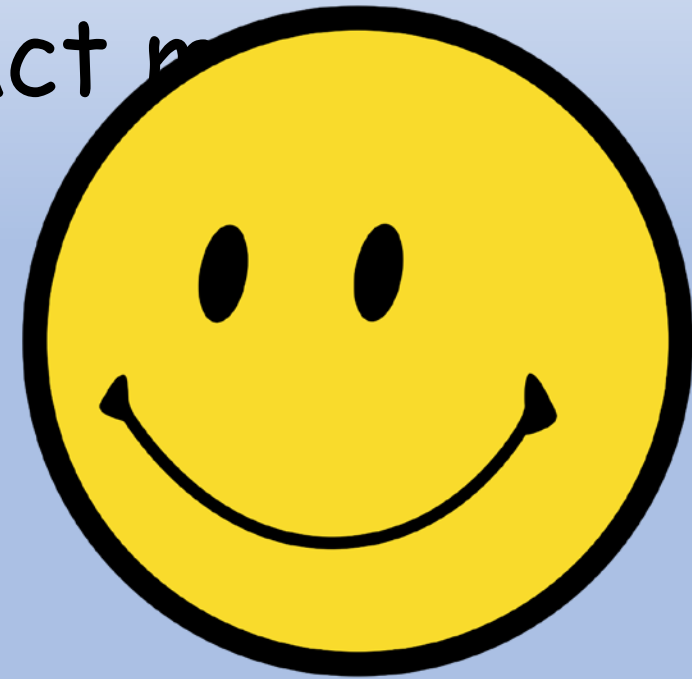
1 you would like me to
change about this lecture

2 things you will do in the
future

3 things you have 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

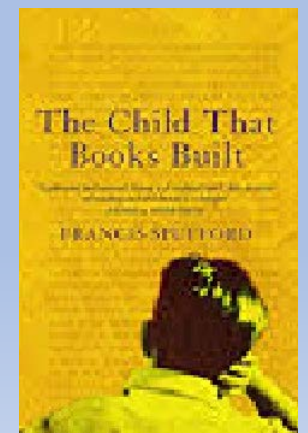
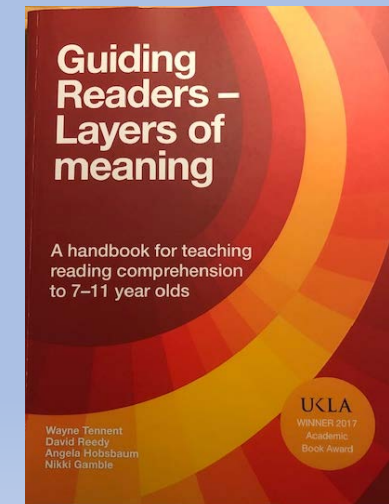
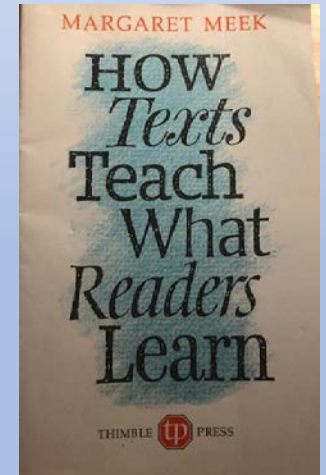
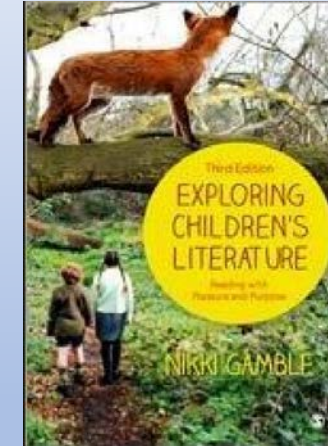
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Useful links

<http://www.storyarts.org/>



readwritethink



<https://www.literacyshed.com/home.html>