

Welsh POLICY

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Adopted: April 2016

Next Review: November 2018

**Ysgol Gymraeg Llundain**

**London Welsh School**

**Welsh Policy**

At Ysgol Gymraeg Llundain London Welsh School we recognise that Literacy unites the important skills of speaking, listening, reading and writing. We recognise these as life skills, which enable us to make sense of the world. As the world changes and our children will be required to be able to apply literacy skills in many different areas of both their working and personal lives, we strive to make sure that when they leave Ysgol Gymraeg Llundain we have given them all the skills they will need to be literate in the Welsh language and have an enjoyment of reading.

**Aims**

We aim for all children to become confident critical speakers, listeners, readers and writers with a capacity to express themselves through a variety of different literary activities. Pupils are given opportunities to develop their use, knowledge and understanding of spoken and written Welsh within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills. Following the Welsh National Curriculum and the guidance contained within the Early Years Foundation Phase Framework our planning will give the children the opportunity to achieve the aims set out by these guidelines

We have incorporated the new Welsh National Curriculum aims into all of our literacy planning across the school. The new aims are:

* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At Ysgol Gymraeg Llundain we seek to maximise children’s learning across all areas of Literacy and therefore we include opportunities for cross-curricular literacy activities. As a school we embrace every opportunity to enable the children to engage in purposeful writing within and beyond the curriculum. Our planning is creative and engages the children with key literacy texts that will excite and engage them in the literacy process.

All children have opportunities to participate in a range of drama activities which challenge and develop their skills as Speakers and Listeners both within the classroom and as part of their Key Stage activities or whole school performances. These

activities give the children the opportunities to rehearse, perform and evaluate in small groups, to other classes or to the whole school.

**SPEAKING AND LISTENING**

**AIMS**

To encourage children to speak confidently to different audiences, using appropriate language and demonstrating an awareness of Standard and regional Welsh, paying attention to the difference within the language from North to South.

To encourage children to listen and respond appropriately in a variety of different situations, including pairs, small groups and whole class groups

To develop the ability to express ideas clearly, fluently and with purpose

To learn to consider a range of opinions, put forward an argument and understand and respect that others may hold different opinions

To use discussion and speaking and listening activities as a means of developing understanding and furthering children’s learning across the curriculum

To encourage children to evaluate their own Speaking and Listening activities

To encourage children to perform in the National Eisteddfod recitals with emphasis on pronouncing words clearly with increasing emphasis.

**READING**

**AIMS**

To sustain the continuous development of fluent, accurate reading so that children can understand and respond to all types of writing and thus develop independence as readers.

To promote enthusiasm, interest and enjoyment in reading and establish good habits of reading for both pleasure and information.

To introduce children to a wide variety of literature and poetry and develop their understanding of different genres.

To develop strategies for reading for information so that children will readily turn to books and ICT based texts as a resource for learning in all areas of the curriculum.

**The reading scheme**

Initially, when children enter Foundation Phase they spend time sharing and enjoying texts, handling books correctly and listening to stories, as well as becoming acquainted with the Welsh letters sounds, using Tric a Chlic phonic programme. Once the children are equipped with an understanding of the sound system and are able to blend and segment to word build, they are moved onto a reading scheme, Oxford Reading Scheme. Children progress with their reading through a scheme. The Class teacher and/or LSA assist the child when selecting a book, recording the book they are reading in their Reading Record. The children move along the reading scheme, progressing through coloured levels. Having progressed through the scheme, children may become a Free Reader which allows them to make choices about the books they read. Free readers are able to select books of their choice from the class library, the school library or choose a book from home or the local library. The class teacher and LSA continue to monitor and ensure the child reads from a broad range of genres and authors.

**Parents and Reading Records**

Parents are encouraged to become involved in their children's reading by sharing books at home, discussing their reading, encouraging children to choose their own books and visiting the school and local library. Reading record books are used as a means of exchanging information about children’s reading at home and at school and parents are encouraged to comment positively on the child’s achievements. We encourage children to read as much as they can with their child, with an expectation of a minimum of three times a week. We support with key questions that will help with their child’s comprehension skills.

**Reading in Class**

We create opportunities to listen to children read in a variety of contexts. Reading to a teacher from a reading book is only **one** of the ways children practise reading. Other opportunities include:

Shared reading in Literacy lessons

Guided reading led by a teacher or LSA

reading their writing to an adult or to a friend

reading notices, lists, display materials, etc. around the classroom

reading instructions, plans, recipes etc

reading someone else's work to help with redrafting

sharing a book or poem with another child

reading play scripts

reading extracts from literature or poems for discussion, prediction, cloze procedure

reading with a ‘Bookworm buddy’ (older child)

annual book week with visiting authors

annual Book fair

The school has a Reading Corner which provides a pleasant, stimulating, relaxing environment in which children can read, browse and enjoy a wide range of reading material., both classrooms use this area. In addition, a wide variety of books, plays and newspapers /leaflets have been specifically selected for guided and group reading activities, and are kept in Band bases or individual classrooms.

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**WRITING**

**AIMS**

Using a variety of stimuli, we want to encourage children to value writing as a means of

communicating their thoughts and ideas in all areas of the curriculum.

To develop understanding of the variety and function of written language and be able to write effectively and confidently in different forms, with regard to audience and purpose.

To provide opportunities for children to reflect, to evaluate and to revise their writing.

To foster interest, enjoyment and a sense of pride and satisfaction in writing.

To encourage and enable children to see themselves as independent writers.

We aim to create a classroom environment which encourages children to write. Dictionaries, Thesaurus and word banks (wow words); lists of connectives are attractively displayed together with ideas for improving work. Interactive learning journeys and working walls support the children’s’ literacy learning in class. Displays of writing value children’s work and encourage them to think about presenting it attractively to their audience. Each year group follows the guidelines set out in Early Years Foundation Stage and the new National Curriculum 2014.

Improvement marking is an important aspect of the work and teachers use a marking code linked to the Shirley Clarke research. Children are guided to make improvements to their work. Peer marking is also widely used in KS2.

Foundation Phase uses the Aled Afal scheme to model standard Welsh sentence structures. It positively immerses correct grammar and mutations for children to emulate in their own writing.

Writing skills are taught as part of Literacy lessons and in addition, we allow time for extended writing, especially at the end of a unit of work. Big writing is used in the later years of the Foundation Phase and into KS2.

Texts are used as models to provide ideas and structures for writing and children are given the opportunities to build upon this during guided writing sessions, in ability set groups and mixed ability groups within the classroom.

Grammar and punctuation are closely linked to texts and to the children’s own writing. Grammar lessons are taught in KS2.

In Shared writing sessions children are taught how to plan, revise and edit their writing.

Discussion of writing, evaluating their own work and that of others is an important and regular feature of Literacy lessons

Cross curriculum writing is widely used across the key stages to enhance the children’s writing and provide a wider context for writing opportunities across the curriculum.

Our planning is based on the new National Curriculum but also focuses on the needs and abilities of the children. Questioning and group activities are differentiated, where appropriate, to cater for different abilities within the class.

**SPELLING**

**AIMS**

We want children to develop confidence with spelling through learning to spell correctly, in the course of their own writing, words which they use regularly.

We believe that a systematic approach to spelling, based on an understanding of how skills develop, is essential to children's development as writers.

We teach spelling first with the guidance of the Tric a Chlic scheme which sets out the order in which we teach phonics and spelling patterns and rules. In Key stage 2, phonics is taught through spellings. In year 3 the class teachers follow up with extended spelling patterns and year 4 will do so as appropriate. ‘Cam wrth Gam’ is then used to inform the spelling programme. The children follow the Look, say, cover, write, check system.

Spelling enters into all areas of the curriculum and is part of our regular classroom activity. The words which children learn are those which they need to use in their writing and are taken from the new National Curriculum. We encourage parents to help children with spelling through homework activities, which are then followed up in the classroom.

**HANDWRITING**

**AIMS**

We aim for our children to become fluent and confident with handwriting by developing a neat, legible style which they will enjoy using and which will enhance their work.

During the Early Years Foundation Stage children are taught the correct letter formation as they learn the letters through their phonics lessons. When the child is ready and shows that they can form letters correctly, they are introduced to cursive handwriting. In upper Foundation Phase and KS2 children follow a taught cursive handwriting programme.

**Date completed:**

**Review Date:**