LITERACY POLICY
Ysgol Llandygai

General Statement

Language has a unique impact on children's development and forms the basis of all learning and teaching. Pupils who attend schools within this Authority are privileged to take advantage of the wealth of two languages and two cultures as well as having the opportunity to develop educationally and socially through the medium of Welsh and English. This policy is based on the Lea's current language policy and on the Authority's Welsh Education Plan, as well as on National Curriculum statutory requirements and guidelines as well as on the 2013 literacy and numeracy framework.

Nurturing a positive attitude towards both languages has a core role in the implementation of this policy. This also applies to the need to raise pupils awareness of their heritage and of the nature of the Cwricwlwm Cymreig. In addition, purposeful concurrent use of language skills/dual skills should be used, to develop both languages so that a strength in one language reinforces the other. Dpupils awareness of the differentiated elements in both languages should be nurtured and those elements that are similar in them, through referring to them when appropriate.

The policy objective is to establish foundations that will ensure proficient communication in Welsh and English; this encompasses oracy, reading and writing skills and inter-reliance of these skills. In the most effective learning and teaching, they are integrated as the pupils respond to various stimuli in an enriching cross-curricular curriculum.

Response to the Literacy Framework
The key aims of the LNF are:

Assist the teachers in **every** subject to identify and provide opportunities for pupils to apply literacy and numeracy cross-curricularly, and is divided into year groups describing accurately the **annual national expectations for literacy and numeracy** for pupils aged between 5–14, and follow-up indicators for pupils who have additional learning needs to help to assess **pupils progress** in literacy and numeracy and prepare annual reports for parents/carers based on teachers assessments so that teachers, pupils and paremts/carers are all clear about how pupils develop and what the next steps are. **Data will not be gathered at a national level.**

Key Features

The key features of the NLF include the following. Through statements of expectations, the NRF outlines those skills that we expt pupils to develop during their time at the school between 5 and 14 years of age, and has been divided into year groups. The NLF has been divided into components for literacy and numeracy,that have in turn been divided into strands. The literacy strands are: cross-curricular oracy, cross-curricular reading and cross-curricular writing. The numeracy strands are: developing numeracy reasoning, using numeracy skills, using measurement skills and using data skills. Purpose, aims and features of the National Literacy and Numeracy Framework (LNF). Each strand has been further developed into elements, with literacy also shared into aspects. The literacy component is available in Welsh and English.

Exepctations are the same in Welsh and English, with some different elements in the Welsh literacy component to reflect the Welsh language's unique requirements. As well as being a curriculum planning requirement, the LNF is also used by teachers for formative assessment. The LNF is used to guide teachers assessments of pupils literacy and numeracy skills and annual reports are prepared for parents/carers. **Data is not gathered at a national level.**

The LNF's relationship with the whole curriculum

The LNF is the curriculum planning tool that builds on the good practices observed today at many schools. It seeks to present co-ordinated aspects of developing literacy and numeracy across the curriculum, showing teachers in every subject how they can provide opportunities for pupils to apply literacy and numeracy cross-curricularly, Therefore, in primary and secondary schools, planning to develop literacy and numeracy skills must be genuninely cross-curricular rather than focussing on Welsh, English and maths lessons.

The national curriculu, that has been implemented from 2008 has presented an aspect based on curriculum skills, seeking to ensure that skills are developed cross-curricularly. It is based on the non-statutory skills framework that focussses on thinking, communication, ITC and numeracy skills. The NLF builds on the expectations outlined in the skills framework. It will, however, be a statutory curricular requirement under section , 108(9) of the 2002 Education Act. It will also provide greater clarity for teachers to enable them to assess and trace skills progression. The NLF will replace the communication

and number components of the non-statutory skills framework. The thinking skills and ITC components are now in place to provide schools with guidance on these important skills, and they receive separate focus in further guidelines.

The LNF and curriculum and assessment review

When developing the LNF, we have had to carefully consider what the appropriate expectations should be for every age-group and at every key stage. During this process, questions have arisen regarding current curriculum requirements, especially as regards Welsh, English and mathematics, and are the current levels of achievement in the subject Orders thorough or challenging enough. The expectations outlined in the LNF try and raise the standards in certain instances. We have re-aligned expectations to ensure that we have a thorough approach towards raising standards and ensure that our pupils achieve their potential. This implies that the LNF's expectations for the end of Key Stage 2 are closer to Level 5, and that the expectations at the end of Key Stage 3 are closer to Level 6. The review of the assessment and the curriculum arrangements will specifically look at this and that which matches.

LNF Structure

The LNF describes in detail the skills that we expect children and young people to acquire and master between 5 and 14. The framework consists of two components – literacy and numeracy. They are divided into the following strands.

Within **literacy,** we expect children and young people to be proficient in:

> oracy across the curriculum
>
> reading across the curriculum
>
> writing across the curriculum.

The LNF focuses on pupils **acquiring** and being able to **apply the** skills and concepts taught to complete realistic tasks that are appropriate for their period of development. Teachers will be able to use the LNF to:

- develop the curriculum contents so as to provide an opportunity for every pupil to develop and refine the skills outlined in the LNF.

- integrate literacy and numeracy in their teaching – whatever the subject.

- guide discussions with parents/carers, learners and other teachers on pupils performance

- help pupils with their own self-assessment activities and plan for learning

- monitor, assess and report on the performance of individual pupils

- identify pupils who could benefit from an intervention programme or who work beyond the expectations associated with an age-group.

The LNF at the Foundation Phase

As noted in 'Supporting progression for every pupil' above, we recognize that every child will not make progress in the same way, and this is particularly true as regards children's development in the early years that can follow a different path. The annual nature of the LNF means that teachers can ensure that they include the appropriate skills when teaching the curriculum and its contents. For three to five year olds, learning patterns can vary more and therefore the LNF covers 5–14 year old pupils.However, during the consultation exercise, it was suggested that it would be worhwile to extend the LNF to the Foundation Phase for three to five year olds, and this is considered.

Pupils with additional learning needs (ALN)

That the LNF includes every pupil. We have therefore prepared a series of expectations that includes every pupil and will ensure that ALN pupils are included in every element. ,Progression is noted from the early preliminary skills that are carefully described in the pathways map *On the Learning Trail* (Welsh Assemebly Government, 2006) (available at www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/additionaleducationalneeds/ routeslearning/?skip=1&lang=cy). The LNF outlines how pupils skills are refined and extended as they proceed towards the expected standards for the Reception Class. Some skills elements will not become apparent until a later phase in the LNF. In such instances, the relevant cells in the LNF are shaded grey to indicate this.

Teachers, pupils, parents and carers use these progression statements in ways similar to those described above. The LNF also describes continuum of development and pupils can move further or more rapidly in certain aspects than others ,with achievements encompassing several years. This can be particualrly applicable to ALN pupils, especially when disability

prevents achieving specific items. As regards more gifted and talented pupils who work at higher levels, schools should set more of a challenge. The level of difficulty may increase through extending the range, depth and complexity of the tasks.

The statutory tests and the LNF and the formative, narrative assessments against it, we present national reading and numeracy tests.

These will provide summative data, nationally gathered and analysed and used as part of the national accountability model. Tests data provide clear indicators for teachers of development of skills and progress, and will make an important contribution to the discussion that teachers use to form an annual view of the skills that pupils acquire.

Assessment against the LNF and test outcomes provide a different viewpoint on pupils progress. This reflects that they assess aspects that differ slightly on the same skills and that one is an outline or a summary view whilst the other uses a much broader range of evidence. When it appears that test results contradict outcomes against the LNF or other assessments, the most important thing is that teachers consider the resaons for any difference and give them due attention.

ORACY
General Aim
Children will be immersed in language experiences and activities. They develop their skills through oracy, using sign/communication language and listening. They should be encouraged to express their requirements, their feelings and thoughts, repeat experiences, and discuss individual play activities and play activities in a group. Some children will communicate through methods other than speaking. Children will refer to their aims through asking questions, voicing/ expressing an opinion, and making choice through various mediums and through building on previous experiences.
The children are encouraged to listen to others and respond to them, as well as respond to the various life experiences that their peers contribute to the learning environment, and to a range of stimuli including aural stimuli and ITC interactive software.
Our aim is to develop pupils ability to listen and respond appropriately and effectively to a range of stimuli, including the aural, audio-visual, visual and multi-media mediums, speak clearly, clear articulation and appropriate intonation; learn to communicate with various audiences in a variety of situations and for various purposes, and develop and present information and ideas.

SKILLS:
Strand 1 – Cross-curricular oracy
Individuals express their requirements, feelings and thoughts; repeat their experiences to others; and express their ideas through the spoken word. Individuals refer to their intentions through asking questions, verbal expression/expressing a view and making choices through various mediums, and through building on previous experiences. Listening and appropriately responding to others and various other mediums, is an essential element when developing and using language and when collaborating and discussing.

The cross-curricular oracy strand focuses on a single element – Developing and presenting information and ideas.   The element is sub-divided into three aspects.

Oracy

   – express ideas and information to a broad range of audiences and in various situations.

Lsitening

   – listen and respond to others viewpoints and ideas.

Collaboration and discussion.

   – contribute to discussions and presentations
– discuss others opinions/ideas to reach agreement.

RANGE: Develop pupils skills through:

Children should acquire opportunities:
• to experience activities in indoor and outdoor learning environments.

- experience different kinds of play activities and a range of planned activities, including those initiated by the children.
- participate as individuals and in groups of various sizes, speaking to different audiences, including friends, the class, teachers, practitioners, and other familiar adults and visitors.
- experience a range of stimuli including:

– nursery rhymes, lullabies, songs, stories and simple poems

– stories, real and imaginary

– information texts

– media texts and ITC texts, such as TV programmes for children and tales animated on CD.
- speak/communicate, spontaneously and through structured activities, for various purposes, including:

– repeating rhymes and poems, sometimes from memory

– narrate and re-narrate stories, actal and imaginary

– talk about matters of direct and personal interest to them.

– discuss information texts

– ask and answer questions

– express thoughts, ideas and feelings, likes, dislikes, and requirements.

– express an opinion

– envisage results and discuss possibilities.

• particiapte in role play activities and drama, imaginative play activities, impromptu activities and performances of various types.

- enhance their vocabulary through activities that promote their interest in words.
- see and hear various individuals speaking, including people with different dialects
- experience and respond to various stimuli and ideas: visual, aural, audio-visual, electronic, and written.
- communicate for various purposes, e.g. present information, express an opinion, explain ideas, enquire, express personal and imaginary experiences, persuade, debate, present, explore and consider ideas in literature and the media.
- speak and listen individually, in pairs, in groups and as classroom members.
- use various methods to present ideas, including ITC, e.g. methods of drama, discussion and debate.
- Express themselves confidently, clearly and appropriately for various audiences;
- use their knowledge of languages (Welsh, English and other languages) to develop their linguistic confidence
- participate in activities that focus on words, their origin and meaning, selection and the effect of words.

READING
Overall Aims
They should have opportunities to select and use reading materials as well as understand the conventions that are linked to print and books. The aim should be to develop pupils ability to read a wide range of non-literary and literary texts, including media texts, visual/mobile and ITC. They should have opportunities to read for various purposes including using reading strategies to find, select and use information, and to respond to that which is read. Pupils should be encouraged to enjoy reading for interest and enjoyment as well as as a learning medium, and to reflect on and evaluate what they read.

Specific Aims
SKILLS:
Strand 2 – Cross-curricular Reading
Through reading, individuals acquire ideas, knowledge and experiences that assist them to gain self-understanding, a global understanding and to effectively learn and work. The reading strand across the curriculum focusses on two elements – Finding, selecting and using information, and Responding to what which has been read. These are sub-divided into three aspects. Finding, selecting and using information are sub-divided into this aspect.

Reading strategies

    – use various appropriate reading strategies to make sense of texts

    – use strategies to improve fluency/ease of reading

    – assess quality and reliability of texts.

Responding to what is read is sub-divided into two aspects.

Reading and Comprehension

    – understand unfamiliar information

– identify principal ideas, events and support details
– predict, gather, and understand tiers of meaning
– make contacts within/across range of texts/themes
– research development of full understanding.

Response and analysis

– oarganize and analyse relevant information
– discriminate between facts, hypotheses and opinion
– compare a range of viewpoints
– valuate contents, presentation and reliability of texts.

RANGE
Develop pupils skills through providing opportunities for children.
- hear lively readings from various sources.
- be widely introduced to books, stories and words around them.
- read individually and paired
- read their own work and other texts aloud for various audiences.
- gain experience of a wide range of print and fonts and respond to them including:
- picture books, plays, stories located in familiar places, stories based on an imaginary world or fantasy world. Books that renarrate traditional folk tales and fairy tales, poems and chants as well as those that include language that follows a pattern and language that can be predicted, stories and poems from Wales and a range of other cultures
– information texts, reference texts, and non-literary texts, including printed and computer materials.
- read and share books and texts:
– written by well-known children's authors
– that include adaptations and translations
– that include stories and poems that are challenging as regards their length or vocabulary.
- encourage them to be enthusaistic, independent and reflective readers;
- plan opportunities and experiences for them to read on their own and with others;
- experience and respond to a broad and increasingly challenging range of texts that include:
- information, reference texts and other non-literary texts, including printed materials.
  Media materials, mobile materials and images and computer-based materials;
- poetry, prose and drama that are traditional and contemporary texts;
- texts that have a Welsh dimension and texts from other cultures;
- read/watch complete pieces and texts:
- that are increasingly challenging and which expend perspectives, extend thinking, intellectual understanding, moral and emotional skills
- contain various language features, structure and order and written
  For various purposes and audiences
- that display quality and diversity when using language
- that reflect the diversity of 21stC society
- that reflect the reading material selected by individual pupils.

WRITING
Overall Aims
The children should have a broad range of opportunities to enjoy making marks and enjoying writing experiences.
Develop pupils ability to use written language for effective communication in a range of forms, adapting style and contents for audience requirements and purpose, and encourage them to do so creatively, imaginatively and with commitment, organizing their ideas and knowledge and write correctly. The 'Big Writing' scheme has been adopted at KS2 and 'Little Big Writing' at the Foundation Phase.

Specific Aims
SKILLS:
Tier 3 – Cross-curricular Writing
People write to record and explore their thoughts, feelings and opinion; to communicate with others, and express their ideas through the force of language.

The writing strand across the curriculum focusses on two elements – Organize ideas and information, and correct Writing. These have been sub-divided into four aspects. Organizing ideas and information have been sub-divided into two aspects 1.9.

Meaning, purposes, readers
  – plan and adapt writing style to ensure compatability with the audience and purpose
  – improve writing through independent review and re-drafting
  – write so as to ensure that a subject is fully covered
  – improve writing presentation (including using ITC)
  – consider, edit and re-draft so as to improve writing work.

Structure and order
  – use a structure that is appropriate for the purpose and that is a focal-point for the task.
  – select, analyse and present information appropriately
  – establish a structure to organize writing. .

Correct Writing is sub-divided into two aspects.

Language
  – appropriate use of language for writing
  - use technical terms and appropriate vocabulary and language that is appropriate for the context of a specific subject.

Syntax, punctuation, spelling, handwriting
– specific statements that refer to progression in all aspects depending on the type of writing and age-group.

RANGE:
Develop pupils skills through:
Children should have opportunities:
  - to write in indoor and outdoor learning environments.
  - write through a range of planned activities and those that have been initiated by the children.
  - write independently and jointly when responding to various stimuli, on subjects of interest and of importance to them, including stories, poems, classroom activities and personal experiences.
  - write in a range of genres, incorporating some different features of those genres, *e.g. stories, diaries;* poems; notes, *e.g.. lists, headings*; minutes, *e.g. observations;* and messages, *e.g.notices, invitations, instructions* write for various audiences including their peers, adults, family members and themselves.
  - **write for various purposes -**   to produce and express ideas, to entertain, imagine, describe, create effects and instil interest; to report, inform, direct, explain, persuade and discourse; to analyse and explore ideas and opinion in literature and in the media;
  - **write for a range of real and/or imaginary audiences;**
  - **write in a range of various forms** e.g. story, description/portrait, monologue, poetry, drama, notes, personal and formal letters, newspaper report, formal reports, diaries, e mails, postes and advertisements, ...
  - **write in response to a broad range of visual, aural, audio-visual amd written stimuli.**

Numeracy Strands

Strand 1 – Develop arithmetical reasoning The LNF focuses on four numeracy strands, with these strands containing different elements. In certain instances, the element consists of a collection of associated fields,   reflecting that they are co-ordinated and should not be further divided, e.g. in real life, surface area is linked with volume and angle and position; they therefore count as a single element (i.e. Surface area and volume; Angle and position) and not two elements. The expectations reflect that link. The expectations in each of the strans assist teachers to obtain detail in the expected progress of those skills as regards an appropriate age range. The exemplar support materials show how these skills can be displayed in cross-curricular tasks.

The elements in this strand refer to those skills required to identify which processes are required for real life problem-solving, how to express that approach in their work, and how to reach conclusions therough reviewing their processes and answers based on reasonableness. The arithmetical reasoning Development strand focusses on three elements.

Identifying processes and links.

Representation and communication.

Review.

When it is known how to solve a problem, there is a separate series of skills that are used to complete the procedures and obtain the correct answer. These procedures can be further divided to use numeracy, data measurement and handling skills, that are reflected in the numeracy component structure.

Strand 2 – Use numeracy skills

Numeracy skills describe the basic skills that are required so as to use and handle numbers conveniently when completing procedures. Here, pupils learn how to count, that there is a particular system for numbers, that nunbers that are not whole numbers can be represented in different ways, and how to use checking strategies to ensure that the procedure has been correctly completed.

A specific financial context is also reflected in this strand, and financial education building blocks. The number skills use strand focusses on five elements.

- Use number facts and the relationship between numbers.
- Fractions, decimals, percentages and ratio.

- Calculation using thinking and writing methods.
- Calculation and checking.
- Money management.

Strand 3 – Use measurement skills
Measurement skills principally reflect the importance of knowing which mesaurements to use in which context and which standard units to use, as well as provide detail on how and when these concepts can be presented. Later on, the concepts of mixing units to provide composite measures are presented, e.g. speed as metres per second. The measurement skills use strand focuses on four elements.

- Length, pressure/mass, capacity.
- Time.
- Temperature.
- Surface area and volume. Angle and position.

Strand 4 – Use data skills
Representation of problem solving resukts or answering a question includes data handling, and this can be done in several ways, such as through one solution, table or some type of chart. Using the correct data handling procedure, or the best, is an organizational skill in itself, and this strand of the component assists to show ehich skills that teachers can expect to see from pupils in a particular year group, who reach their expected level.

Advanced data skills also enable pupils to reach conclusions and prepare hypotheses from the results. The data skills analysis strand focuses on three elements.

- Data gathering and recording.
- Data presentation and analysis.
- Interpret results.

Key Skills *(thinking, number and ITC development):*
Children should acquire, develop, exercise, apply and refine their skills through group tasks and individual tasks in various contexts across the curriculum. Follow-up in tasks move from the abstract to the concrete; simple to the complex; personal to the 'big picture'; and the familiar to the unfamiliar. The children proceed from requiring support to working more independently. They move from listening and interaction with others as an intentional strategy to gain understanding. They move from listening and interacting with others in a general manner to a situation where they select working with others as a purposeful strategy for understanding. This enables them to develop into independent and mutually dependent pupils.

The LNF focuses on four numeracy strands, with various elements within those strands. The expectations in each of the strands assists teachers to gain detail in the expected progress of those skills as regards appropriate age-group. The support exemplary materials indicate how these skills are displayed in cross-curricular tasks. The strands are noted here.

Thinking Development
The children develop their thinking cross-curricularly through the **planning**, **development** and **reflection** processes, that assists them to obtain a better understanding and to explore and make sense of their world. These processes enable children to think creatively and critically, plan their work, fulfil tasks, analyse and evaluate their conclusions, and reflect on their learning making contacts within and outside the location/school. The thinking development processes namely planning, development and reflection should not be considered as a specific learning and teaching method. Not every process has a specific place in a task. The three processes should be interchangeable.

At key stage 2, the pupils explore, plan, develop and consider ideas through speaking, reading and writing and respond to their own work and that of others. They analyse, structure and organize their work; use language creatively; use errors and unexpected outcomes to develop their learning; use their knowledge of language to explain and predict describe contacts with that which is similar in languages; identif patterns and form rules; discuss how they learn language and evaluate their success.

Development of ITC
The ITC department builds on much of the work done during recent years on developing cross-curricular ITC. It indicates progression in ITC ability in six stahes, and combines the skills from Order *Information Technology and communication in Wales National Curriculum* and ITC Key Skills requirements.

The framework consists of two strands:
• find information and ideas and develop them
• create and present information and ideas.

The first strand involves searching for information for specific purposes, and gathering or processing that information in various forms so as to develop new information, that can be used when reaching an opinion and assist to make decisions. The second strand maps the ability to use ITC to express ideas, opinions and intentions, selecting appropriate methods of providing the information that considers the audience or the individual for whom it is intended.

The principal matters that show progression in ITC skills are in the two strands as follows:
• an increasing awareness of the purpose of the work and of the audience.
• increasing competence and sophistication in creative use of software.
• gradual change of use of ITC resources set, towards selecting resources that are appropriate for the task and purpose.

This framework does not seek to duplicate all ITC Order contents. Ionstead, it contains a selection of skills of the ITC Order that provide clear opportunities to present cross-curricularly and to support learning and teaching in various subjects. Appropriate and safe use of ITC has been firmly established throughout the framework. Pupils develop their ability to use ITC skills and techniques and as regards their understanding of the advantages and dangers of using current technologeis and emerging technologies. They ensure understanding of the importance of using safe and legal practices that reduce data risks, to themselves and others when communicating digitally. Pupils proceed from safe working with support to safe and responsible working without supervision, based on a thorough knowledge of the subjects for discussion and the risks focussed upon.

Children's ITC skills, knowledge and understanding should be developed through a range of experiences that includes (i) **discovering and developing knowledge and ideas**, (ii) **create and present information and ideas.** Pupils ITC ability should be observed with an understanding of children's development and the measures that the children will go through. Children should have opportunities to develop their skills using a broad range of equipment and software.
At key stage 2, pupils develop their cross-curricular ITC skills.
discovering, **developing**, **creating and presenting knowledge and ideas** and by using a broad range of equipment and software. Pupils develop their ITC skills through communication and information sharing, and by using technology for investigation, development and presenting their work.

Pupils should be able to:
- Use their word processing skills to improve the quality of their writing through drafting, editing and re-drafting work.
- Communicate their ideas and knowledege in various forms, taking their audience's requirements into consideration.
- Skilfully use audio and video equipment to record and improve upon their verbal work and develop their knowledge and use of language, including standard language forms where appropriate.
- Use ITC to restore, combine and present information obtained from a range of sources, including CD-Rom, pre-recorded audio and video tapes.

Access and equal Opportunities
School staff do their utmost to ensure that every pupil has an equal opportunity to achieve his potential in this field. The classroom environment, and the school's overall environment promotes equal opportunities for every pupil and his entitlement to gain full access to the programme of study so as to cater for his requirements and provide an opportunity for them to develop their language skills.
Where appropriate, there is differentiated provision to develop and extend pupils to their maximum potential, focussing on their basic/key skills.

The Cwricwlwm Cymreig

The Foundation Phase contributes towards the Cwricwlwm Cymreig by developing children's understanding of the unique cultural identity of Wales across the entire Learning Fields in an integrated manner. The children should appreciate the different languages, images, objects, sounds and tastes that are an integral feature of contemporary Wales, and nurture a sense of belonging to Wales and they should understand the heritage, literature and arts of Wales as well as the language. The Welsh Assembly Government is committed to developing and promoting Welsh. Every location/school will implement a Welsh education programme at the Foundation Phase for 3 to 7 year olds. The placements and schools defined as Welsh medium providers should follow the Language, Literacy and Communication Learning Field education programme. They will not be required to teach the Welsh Development Learning Field. At locations and schools where English is the principal medium of communication, children's skills in Welsh should be gradually developed thriough the Foundation Phase through implementing Welsh Development Learning.

At Key Stages 2, pupils should have opportunities to build on the experiences gained during the Foundation Phase, and promote their knowledge and understanding of Wales. 7-11 year olds should have opportunities to develop and apply knowledge and understanding of cultural, economic, environmental, historical and language features of Wales. **Welsh** yn contributes towards the Cwricwlwm Cymreig through making pupils aware of the literary and cultural heritage as they study all kinds of texts, and will provide an opportunity for them to use Welsh as a natural communication medium. It will provide a unique opportunity for thsoe who are learning Welsh as a second langauge to learn about the language of Wales and become bilingual.

Personal and social education

Pupils should have opportunities to promote their emotional health and well-being and moral and spiritual development; be hard-working citizens and promote sustainable development and global citizenship; and prepare for lifelong learning. **Welsh** contributes towards pupils personal and social education through developing their awareness of the role and various contributions of minority languages and global languages in society. Through developing their appreciation of two cultures, they come to grasp other cultures as well as develop a tolerant attitude towards them. They colalborate and respect other people's role. Through investigating and evaluating texts involving a range of themes, development of self-knowledge, emotional maturity and empathy towards the human condition could be encouraged.

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Chair : Dr Einir Young   Headteacher : C Hughes

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Chair: Rev J Matthews   Headteacher: C Hughes

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Chair: Rev J Matthews   Headteacher: C Hughes

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