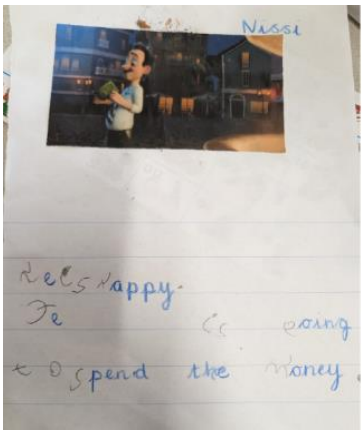
LLC AoLE report - Spring Term 2024

Nursery

We love stories in Nursery and have enjoyed learning lots of new stories linked to our Farm Topic this term. We enjoy going to our reading area and picking out our favourite stories to share with our friends. We have lots of opportunities to mark make indoors and outdoors as this will help us get ready to write one day. The teachers help us to develop our vocabulary and learn new words as we play. We are getting so good at Welsh and have learnt lots of new Ffa La La songs this term. We practise our Welsh at Snack Time to say what we like and do not like. We have taken part in the Pori Drwy Stori Nursery programme to encourage our parents and family at home to sing and read with us as this is so important for our literacy development.

Reception



In Reception we have used film fortnight to develop a lot of our literacy skills, the children have really been enthused to talk about the film and use it as inspiration for our writing. The children are beginning to use a range of phonic skills to write, the children are encouraged to sound out and write or mark make the sounds that they are able to hear in a word.

One of the class T.A.s participated in training for a phonic intervention called POPAT. A selection of children have been identified through phonic assessments as needing extra support are partaking in POPAT sessions at least once or twice a week.

All of the children are now taking part in weekly reading sessions, most of them taking a book home. They are being supported to sound out and develop their sight word knowledge.

Year 1

Giglets has been super popular and is one of the pupils' favourite reading resource within our Year 1 classroom, this is evident during our guided reading carousel sessions. Pupils have enthusiastically engaged with a diverse selection of both modern and classic stories, including "The Jungle Book" and "Snow White," alongside a mix of fiction and non-fiction exciting stories. In addition to this, pupils also have individual reading books and enjoy our tric a chlic programme daily.

Caereithin cross provided a rich opportunity for Year 1 to develop their oracy skills through interactive engagement with local workers. With each visit, students displayed increasing confidence in posing questions, a progression that was lovely to see.

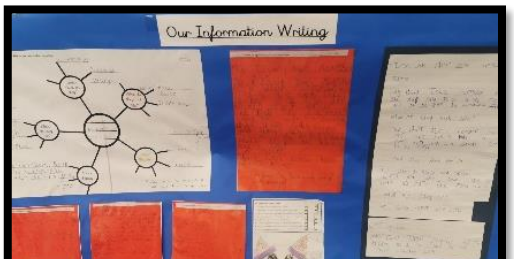
Year 1 started off their information text through using Pie Corbett to learn and retell the story confidently; this was done every morning after the register. As a class, we created a story map based on our text, this helped to memorise and visualise the story to further develop their oracy skills. We then created a toolbox that included key features that would support learners during their hot write.

In response to our topic 'Cynefin', Year 1 pupils recently engaged in creating Acrostic poems, with the use of their imaginative and creative skills, the outcome was fantastic. Pupils then had the opportunity to further enrich their vocabulary through using our Year 1 WOW adjectives to describe local shops. As we approached the hot writes, pupils listened to an animated video that explained that Caereithin cross are in need of a new shop. They then designed their own shop on J2E5, where they named their shop and labelled the diagram using adjectives. This prepared them for their hot writes.

In addition to the information texts, we have had a big focus on our phonics this term. Pupils have shown huge progress in their spelling / writing last term, prompting us to keep the emphasis on this focus. Their enthusiasm and commitment to phonics learning have shown positive outcomes, enhancing their overall literacy skills with the help of our Jolly phonics programme. During this term, pupils have worked super hard blending sounds and diagraphs in their work. Pupils have enjoyed practicing HFW using the writing opportunities in our continuous provision, such as magic boards, writing wall, word wall, magic invisible pens, magnetic letters, chalk boards and writing templates.

Year 2

Language, Literacy & Communication



To start the spring term Year 2 focused on information texts. Using a Pie Corbett approach, they learned a devised text based on Mountain Dragons incorporating the skills progression chain for an information write. The writing process included a lukewarm write on bees which made use of an information video on the subject matter, text marking and sequencing texts to explore layout. We then identified we needed to focus on multiple aspects including facts/keywords. We therefore looked at planning using a skeleton with a focus on key words we used DCF to help support this in an interactive way. The final piece was based on creating their own River Tawe monster. Many of our activities had reading elements to them to help practise reading skills. These include comprehension, matching and visualisation tasks

Other text type foci included a persuasive letter to Swansea council about the pollution in the River Tawe. We wrote film reviews based on The Water Horse. Additionally, we wrote a poem about Wales focusing on adjectives and verbs. In phonics we also explored present participles using -ing and trigraphs including igh words. Our Cynefin project allowed the pupils to speak to their parents and other visitors about their learning. There were many confident speakers in the event. ☺

In Welsh, we wrote in the third person about a classmate, we explored the past tense using phrases including 'es i and gwelais i' for recounts and check in sessions. We also continued to use Fflic a Fflac to help us learn welsh, sang songs and took part in Tric a Chlic phonic activities. We visited Cadle to participate in a Fa la la session too. We learned about the Myths and Legends of Llyn y Fan, Gelert and the life of Jac Abertawe.

For World Book Day we celebrated the event by sharing our favourite books with the class and reading some of them. Moreover, we created a video message sharing what we like about books.

Year 3

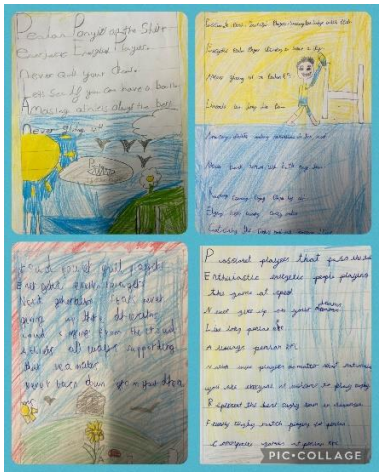
Children have enjoyed taking part in a variety of reading activities throughout the Spring term. They have had the opportunity to read a variety of fiction and non-fiction texts, using their Giglets accounts and during our guided reading sessions. Additionally, they have had the opportunity to select their own reading materials from the book corner, fostering independent

reading habits. As well as this they are encouraged to share their favourite books with peers, promoting a collaborative reading environment and fostering a love of reading in year 3.

During our Pie Corbett sessions at the beginning to the term, children focused on information texts. Children enjoyed retelling the Pie Corbett text 'The Storm Unicorn' through using actions and creating story maps to help them recall the text. They explored a variety of information texts closely examining their features. Subsequently, children created their own unicorns using the features of information writing to describe their unicorn's appearance, diet and habitat closely modelling the original Pie Corbett text. It was a pleasure to read their final pieces of writing all about their unicorns.

The children loved our fictional focus story this term 'Tell me a Dragon' and used the descriptions in the story to help them use descriptive writing techniques in order to describe their own dragons. They learned to effectively use personification as well as alliteration, similes and adjectives to create detailed descriptions. Children also loved designing their own dragon worlds tailored to the needs of their dragons.

Year 5



To start the spring term Year 5 followed the persuasive Pie Corbett text type, incorporating the skills progression chain for a persuasive write. The class started their persuasive journey through the Pie Corbett text 'Visit the magic bean store'. The class created their own word story map based on the text and developed oracy skills reciting and recording the text. They discovered the etymology of the words and discussed and identified the persuasive features of the text. The class developed numerous persuasive techniques in a build up to a hot write linking to the overall term theme, Cynefin and Penlan Rugby club. The class developed multiple skills including the benefit of using boastful/emotive language, patterns of three, compound sentences, imperatives, plays on words and more. After the hot write the class showcased their new skills creating persuasive posters and video adverts for Penlan rugby club.

For the second half of the term, Year 5 have been reading and working from the novel 'Stig of the dump'. From the novel the class have worked on their descriptive writing skills, setting scene and

describing characters in detail. The class then delved into greater detail developing the skills to write a detailed Non-Chronological newspaper article. Developing writing skills including newspaper structure, the 5 Ws, direct speech for quotations, speculation as well as other skills from the skills progression chain.

During the second part of the term the class delved into poetry creating both acrostic and free verse poems about Wales and Penlan RFC.

Throughout the term Year 5 have continued the emphasis this term on reading. They have read daily, taking part in lots of reading activities to help make connections and develop their visualisation and inference skills. The class have completed a range of differentiated comprehension activates developing scanning, skimming and deduction skills.

Year 6

Spring 1 - Pie Corbett - Persuasive writing

To begin the Spring term, Y6 began exploring the 'persuasive text type' with a view of writing persuasive advert to advertise Portmead Primary as part of the Cynefin topic. We had a go at writing luke warm writes, identified persuasive key features, sequenced persuasive texts, identified persuasive vocabulary and made word art, created a bank of persuasive success criteria, planned and edited our writing in line with school policy.

Spring 2 - Novel 'Goodnight Mr Tom'.

In Spring 2 our novel was 'Goodnight Mister Tom' which is a novel by Michelle Magorian, first published in 1981. Set during World War II, it tells the story of a young boy named William Beech who is evacuated from London to the English countryside, where he is placed in the care of Mr. Tom Oakley, an elderly recluse. The novel explores themes of love, friendship, healing, and the impact of war on individuals and communities. During this novel we responded to text using ***inference, deduction, skimming and scanning,*** explored the characters through activities such as ***role on the wall*** and ***hot seating,*** wrote diary entries ***(recount)*** as evacuees and recreate our own blurbs.

STF

We have had a very busy spring term in the STF and have worked very hard on our Language, literacy and communication skills. We have worked hard on our bespoke phonics scheme focusing on recognizing graphemes, writing letters, blending and comprehension skills, reading fluency,

vocabulary and spelling. We have explored using new communications board and communications devices as well as exploring new vocabulary and how to use this functionally.

Through our Cynefin project we have used choose it maker to help us make choices and voice our opinions. We also worked on our social communication skills by visiting Tesco café and creating our very own community café. Within Cynefin we also had some lovely opportunities to improve our writing skills through discussing and writing menu's, making invitations, and creating lists. Additionally, we were able to read and follow instructions through following a recipe to make biscuits.