

VISION

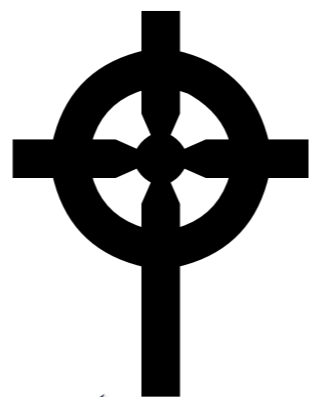
Communication is a fundamental aspect of the curriculum and supports pupils in their learning across the curriculum. The learning of languages enables social cohesion, promoting better, local, national and global understanding as well as develop a sense of identity rooted in our own culture and community. At St Robert's we want to provide our children with a firm foundation for an interest in the language of Wales as well as in the relationship between languages. We have an aspiration to develop our children as effective communicators in a number of languages. This requires developing in our children their expressive communication skills (speaking and writing) as well as their receptive communication skills (reading and listening). As a school, we want to develop a life-long love of literature that sparks our children's imagination and broadens their horizons.

WHAT DOES THIS AOLE LOOK LIKE AT ST ROBERT'S

At St Robert's a multilingual and plurilingual approach is used to the learning of languages, where links between languages are explored. Incidental Welsh and French is used by staff so that pupils can see that languages are an everyday part of our lives. Regular, 15 minute Helpwr Heddiw and French sessions focus on pupils oracy skills. English, Welsh and French are used across the curriculum, enabling pupils to apply their language skills in a range of contexts. Pupils are able to develop their speaking and listening skills through high quality dialogues in our P4C sessions. These sessions enable pupils to use their language abilities to explore concepts in greater depth and in a more meaningful way. Within English Literacy sessions, pupils explore a wide range of forms of writing and this is carefully mapped across the school. There is a clear process to developing pupils writing skills. Class readers and group reading sessions enable pupils to develop their VIPERS comprehension skills and cultivate a love for reading. Class reader sessions in particular expose children to a wide range of literature, including books by Welsh authors or with a Welsh context and classic texts. Many of these skills are further consolidated through cross curricular links.



St. Robert's



Primary

AoLE Subject LLC

AWARDS

Siarter Iaith Bronze Award achieved November 2022.

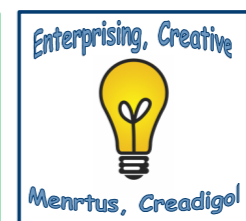
AOLE LEADS AND SUPPORT STAFF

Mrs B Murphy—Welsh Lead
Miss R Rossi—LLC lead

LINK TO 4 PURPOSES

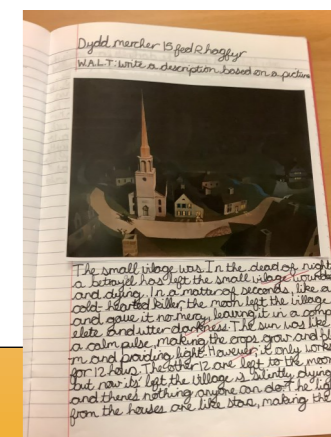
Through this AoLE we are able to develop the 4 Purposes in a meaningful way:

- Ambitious and Capable Learners - LLC ignites curiosity, enthusiasm and a lifelong interest in languages;
- Ethically, Informed Citizens - LLC provides the children with the linguistic skills so they can participate confidently and empathetically in society;
- Healthy, Confident Individuals - LLC enables children to express themselves effectively, being open to the views of others and develop relationships;
- Enterprising, Creative Contributors - LLC allows children to try and experiment with new ideas, developing confidence and perseverance.



RESOURCES

Reading—Oxford Reading Tree
Oxford Tree Tops for group reading.
Class reader for KS2 mapped out.
Phonics—Letters and Sounds with additional resource from Twinkl, Jolly Phonics.
English writing units—Literacy Shed Plus, Hamilton Trust, Twinkl.
Handwriting—Berol
Spelling—High frequency words, Twinkl.
Welsh Language—CSCS scheme of work and continuum of language patterns.
French—Primary sentence builders by Language Gym with additional mapping for French cultural units.



AOLE WITHIN A FAITH SCHOOL

As a faith school, the skills developed in LLC enables pupils to unlock scripture and bring children closer to God. There are strong cross curricular links and RE is a great vehicle in which to consolidate the skills of LLC. There is an abundance of practise and traditions in Welsh Catholic history which pupils can further explore including Welsh prayers, saints and acts of worship.

CROSS CURRICULAR LINKS



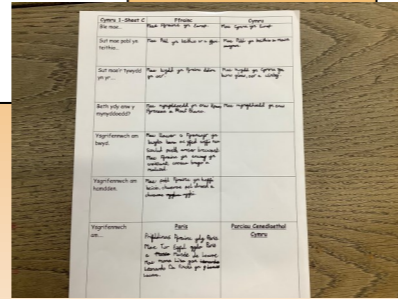
Literacy is a strong cross curricular link used throughout the school especially in areas such as RE. Pupil use their literacy skills daily to access the curriculum. Pupils use their DCF skills to present learning in a variety of ways and to carry out research on areas that interest them. P4C pedagogy is used to not only develop pupils' thinking skills but also their ability to actively listen, speak in full sentences and build and respond on the ideas of others.

LEARNING OUTSIDE THE CLASSROOM - TRIPS, VISITS ENRICHMENT, CLUBS

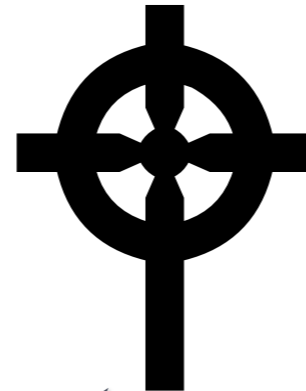
Outside of the classroom, the children experience a wide range of opportunities that support this AoLE. This includes visits from authors, trips linked across the curriculum, school productions and assemblies, Eisteddfod and Enrichment Days such as Diwrnod Shwmae. Pupil voice groups, such as the Criw Cymraeg, also enable pupils to develop their communication skills in meaningful way and promote Welsh culture and heritage. The school carries out an annual book fair promoting reading for pleasure and is always well attended. French Fridays are being developed as a way of exploring French culture and heritage. In July, this will culminate in Bastille day celebrations throughout all of KS2.

OUTDOOR LEARNING

The outdoors is used as a stimuli for writing enabling children to have first hand experiences and make their writing more meaningful. EG. poems about nature, exploring seasons and oracy based activities.



St. Robert's Catholic



Primary

AoLE Subject LLC

CYNEFIN

As a catholic school in Wales we are committed to developing children's sense of Welshness and belonging within a Welsh community. Cynefin has been mapped out across the curriculum and includes elements such as, reading class readers by a Welsh author with a Welsh context, studies of Welsh geography and periods of time and people important to Welsh history, exploration of Welsh artists, learning Welsh folk dancing for a whole school twmpath and involvement with various Welsh sporting organisations such as Ospreys and Cricket Wales.



ASSESSMENT AND INTERVENTION

Teaching staff use formative assessment daily to address pupils' individual needs and plan their class curriculum. Cold writes are used prior to a writing unit to assess pupils' prior knowledge and ensure teaching meets the needs of learners. At the end of the unit a hot write is used to ensure pupil progress and identify any future areas of development. Summative assessment takes the form of Welsh National Testing, completed in October and June, enabling the LLC leads to look at pupil progress. NGRT reading test and Schonell spelling test are completed every June and pupil progress tracked within a whole school tracker. This data is analysed ensuring all groups of learners make suitable progress and is used to identify individual pupils for intervention.

Pupils follow the school's graduated response when there are difficulties in Literacy. Initially pupils will complete daily reading or spelling sessions with the class LSO before moving onto Basic Skills interventions such as NESSY, Catch Up Literacy and Reading Eggs. If pupils continue to not make suitable progress, the school seeks advice from external agencies such as cognition and learning. Screening tools used to identify literacy needs include Language Links, Speech Links, DEST Testing and Wellcomm.