

RCCS FAQs: National Literacy and Numeracy Framework



What is the LNF and what will it do?

The National Literacy Programme and Numeracy Programme set out the strategy that the Welsh Government have implemented to improve literacy and numeracy standards in Wales. The national framework and a system of national testing are integral to raising standards in all schools across Wales.

It is first and foremost a curriculum planning tool, identifying clear annual expected outcomes in literacy and numeracy for all students aged 5 to 14.

Both primary and secondary schools will use the Framework to make sure that the teaching of literacy and numeracy skills is embedded in all subjects across the curriculum rather than focused on English and Maths lessons alone. The Framework will allow all teachers to monitor pupils' progress against year on year expectations for literacy and numeracy and help schools identify how best to challenge and support all of their students.

Schools will report annually on individual pupil's progress, strengths and areas needing more support in literacy and numeracy to parents/carers as part of the annual report.

How does the LNF fit with the curriculum and assessment arrangements?



The expectations set out in the Framework are more stretching than many of those currently in the curriculum to provide a more rigorous approach to raising standards.

How was the LNF developed?

The Framework was developed drawing on the features of high performing international models for teaching literacy and numeracy and what we know about what good schools in Wales are already doing.

What are the National Tests?

All students in years 2 through to 9 are required to be assessed using the annual national tests in May for Reading and Numeracy.

How will Data be used?

The results of the tests will be used to support effective planning, self evaluation and learner tracking. Parents will be informed of the outcome of the test taken by their child and this information will form part of their annual report to parents/carers.

The testing goes hand in hand with support for students who need it now. Estyn have identified that too many pupils entering secondary school have a reading age more than six months below their chronological age. Therefore targeted and timely intervention programmes are essential to ensuring those students can achieve their potential.