

# Llangyfelach Primary School



## AfL Progression Model 2020

## Foundation Phase

### Nursery

### Reception

### Year 1

### Year 2

## Editing Strategies

- Model reading for sense
- Does it make sense?
- Are there any words missing?
- Am I happy with my writing?

- Model reading for sense
- Introduce the caret ^ for missing words
- Have we got finger spaces?
- Have we got a capital letter to start our sentence?
- Have we got a full stop to finish our sentence?

- Model reading for sense
- Model and then use the caret ^ for missing words
- Have we got finger spaces?
- Have we got a capital letter to start our sentence?
- Have we got a full stop to finish our sentence?
- Have I checked my spelling of our class tricky words?

- Model reading for sense
- Use the caret ^ for missing words
- Introduce all of the sentence ending punctuation team (. ? !)
- Take a small section of text and read backwards to check for spelling and repetition
- Model and promote the use of a dictionary

## Drafting Strategies

- Model returning to a piece of work scribed by the teacher
- Is this my best work?
- Have I got a title?

- Model returning to a piece of work scribed by the teacher
- Can I say more about...?
- What do you think about it? Can you help me?
- Can I use a better word...?
- Promote temporary spelling (have a go)

- Model returning to a piece of work scribed by the teacher
- Can I say more about...?
- What do you think about it? Can you help me?
- Can I use the caret ^ for a better / extra word?

- Return to a piece of work scribed by the teacher during shared writing and investigate noun choices
- Model choosing between two different words e.g. angry giant or fierce giant?
- Use the caret to add at least 1 extra detail to their own work

## Oracy Strategies

- Word Tennis
- Mime
- Talking Puppets
- Fish & Chips

- Word Tennis
- Babble Gabble
- Fish & Chips
- Freeze Frame

- Puppets
- Fish & Chips
- Word Tennis
- Luckily/Unluckily

- Puppets
- Fish & Chips
- Babble Gabble
- Freeze Frame
- Luckily/Unluckily

## AfL Tools Progression Model

|  |  |   |   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>LPS Mr Men System</li> <li>LPS Welsh AfL System</li> <li>Thumbs Up Thumbs Down</li> <li>LPS Matrix</li> </ul> | <ul style="list-style-type: none"> <li>LPS Mr Men System</li> <li>LPS Welsh AfL System</li> <li>Thumbs Up Thumbs Down</li> <li>LPS Matrix</li> <li>Think-Pair-Share</li> <li>Two Stars &amp; Wish</li> </ul> | <ul style="list-style-type: none"> <li>LPS Mr Men System</li> <li>LPS Welsh AfL System</li> <li>Thumbs Up Thumbs Down</li> <li>LPS Matrix</li> <li>Think-Pair-Share</li> <li>Two Stars &amp; Wish</li> <li>Choice of Answers</li> </ul> | <ul style="list-style-type: none"> <li>LPS Mr Men System</li> <li>LPS Welsh AfL System</li> <li>Thumbs Up Thumbs Down</li> <li>LPS Matrix</li> <li>Think-Pair-Share</li> <li>Two Stars &amp; Wish</li> <li>Choice of Answers</li> <li>QuADS</li> <li>PLJ Review (with support)</li> </ul> |
|--|--|---|---|

## Pupil Learning Journal

|  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>Weekly skill to be displayed in class and referred to throughout week.</li> <li>Skill to feature in relevant success criteria in lessons throughout week.</li> <li>Skills promoted through feedback, plenaries &amp; rewards system.</li> </ul>   | <ul style="list-style-type: none"> <li>Weekly skill to be displayed in class and referred to throughout week.</li> <li>Skill to feature in relevant success criteria in lessons throughout week.</li> <li>Skills promoted through feedback, plenaries &amp; rewards system.</li> </ul>   | <ul style="list-style-type: none"> <li>Weekly skill to be displayed in class and referred to throughout week.</li> <li>Skill to feature in relevant success criteria in lessons throughout week.</li> <li>Skills promoted through feedback, plenaries &amp; rewards system.</li> </ul>   | <ul style="list-style-type: none"> <li>Weekly skill to be displayed in class and referred to throughout week.</li> <li>Skill to feature in relevant success criteria in lessons throughout week.</li> <li>Skills promoted through feedback, plenaries &amp; rewards system.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Teacher uses booklet to model discussion when reviewing skill of the week.</li> <li>Skill developed through:                             <ul style="list-style-type: none"> <li>⇒ Story, media and character</li> <li>⇒ Teacher in role</li> <li>⇒ Teacher to TA modelling</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Teacher uses booklet to model discussion when reviewing skill of the week.</li> <li>Skill developed through:                             <ul style="list-style-type: none"> <li>⇒ Story, media and character</li> <li>⇒ Teacher in role</li> <li>⇒ Teacher to TA modelling</li> <li>⇒ Using role models for demonstrating effective skill application</li> <li>⇒ Asking pupils for opinions and examples</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Teacher uses booklet to model discussion when reviewing skill of the week.</li> <li>Skill developed through:                             <ul style="list-style-type: none"> <li>⇒ Story, media and character</li> <li>⇒ Teacher in role</li> <li>⇒ Teacher to TA modelling</li> <li>⇒ Using role models for demonstrating effective skill application</li> <li>⇒ Pupil review skill application with examples and next steps to improve using Explain Everything, Video, etc (with support).</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>⇒ As Year 1</li> <li>⇒ Though moving towards the below...</li> <li><b>Short burst writing where relevant</b></li> <li>Use booklet for sentence stems</li> <li>Paragraphs</li> <li>Connectives</li> <li>Technical vocabulary</li> <li>Offer opinions</li> <li>Give examples</li> <li>Next steps within skills (with support)</li> </ul> |

## Key Stage 2

### Year 3

### Year 4

### Year 5

### Year 6

## Editing Strategies

- Take responsibility for reading for sense
- Use the caret ^ for missing words
- Use all of the sentence ending punctuation (. ? !)
- Checking commas in lists
- Use a dictionary and reading backwards as tools for checking spelling
- Check spelling using class target word list (selected according to need by teacher)

- Take responsibility for reading for sense
- Use the caret ^ for missing words
- Use all of the sentence ending punctuation (. ? !)
- Checking commas in lists, phrases and speech
- Begin to use a dictionary and thesaurus
- Check spelling using class target word list (selected according to need by teacher)

- Take responsibility for reading for sense
- Use the caret ^ for missing words
- Use all of the sentence ending punctuation (. ? !)
- Checking commas in lists and phrases and speech
- Begin to check use of semi-colon and colon
- Use a dictionary and thesaurus independently
- Check spelling using class target word list (selected according to need by teacher)

- Take responsibility for reading for sense
- Use the caret ^ for missing words
- Use all of the sentence ending punctuation (. ? !)
- Checking commas in lists and phrases and speech
- Check use of semi-colon and colon independently
- Use a dictionary and thesaurus independently
- Check spelling using class target word list (selected according to need by teacher)

## Drafting Strategies

- Return to a piece of work scribed by the teacher during shared writing and investigate noun and verb choices
- Model choosing between two different words e.g. angry giant or fierce giant?
- Use the caret to add at least 3 extra details to their own work
- Use a slinky to begin to investigate sentence length/melody
- Tell your teacher how you have made your work better

- Return to their writing and change noun and verb choices
- Use the caret ^ confidently to add missing words and extra details
- Use a fluency phone to investigate sentence melody (independently by the end of Y4)
- Zoom in on an important moment to add more detail
- Model finding and using a clever phrase or sentence from another text source and add to writing wall
- Begin to explain to others what they have done to improve their work

- Return to their writing and change noun and verb choices
- Use the caret ^ confidently to add missing words and extra details
- Take responsibility for sentence length and melody
- Begin to investigate sentence starters and vary choices throughout the text
- Begin to show not tell what characters think and feel
- Find and use a clever phrase or sentence from another text source and add to writing wall / their own work
- Explain to others what they have done to improve their work

- Return to their writing and change noun and verb choices
- Use the caret ^ confidently to add missing words and extra details
- Take responsibility for sentence length and melody
- Take responsibility for sentence starters and vary choices throughout the text
- Use appropriate verb choices to show not tell what characters are thinking and feeling
- Begin to show not tell atmosphere by including relevant details
- Regularly find and use a clever phrase or sentence from another text source and add to writing wall and their own work
- Explain to a peer how they could improve their work.

## Oracy Strategies

|  |   |  |   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>Collective Role</li> <li>Fish &amp; Chips</li> <li>Sensory Circle</li> <li>Babble Gabble</li> </ul> | <ul style="list-style-type: none"> <li>If Objects Could Speak</li> <li>Word Tennis</li> <li>Village Meeting</li> <li>Luckily - Unluckily</li> <li>Thought Doughnut</li> </ul> | <ul style="list-style-type: none"> <li>Information Gap</li> <li>One Word Story Telling</li> <li>Question &amp; Answer in Role</li> <li>Word Tennis</li> <li>Village Meeting</li> <li>If Objects Could Speak</li> </ul> | <ul style="list-style-type: none"> <li>Conscience Alley</li> <li>One Word Story Telling</li> <li>Debate in Role</li> <li>Rumours</li> <li>Radio Broadcast</li> <li>Ask an Expert</li> </ul> |
|--|---|--|---|

## AfL Tools




|  |   |  |  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>LPS Mr Men System</li> <li>LPS Welsh AfL System</li> <li>Thumbs Up Thumbs Down</li> <li>LPS Matrix</li> <li>Think-Pair-Share</li> <li>Two Stars &amp; Wish</li> <li>Choice of Answers</li> <li>QuADS</li> <li>Eavesdropping</li> <li>Taboo</li> <li>Reflection Time</li> <li>PLJ Review</li> <li>Super Evaluation</li> <li>Self-Marking Against Success Criteria</li> </ul> | <ul style="list-style-type: none"> <li>LPS Mr Men System</li> <li>LPS Welsh AfL System</li> <li>Thumbs Up Thumbs Down</li> <li>LPS Matrix</li> <li>Think-Pair-Share</li> <li>Two Stars &amp; Wish</li> <li>Choice of Answers</li> <li>QuADS</li> <li>Eavesdropping</li> <li>Taboo</li> <li>Reflection Time</li> <li>PLJ Review</li> <li>Super Evaluation</li> <li>Self-Marking Against Success Criteria</li> <li>Peer Marking Against Success Criteria</li> </ul> | <ul style="list-style-type: none"> <li>LPS Mr Men System</li> <li>LPS Welsh AfL System</li> <li>Thumbs Up Thumbs Down</li> <li>LPS Matrix</li> <li>Think-Pair-Share</li> <li>Two Stars &amp; Wish</li> <li>Choice of Answers</li> <li>QuADS</li> <li>Eavesdropping</li> <li>Taboo</li> <li>Reflection Time</li> <li>PLJ Review</li> <li>Super Evaluation</li> <li>Self-Marking Against Success Criteria</li> <li>Peer Marking Against Success Criteria</li> <li>Independent PLJ Reviews</li> </ul> | <ul style="list-style-type: none"> <li>LPS Mr Men System</li> <li>LPS Welsh AfL System</li> <li>Thumbs Up Thumbs Down</li> <li>LPS Matrix</li> <li>Think-Pair-Share</li> <li>Two Stars &amp; Wish</li> <li>Choice of Answers</li> <li>QuADS</li> <li>Eavesdropping</li> <li>Taboo</li> <li>Reflection Time</li> <li>PLJ Review</li> <li>Super Evaluation</li> <li>Self-Marking Against Success Criteria</li> <li>Peer Marking Against Success Criteria</li> <li>Independent PLJ Reviews</li> <li>Independent Super Evaluation</li> </ul> |
|--|---|--|--|

## Pupil Learning Journal

| Pupil Learning Journal  |  |   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Weekly skill to be displayed in class and referred to throughout week.</li> <li>• Skill to feature in relevant success criteria in lessons throughout week.</li> <li>• Skills promoted through feedback, plenaries &amp; rewards system.</li> </ul>  | <ul style="list-style-type: none"> <li>• Weekly skill to be displayed in class and referred to throughout week.</li> <li>• Skill to feature in relevant success criteria in lessons throughout week.</li> <li>• Skills promoted through feedback, plenaries &amp; rewards system.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Weekly skill to be displayed in class and referred to throughout week.</li> <li>• Skill to feature in relevant success criteria in lessons throughout week.</li> <li>• Skills promoted through feedback, plenaries &amp; rewards system.</li> </ul>  | <ul style="list-style-type: none"> <li>• Weekly skill to be displayed in class and referred to throughout week.</li> <li>• Skill to feature in relevant success criteria in lessons throughout week.</li> <li>• Skills promoted through feedback, plenaries &amp; rewards system.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Review skills of week</li> <li>• Short burst writing</li> <li>• Use booklet for sentence stems</li> <li>• Paragraphs</li> <li>• Connectives</li> <li>• Technical vocabulary</li> <li>• Offer opinions</li> <li>• Give examples</li> <li>• Next steps within skills (with support)</li> </ul> | <ul style="list-style-type: none"> <li>• Review skills of week</li> <li>• Short burst writing</li> <li>• Use booklet for sentence stems</li> <li>• Paragraphs</li> <li>• Connectives</li> <li>• Technical vocabulary</li> <li>• Offer opinions</li> <li>• Give examples</li> <li>• Next steps within skills</li> </ul> | <ul style="list-style-type: none"> <li>• Review skills of week</li> <li>• Short burst writing</li> <li>• Use booklet for sentence stems</li> <li>• Paragraphs</li> <li>• Connectives</li> <li>• Technical vocabulary</li> <li>• Offer opinions</li> <li>• Give examples</li> <li>• Next steps within skills</li> <li>• Final paragraph planning for next skill</li> </ul> | <ul style="list-style-type: none"> <li>• Review skills of week</li> <li>• Short burst writing</li> <li>• Use booklet for sentence stems</li> <li>• Paragraphs</li> <li>• Connectives</li> <li>• Technical vocabulary</li> <li>• Offer opinions</li> <li>• Give examples</li> <li>• Next steps within skills</li> <li>• Final paragraph planning for next skill</li> <li>• Linking previous skills and how they complement each other</li> </ul> |

## LPS AfL Strategies

| Strategy   | Challenges & Missions         | Pupil Self & Peer Assessment Purpose            | Cymraeg                        |
|--|-------------------------------|---|--------------------------------|
| <br><b>Mr Happy</b>                 | To be successful I need to... | I've met the success criteria.                  | Dw i'n Mr Hapus achos...       |
| <br><b>Mr Forgetful</b>             | I mustn't forget to...        | I've forgotten to ...                           | Dw i'n Mr Anghofio achos...    |
| <br><b>Mr Stretch</b>               | Even better If I include...   | How have I stretched myself today?              | Dw i'n Mr Ymestyn achos...     |
| <b>Self &amp; Peer Evaluation</b>  |                               |   |                                |
| <br><b>Mr Oops!</b>               | Next time I will...           | I need more help to ...                         | Dw i'n Mr Oops achos...        |
| <br><b>Little Miss Chatterbox</b> | I have learned/improved....   | Can you tell someone about your learning today? | Dw i'n Miss Busneslyd achos... |

| Marking Codes  | What does it Mean?  | What should I do next?                                       |
|--|---|--|
|   | You have achieved the LO or your teacher has identified a great feature about your work.  | Continue to work on this in your next piece of work.         |
| Sp   | Spelling mistake  | Write out the correct spelling of key words three times.     |
| Q  | Your teacher is asking you a question about your work   | Think carefully about the question.                          |
| A  | You have a chance to answer your teacher.   | Answer the question after thinking about it.                 |
| C  | Your teacher has chatted to you about your work.  | Make a note of what you discussed with your teacher.         |
| T  | Your teacher has set you a target.  | Try to achieve this target in your next piece of work.       |
|   | Something in this box is incorrect.   | Correct your mistake alongside the box underneath your work. |
| //   | Start a new paragraph.  | Start a new paragraph when you write your final draft.       |
| *  | You need to add more information to your writing.   | Include the extra information in your final draft.           |
| ^  | You need to add or improve a word.  | Add or improve the word when you edit.                       |
|  | Your teacher or learning partner has identified two great features about your work and one that you need to improve.  | Focus on this wish in your next piece of work.               |
| <b>What should I do now!</b>   | <ul style="list-style-type: none"> <li>• Add your initials to the marking to show that you have read it.</li> <li>• Share your marking with your friend and respond to feedback.</li> <li>• If you have been awarded House Points, go and record them on your class chart.</li> </ul> |  |

**How do you feel about your learning?  
Sut wyt ti'n teimlo am eich dysgu?**

|  |   |
|--|---|
| <b>I've met the success criteria.</b>            | Dw i angen edrych ar y meini prawf.       |
| <b>I could give an example.</b>                  | Dw i angen eisiAMPL.                      |
| <b>I could work with a friend to improve it.</b> | Dw i angen gweithio gyda ffrind.          |
| <b>I could use punctuation.</b>                  | Dw i angen defnyddio punctuation.         |
| <b>I could add more detail.</b>                  | Dw i angen mwy o fanylder.                |
| <b>I could do more research.</b>                 | Dw i angen ymchwilio.                     |
| <b>I could use some resources to help me.</b>    | Dw i angen defnyddio adnoddau i fy helpu. |
| <b>I need to work on my target.</b>              | Dw i angen gweithio ar fy nharged.        |

**How could you improve?  
Esbonia...**

|  |   |
|--|---|
| <b>I could check the success criteria.</b>       | Dw i angen edrych ar y meini prawf.       |
| <b>I could give an example.</b>                  | Dw i angen eisiAMPL.                      |
| <b>I could work with a friend to improve it.</b> | Dw i angen gweithio gyda ffrind.          |
| <b>I could use punctuation.</b>                  | Dw i angen defnyddio punctuation.         |
| <b>I could add more detail.</b>                  | Dw i angen mwy o fanylder.                |
| <b>I could do more research.</b>                 | Dw i angen ymchwilio.                     |
| <b>I could use some resources to help me.</b>    | Dw i angen defnyddio adnoddau i fy helpu. |
| <b>I need to work on my target.</b>              | Dw i angen gweithio ar fy nharged.        |

## LPS AfL Tools Glossary

| <b>LPS Mr Men System</b>     | Pupils are introduced to Mr Men characters which act as physical prompts and stems for discussion as the children progress through the school. Each character stimulates thought and reflection. See LPS AfL Strategies table above.  |          |        |         |        |  |  |  |  |
|------------------------------|---|----------|--------|---------|--------|--|--|--|--|
| <b>LPS Welsh AfL System</b>  | Pupils are introduced to the AfL concepts as above, through the medium of Welsh Language. This not only stimulates reflection on learning, but also provides opportunities for teacher to pupil questioning and peer-initiated discussion.  |          |        |         |        |  |  |  |  |
| <b>Thumbs Up Thumbs Down</b> | This system offers instant feedback for teachers and pupils. Teachers can gauge lesson objective success very quickly across the class.   |          |        |         |        |  |  |  |  |
| <b>LPS Question Matrix</b>   | This tool is used to enable pupils to generate questions for research and learning within their projects. The LPS Matrix also provides pupils with the opportunity to create higher order questioning, therefore deeper learning.   |          |        |         |        |  |  |  |  |
| <b>Think-Pair-Share</b>      | <p><b>Prior to Learning:</b> Pupils are posed a question, given time to think individually, then time to discuss ideas with a partner and finally the pair share their ideas with the rest of the class (or a larger group).</p> <p><b>Reflection:</b> Pupils share with a partner what they have learned, what they found easy or difficult, what they need to improve, something they would like to learn next, etc.</p>  |          |        |         |        |  |  |  |  |
| <b>Two Stars &amp; Wish</b>  | To provide children with verbal or written dialogue to celebrate success and inform next steps.   |          |        |         |        |  |  |  |  |
| <b>Choice of Answers</b>     | Give learners the opportunity to vote on response options and offer reasons for their choices. This works well in the form of a 'concept cartoon' where learners can select a cartoon character that they most agree with.  |          |        |         |        |  |  |  |  |
| <b>QuADS</b>                 | <p>QuADS grids allow more focus research of a particular question to be undertaken. This can be in a form of Mind Map, Quadrant grid on A4 paper (or electronic), or table as shown below:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Question</th> <th style="text-align: left;">Answer</th> <th style="text-align: left;">Details</th> <th style="text-align: left;">Source</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Learners may be posed a question or series of questions (or may be invited to write some of their own as in the LPS Question Matrix). An activity is then used that allows learners to research possible answers. Learners must summarise any information discovered and produce a clear and succinct answer. Any details that they think support their answer, or that they feel are of interest to the discussion, can be recorded in the <b>D</b>etails column. Finally, learners must provide accurate details of their research sources for use by other learners.</p> | Question | Answer | Details | Source |  |  |  |  |
| Question                     | Answer  | Details  | Source |         |        |  |  |  |  |
|                              |   |          |        |         |        |  |  |  |  |

|  |  |
|--|--|
| <b>Eavesdropping</b>                         | Listen into group discussions and use this to target specific questions to particular groups and individuals.  |
| <b>Taboo</b>                                 | Pupils are challenged to describe subject, skill, topic, key fact, key word, etc, without saying it. Provides an opportunity for pupils to talk around the main point and generate a better understand the topic.  |
| <b>Reflection Time</b>                       | When work has been distance-marked pupils are offered time to review marking and respond to feedback appropriately (Box edit, Prompt Response, Answer a Question). In order for the marking to be effective, it is required to be focused on the learning criteria and differentiated accordingly. Additionally, the pupil response must be clear and specific, relating to the learning criteria and the direction of the teacher comments. |
| <b>PLJ Review</b>                            | The Pupil Learning Journal is reviewed weekly and progressively throughout the school. The review focuses on how successful skills have been developed and applied across the curriculum throughout the week. Older pupils generate next steps for improvement from this process. (See table above)  |
| <b>Super Evaluation</b>                      | Pupil construct short burst written evaluations of their progress, achievements and areas for improvement regarding their learning over the term/half term/project/trip/experience. This is drafted and edited in line with all text types.  |
| <b>Self-Marking Against Success Criteria</b> | Where possible, allow learners to self-assess their work. Pupils should be encouraged to construct and self-construct success criteria. This will support pupils to self-assess their work, applying the LPS Marking Policy and where appropriate, referencing the Pupil Learning Journal.   |
| <b>Peer Marking Against Success Criteria</b> | Using the above process, pupils mark or comment on the work of others. Opportunities should be provided for pupils to collaborate on feedback with peers.  |
| <b>Independent PLJ Reviews</b>               | As PLJ Review section above – however, this should be drafted, edited and completed with greater independence. This may also be Peer Marked within the process above.  |
| <b>Independent Super Evaluation</b>          | As Super Evaluation section above – however, this should be drafted, edited and completed with greater independence. This may also be Peer Marked within the process above.  |

## LPS Questioning Tools

|                                     |  |
|-------------------------------------|--|
| <b>Ask<br/>'Follow Ups'</b>         | Why? Do you agree? Can you elaborate? Tell me more? Can you give an example?                     |
| <b>Withhold judgement</b>           | Respond to learners in a non-evaluative fashion.   |
| <b>Summarise - Active Listening</b> | "Could you please summarise John's point?"   |
| <b>Survey the Class</b>             | "How many people agree with the author's point of view?"   |
| <b>Play Devil's Advocate</b>        | Push learners to define their reasoning against different points of view.                        |
| <b>Explain Thinking</b>             | "Describe how you arrived at your answer."   |
| <b>Random Selection</b>             | Avoid the pattern of only calling on those learners with raised hands                            |
| <b>Learner Questioning</b>          | Allow learners to develop their own questions.   |
| <b>Cue Learner Responses</b>        | "There is not a single correct answer for this question. I'd like you to consider alternatives." |