

Language, Literacy and Communication Skills Area of Learning

Oracy

Routes for Learning/ABC steps



Routes for Learning/ABC steps pedagogy

Learners should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning and programmes of study complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

Range of experiences

Learners should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning and programmes of study
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that is a specific Routes for Learning/ABC steps skill will appear as bold. These skills are further identified by the following icon.

RfL/ABC steps skill ❖ When combined with the LNF statements, these skills form the Routes for Learning/ABC steps Language, Literacy and Communication Skills Area of Learning.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Language, Literacy and Communication Skills Area of Learning Oracy Routes for Learning/ABC steps



Elements	Aspects	RfL routemap	A steps	B steps	C steps
		Learners have achieved the following on the Routes for Learning (RfL) routemap.	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	Communicates choice to attentive adult [RfL 37]	give a symbol/picture as a 'token' for a desired item (doesn't distinguish representation)	give a symbol/picture to obtain a matching desired item	find symbol/picture for desired item and add to phrase on sentence strip, PC or tablet computer
					use some relevant words, signs or symbols relating to things they have made or done ❖
		Shared attention [RfL 40]	point to a desired item or item of interest (that is visible but out of reach) and vocalise	communicate mostly about familiar objects, people or pictures immediately present, but can also refer to their absence	communicate about familiar stories and symbolic play, as well as people, places and events from their wider experience
		Communicates 'more'/'no more' through two different consistent actions [RfL 28]	use a combination of gestures and more formal communication (signs/speech) to seek attention, to say 'no' and to satisfy needs	use single words/signs/symbols and some two-part phrases, e.g. <i>to signal repetition or recurrence</i>	regularly use two- and three-word phrases to communicate interests, comment, give information and ask questions to obtain simple/specific information
			use a few very familiar words/signs or symbols	use single words/signs and a growing number of brief phrases (e.g. <i>'all gone', 'drink please'</i>) to express their own wishes or needs	understand and use 50 or more words/signs/symbols
			communicate clearly enough for an adult who knows them well to interpret what they mean ❖	communicate clearly enough to be understood in structured contexts by adults who know them well ❖	communicate clearly enough to be understood by adults and peers who know them well ❖
			copy actions in simple action games (e.g. <i>Simon says . . .</i>), attempting an action of some kind when adult uses only words	vocalise or press a switch to play a recorded 'part', when turn comes in repeating 'drama'/presentation	make an attempt at representing things/animals/etc. in structured role-play activities

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		Learners have achieved the following on the Routes for Learning (RfL) routemap.	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking				understand and use simple questions, e.g. 'What?' and 'Where?' ❖
					show an interest in particular words or sounds, sometimes repeating them intentionally ❖
	Listening and understanding	Changes behaviour in response to interesting event nearby [RfL 25]	show they understand spoken language (although they rely heavily on visual and other clues within the immediate context)	listen and respond appropriately to instructions accompanied by gestures, e.g. 'get your coat'	show they have listened to others by selecting relevant pictures from a collection
					listen to and carry out a simple (one-step) instruction ❖
			show they understand a small number of words/signs for familiar objects or people	show they understand up to 50 words/signs/symbols mostly in concrete contexts	listen to songs, rhymes and stories and express some interest
				respond appropriately to simple requests involving changing the location of objects or transferring them to people	respond appropriately to simple requests which include attributes (e.g. <i>big, dirty</i>), possessives (e.g. <i>my, you</i>) and prepositions (e.g. <i>in, on, under</i>)
				able to respond to 'Where?' and 'What?' questions when accompanied by gestures ❖	able to answer 'Where?' and 'What?' questions relating to objects and people ❖
Collaboration and discussion	Initiates social game [RfL 33]	take own turn in group turn-taking activity.	listen/watch for cues that it is 'their turn' when turns do not simply 'go round the circle'.	initiate a 'conversation' and repeat words and phrases if not understood.	