Draft Curriculum for Wales 2022: April 2019

DRAFT STATUTORY GUIDANCE
AREA OF LEARNING AND EXPERIENCE

Languages, Literacy and Communication

Llywodraeth Cymru
Welsh Government

**ADDYSG CYMRU
EDUCATION WALES**
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CONTENTS

INTRODUCTION TO THE LANGUAGES, LITERACY AND COMMUNICATION AREA OF LEARNING AND EXPERIENCE

Languages, Literacy and Communication enable us to analyse and understand the world around us.

By supporting learners to become successful in this area of learning and experience, they are therefore also supported to succeed across the whole curriculum.

The Languages, Literacy and Communication Area of Learning and Experience will enable all learners to gain knowledge and skills in Welsh, English and international languages as well as in literature. Where applicable, its provision will include opportunities to learn Welsh and English as additional languages (WAL/EAL) and to learn other home or community languages too. In all cases, it will encourage learners to be aware of the links between languages as they develop an appreciation of the origins of words and an interest in language patterns. They will be encouraged to transfer what they have learned about how languages work in, for example, Welsh and English to learning and using international languages. This multilingual approach will ignite learners' enthusiasm and provide them with a firm foundation for a lifelong interest in learning subsequent languages and in literature from Wales and the world.

A transformational curriculum

The White Paper *Our National Mission: A Transformational Curriculum*[1] set out the detailed legislative proposals for Curriculum for Wales 2022.

The proposal is that funded non-maintained settings and schools will be required to provide a broad and balanced curriculum that meets the four purposes of the curriculum, and comprises the six areas of learning and experience. There will be statutory duties to teach Welsh, English, religious education, relationships and sexuality education, and the three cross-curricular responsibilities of literacy, numeracy and digital competence. Further information on how the Languages, Literacy and Communication Area of Learning and Experience can support this is provided in the 'Developing a broad and balanced curriculum' section of this document.

Funded non-maintained settings and schools will have discretion as to how they design their school-level curriculum to meet their curriculum duties. However, in considering the exercise of that discretion, they must have regard to statutory guidance issued by Welsh Ministers. In practice, that means they should follow the statutory guidance unless they have good reason not to.

This statutory guidance for the Languages, Literacy and Communication Area of Learning and Experience, which forms part of the wider Curriculum for Wales 2022 statutory guidance, is intended to provide a national framework that funded non-maintained settings and schools can build on to develop their own curriculum. It is not intended to be a comprehensive or exhaustive syllabus, nor a guide for organising timetables. It sets out:

- what funded non-maintained settings and schools should take into account in designing their curriculum and how it could be structured
- the broad expectations for learners for the Languages, Literacy and Communication Area of Learning and Experience at each progression step.

[1] beta.gov.wales/our-national-mission-transformational-curriculum

How the area of learning and experience supports the four purposes of the curriculum

The Languages, Literacy and Communication Area of Learning and Experience will provide learners with opportunities both within individual languages and across multiple languages to develop knowledge and skills in listening and reading, speaking and writing, and in literature. It has a focus on culture as it recognises the link between culture and language and understands how this link is fundamental to our sense of identity and of our place and voice in society. For this reason this area of learning and experience lends importance to encouraging the learning of multiple languages as a way of learning about cultures beyond our own and of broadening our horizons. It also recognises languages as important tools through which we can express our empathy and creativity.

The Languages, Literacy and Communication Area of Learning and Experience will contribute to developing **ambitious, capable learners, ready to learn throughout their lives** by enabling them to communicate effectively across a variety of media using Welsh, English and international languages. Good language competence not only helps learners to make sense of concepts but also enables them to articulate their reasoning when solving problems and analysing data and information. Good multiple language competence further enables learners to respond to different contexts. Together, these skills build learners' confidence to grasp new opportunities and adapt skilfully to different roles and hence enhance their employability.

By providing meaningful contexts, this area of learning and experience will stimulate learners both to acquire and to apply language skills, knowledge and understanding which in turn will develop in them positive attitudes towards learning and using languages. A key aspect of effective language learning is the willingness to take risks in trying out new sounds and patterns; thus the skills developed through the Languages, Literacy and Communication Area of Learning and Experience will empower learners to become independent and resilient when facing challenges, as well as to become **enterprising, creative contributors, ready to play a full part in life and work**.

Engaging critically with languages and literature across a range of genres and media develops learners' sense of identity and allows them to understand their culture and community, nurturing a sense of the responsibilities they have to themselves, to others around them and to the wider world. In this sense, the Languages, Literacy and Communication Area of Learning and Experience contributes to developing **ethical, informed citizens of Wales and the world** as learners gain the knowledge and skills they need to participate confidently and empathetically in society.

Furthermore, Languages, Literacy and Communication skills are key to enabling learners to express themselves effectively, and learners who are able to articulate their feelings and interpret those of others are better equipped to develop positive relationships and thus to become **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**, able to keep themselves and others safe, both offline and online.

Finally, this area of learning and experience will place emphasis on the joy not only of language learning but also of literature, experienced either as consumers or creators. This enjoyment makes a positive contribution to many aspects of the learner's journey, including their health and well-being and their development as creative individuals.

WHAT MATTERS STATEMENTS FOR LANGUAGES, LITERACY AND COMMUNICATION

Learning about identity and culture through languages prepares us to be citizens of Wales and the world.

Learning and using languages connects us with people, places and communities. The Languages, Literacy and Communication Area of Learning and Experience is designed to equip learners, as citizens of a bilingual Wales and a multilingual world, with the ability to use Welsh, English and international languages.

By raising an awareness of the diversity of languages from a young age, learners will be enabled to recognise similarities between languages and also embrace the differences between them. They will be supported to develop an understanding of the origins, evolution and features of Welsh, English and international languages which will provide them with a set of skills that goes beyond those of Languages, Literacy and Communication which include, for example, creativity, resilience, adaptability and empathy. Meaningful learning experiences in a multilingual context go hand in hand with learning about one's own cultural identity as well as the cultural identities of others. This area of learning and experience will therefore foster in the learners a pride in their sense of identity as citizens of Wales and the world.

Learners who listen and read effectively are prepared to learn throughout their lives.

Languages and literacy are fundamental to human communication. They enable us to make sense of what is heard, read and seen, and thus to develop understanding, empathy and the ability to respond effectively.

The Languages, Literacy and Communication Area of Learning and Experience will provide learners with opportunities to experience spoken and written language as well as images in a range of forms and genres. The rich and varied nature of these experiences will be designed to improve learners' ability to become creative and enterprising in their use of Welsh, English and international languages. They will also help learners to develop the skills to become unbiased and critically aware interpreters of what they hear, see and read in order to interact as capable citizens of Wales and the world.

Learners who speak and write effectively are prepared to play a full part in life and work.

Clear and effective communication through spoken and written language is an important life skill. It calls for the ability to use and adapt language in a range of roles, genres, forms, media and styles and in a suitable register. In a bilingual and multilingual context, this also calls for the ability to choose an appropriate language.

In the Languages, Literacy and Communication Area of Learning and Experience, learners will be given opportunities to speak and write in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding and build relationships. They will be enabled to develop an awareness of how they use language(s) as they experience opportunities to express themselves for different purposes and audiences in both Welsh and English as well as international languages.

Literature fires imagination and inspires creativity.

Literature expands horizons. It inspires and motivates us while also helping us to learn more about language.

The Languages, Literacy and Communication Area of Learning and Experience will provide learners with literary experiences that will engage their interest and imagination as readers, listeners, viewers, writers and creators. They will not only be enabled to appreciate a creator's craft but also to develop their own creative skills. They will experience and respond to a variety of literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners will be helped to develop their ability to demonstrate empathy. This in turn will contribute to their emotional and mental well-being. In all, the experiences offered in this area of learning and experience will spark learners' imagination and creativity and help to build a lifelong love of literature.

Relationships between what matters statements in Languages, Literacy and Communication

The four areas identified as what matters in Languages, Literacy and Communication are highly interconnected.

Listening and reading as well as speaking and writing exist in relation to each other and not separately. The following what matters statements must be considered side by side.

- Learners who listen and read effectively are prepared to learn throughout their lives.
- Learners who speak and write effectively are prepared to play a full part in life and work.

The other two what matters statements can be seen woven throughout everything we do in Languages, Literacy and Communication.

- Learning about identity and culture through languages prepares us to be citizens of Wales and the world.
- Literature fires imagination and inspires creativity.

We see language skills and understanding of identity and culture developed through literature; identity and culture provide a context for learning languages.

Progression within this area of learning and experience

The Languages, Literacy and Communication achievement outcomes recognise that not all learners will move forward at the same pace or with the same degree of depth.

The achievement outcomes for 'Learning about identity and culture through languages prepares us to be citizens of Wales and the world' are the same for all learners in all schools.

For the other what matters statements in Languages, Literacy and Communication, there are achievement outcomes for Welsh/English, for Welsh in English-medium settings/schools/streams and for international languages. The expectations for Welsh in English-medium settings/schools/streams will be reviewed and increased over time as the first cohorts learn through Curriculum for Wales 2022 and as professional learning increases capacity.

The achievement outcomes have been developed based on a continuum or framework of progression in languages, starting with little or no language and working towards fluency. Language knowledge and skills in one language should support development of knowledge and skills in other languages, no matter which is acquired or learned first.

Settings and schools will need to plan for learners' progression in both Welsh and English, and in international languages. Schools will need to consider the Welsh achievement outcomes most suited to their learners. As well as Welsh-medium schools, the progression in Welsh shown in the Welsh/English achievement outcomes may also be the most suitable for some learners in English-medium schools who, for example, have attended *cylch meithrin* or have transferred from a Welsh-medium school to an English-medium school. Bilingual schools may also need to consider both the Welsh/English achievement outcomes and the achievement outcomes for Welsh in English-medium settings/schools/streams.

Achievement outcomes for international languages show progression from Progression step 3. Learners will develop an awareness of the languages around them from an early age and should experience increasing exposure to a variety of languages.

Within these progression routes, learners' pathways will vary and the process will not be linear. It is essential, for example, to recognise that second language learners may use formulaic language with few mistakes initially and as they progress, when being more ambitious and spontaneous in their use of language, they may appear to make more mistakes. Learners must be encouraged to be ambitious in their use of languages and to embrace this as an intrinsic part of successful language learning which can lead to becoming more fluent and accurate language users. Progression will also be seen through the application of the same skill in increasingly challenging contexts.

The Five Stage Model for English/Welsh as an additional language (EAL/WAL) and support materials should be referenced when considering progression of EAL learners in English-medium schools and WAL learners in Welsh-medium schools. The *Language acquisition needs assessment survey toolkit* for primary and secondary teachers are available online on Hwb at

hwb.gov.wales/repository/resource/441c39ca-a432-416b-be4d-41b83fcbc95d/en

hwb.gov.wales/repository/resource/f7b96158-f832-48b2-8fc3-d366e03cf137/en

Schools will ensure highly effective pedagogical approaches and collaboration with relevant partners to ensure all learners have fair equitable access to the Languages, Literacy and Communication Area of Learning and Experience. This process begins with the school recognising its own linguistic landscape, including the strengths and challenges of its learners with additional learning needs (ALN). With this knowledge schools will be equipped to plan relevant pathways for all learners including consideration of the learning environment, refinement/differentiation of teaching and appropriate collaboration with relevant partners. A learner with highly complex physical needs can make very good progress in their development in all aspects of the what matters statements in Languages, Literacy and Communication via their individual pathway, e.g. through using technology to communicate, read and write with the support of partners in health, advisory services and other specialist groups.

It is recognised that some of our youngest learners may come to school with a language delay. Schools will need to plan in their particular context and with specialist support where appropriate so that developmental, physiological, pragmatic and other additional learning needs can be assessed and supported. Any additional support with the physical aspects of writing, e.g. the specific requirements of left-handed learners, should be planned for. In all circumstances professionals should be encouraged to plan for and support young children's linguistic development in line with child development, recognising, for example, the importance of young learners developing their speaking skills well enough before focusing on writing.

Developing a broad and balanced curriculum

Literacy, numeracy and digital competence

The cross-curricular responsibilities of literacy, numeracy and digital competence support almost all learning and are essential for learners to be able to participate successfully and confidently in the modern world.

Literacy

The Languages, Literacy and Communication Area of Learning and Experience by definition has literacy at its heart. Literacy skills will be explicitly taught through this area of learning and experience. Other areas of learning and experience will facilitate the application and development of these skills in authentic contexts and allow these skills to be consolidated.

Oracy and writing should be viewed as the tools through which learners express themselves, which includes demonstrating their understanding of a range of contexts and skills. Reading skills should be developed to support learning, e.g. to extract relevant information and data from tables, charts, graphs and text in order to support their decision-making. The development of writing skills will support learners to articulate meaning and purposes across a range of areas.

Numeracy

There are elements of numeracy which will have clear overlaps with this area of learning and experience, such as drawing key information from a variety of sources or using reasoning skills to make decisions.

Learners' first experiences and application of numeracy may be through activities such as number rhymes, as they begin to respond and analyse texts, and further progress and develop to comment on different interpretations of issues and ideas, using texts to support opinions.

As learners use numbers in other languages this in turn will consolidate learning and reinforce learners' mental and written numeracy skills. As they begin to be immersed in rich and varied language experiences, concepts such as chronological awareness will naturally occur and be developed.

Digital competence

Digital skills are recognised as having increasing importance in developing learners' literacy, languages and wider communication skills. It is ever more important to be able to use digital technology appropriately and operate across a variety of digital environments and media, working collaboratively, creatively and critically. Digital rights, licensing and ownership can be discussed as learners work independently or collaborate on projects.

As learners explore methods of communication for a given situation, they can learn how to compose clear and appropriate messages tailored for particular audiences, sharing, editing and adapting as required. They can also be given the opportunity to understand and develop an awareness of how to store data appropriately, and to be mindful of the implications of data laws, including the use of copyright.

Literature can be accessed through technology as well as further information about themes encountered through literature, or differing responses to it.

The digital environment also facilitates increased awareness and understanding of different cultures, enables communication with learners both in this country and other countries, and provides a wealth of tools for learning and experiencing languages.

Welsh dimension and international perspective

Through the Languages, Literacy and Communication Area of Learning and Experience, learners develop a strong sense of identity as citizens in their local community, Wales, the United Kingdom and the wider world, acknowledging the cultural and linguistic diversity of each context. Learners' journeys start with their own language(s) and culture(s) in their homes, communities and within Wales. This provides a foundation as they broaden their understanding of national and global contexts while continuing to reflect on their personal and local perspective. This is particularly the case with the following what matters statements in the Languages, Literacy and Communication Area of Learning and Experience.

- Learning about identity and culture through languages prepares us to be citizens of Wales and the world.

- Literature fires imagination and inspires creativity.

For these what matters statements the Welsh dimension and international perspective forms a key part. For example, learners will have opportunities to build on connections, commonalities and distinctions between their own language(s) and culture(s) and those of their local and wider community.

Access through the Languages, Literacy and Communication Area of Learning and Experience to a range of literature enables learners to embrace their place in the world, and opens their minds to a variety of viewpoints, perspectives and ideas. They will experience Welsh literature, Welsh literature in English, English literature, literature from other cultures and literature written in international languages, including work in translation. It is important that learners are given opportunities to celebrate literature from their own culture(s) and that they are introduced to the other cultures around them. Languages play an important part in realising the four purposes of the curriculum, supporting learners in becoming global citizens who are able to communicate effectively and who are able to appreciate other cultures, while celebrating their own.

Wider skills

The Languages, Literacy and Communication Area of Learning and Experience provides ample opportunities for learners to develop all four of the wider skills.

Critical thinking and problem-solving

The skills of listening, reading, speaking and writing are intrinsic to the development of critical thinking and problem-solving. We listen and read in order to analyse and understand situations and develop responses and solutions through speaking and writing. Learners also develop their critical-thinking skills through engaging with literature and their problem-solving skills through deconstructing and using their languages.

Planning and organising

As learners develop their skills in listening and reading, speaking and writing, they will also develop the skills of planning and organising, deciding how best to present their ideas and creative works, and reflecting on their work and planning and implementing further improvements.

Creativity and innovation

Literature inspires creativity, and skills in listening, reading, speaking and writing are essential for exploring ideas and expressing opinions in Welsh, English and international languages. Understanding their own identity and culture through languages, and developing an openness to others, give learners the courage to take risks, experiment and use languages creatively.

Personal effectiveness

Reflecting on and understanding their own and others' cultures and identities through languages is an important aspect of the Languages, Literacy and Communication Area of Learning and Experience. Through listening, viewing and reading, learners develop their understanding of effective and appropriate communication which they further develop through their own speaking and writing. Learners will develop their personal effectiveness and self-awareness when using languages which will in turn support learning across the whole curriculum.

Careers and work-related experiences

Learning from careers and labour market information

It is vital for learners to access high-quality careers and labour market information and have an understanding of what this means to them, in order to make well-informed, sustainable career decisions.

The benefits of bilingualism and multilingualism are well documented. Speaking more than one language is a skill which will increase learners' marketability and many universities and employers favour those who are able to speak more than one language.

Skills in international languages are essential for Wales to thrive as an international trading nation. International languages open up a vast array of career pathways for learners, from working with MI5 to working in marketing for an international company, from cabin crew to event management. There are opportunities in Wales, in the United Kingdom and globally for linguists.

There are many careers that link directly to Languages, Literacy and Communication. However, the skills developed, such as the ability to read and write clearly, to undertake research, to give a presentation, to communicate clearly and to have attention to detail, are valued by a wide range of employers, providing a wide range of opportunities for learners.

Linking the area of learning and experience to careers and work-related experiences

The career management and planning skills of motivation, self-awareness, opportunity awareness, decision-making, application and resilience are all key components of the Languages, Literacy and Communication Area of Learning and Experience. Communication and literacy are essential to career readiness, as are social competencies such as critical thinking, persuasive argument and confident presentation. Learners should understand and be able to explain the links between Languages, Literacy and Communication and the career paths that these open up to them.

Bilingual skills are useful for any job but especially those involving communicating with people. Areas where the demand for people with bilingual skills is increasing include education, health, child care, social care, business and information technology, tourism and leisure, media and performing arts, linguistics, computational linguistics and agriculture.

Importantly, the transferable skills which sit at the heart of the Languages, Literacy and Communication Area of Learning and Experience contribute to the preparation of a workforce for professions and jobs that are not yet in existence, to meet the needs of new and emerging careers.

The Welsh language can also open doors in the world of work, providing an advantage in the jobs market in Wales and an opportunity to gain valuable experience in competitive industries which can lead to further opportunities both within and beyond Wales. Public services in Wales must not treat the Welsh language less favourably than English. This has meant a rise in demand for people who can communicate well in both languages. More people now feel able to use their Welsh when using services and, as a result, research shows that demand from employers for staff with Welsh language skills is increasing. The Languages, Literacy and Communication Area of Learning and Experience helps learners to understand diversity and challenge stereotypes in order to raise learners' aspirations and belief in their potential future.

Learner progression relating to careers and work-related experiences is part of a continuum of learning for learners aged 3 to 16. Success for a young primary school learner could include:

- acting a variety of different jobs through role play
- belief that they can do any job – tackling gender stereotyping
- communicating with people in their community about the different jobs they do and the rewards that a job can bring.

By progressing learning, success for 16-year-old learners could include:

- demonstrating and applying the skills learned in relation to the world of work
- identifying interests, strengths and skills to make informed post-16 choices
- understanding and demonstrating the behaviours an employer looks for in a good employee
- evaluating risks when developing a business idea and exploring different methods of setting up and sustaining an enterprise.

Work-related experiences
Learners develop interests, strengths, knowledge, skills and aspirations through their educational experiences within and beyond school. A range of partners support these exciting journeys through co-design and co-delivery and together they shape learners' decisions about their future and the pathways they follow. Opportunities such as visits, guest speakers and practical activities can help to enhance and contextualise learning.

Collaboration and access to individuals and employers, e.g. in local government, hospitality, public relations, advertising, teaching, retail, computing, tourism and social work, can provide learners with opportunities to learn about work, employment and the skills valued in the workplace.

Learners can use the knowledge and skills gained in taking part in work-related experiences to develop successful enterprise activities. These can provide an authentic learning experience which

leads to sustainability for this area of learning and experience, developing learners as creative, enterprising contributors, forming links to the world of work.

Understanding post-16 and higher education opportunities

It is essential for learners to be aware of all opportunities available to them post-16. Therefore, as well as understanding about employment, training and apprenticeships, learners should be provided with information and the opportunity to engage with a range of learning providers. Opportunities for engagement should include attending careers and skills fairs, talks from and visits to further and higher education providers, as well as presentations from students in further or higher education. Learners should be directed to online research tools that provide course and progression information to support their understanding of the range of learning opportunities available, to help raise their aspirations and form a basis on which informed decisions can be made.

Relationships and sexuality education

Languages, Literacy and Communication offers learners authentic opportunities to critically engage with contemporary global challenges, social norms and attitudes to support relationships and sexuality education.

Relationships

Learners will explore relationships in a range of contexts through literature and language learning. Learners will be exposed to a range of models of relationships, cultural norms and values, developing methods of analysis and evaluation to assess and reach judgements on forming safe and healthy relationships. Learners can:

- explore and articulate factors that influence healthy relationships
- explore and articulate the feelings associated with developing healthy relationships
- develop the skills for forming successful interpersonal relationships, including opportunities to collaborate in discussion and debate key concepts
- analyse and evaluate the way in which relationships are created and presented through literature
- analyse and evaluate the diversity of relationships among a range of cultures
- develop listening skills that enable the creation of positive relationships.

Values, rights, culture and sexuality

Learners can:

- explore and articulate factors that influence social and cultural values
- evaluate the ways in which concepts are created and presented to develop a considered view of society and the challenges it faces
- develop the disposition and motivation required as an active global citizen and to develop as an empathetic, knowledgeable and valued member of society
- explore and debate the use of suitable terminology to articulate themselves accurately with tolerance and respect.

Understanding gender

Learners can:

- explore factors that influence power dynamics and the use of gender language
- experience positive and informative literature to develop self-identity, emotional intelligence and positive well-being
- identify gender bias in language to make inferences around meaning and context
- explore themes in literature and media around stereotyping and gender bias
- explore and articulate appropriate language and register to develop gender equality and equity in language and literature.

Violence and staying safe

Learners can:

- analyse and evaluate the ways in which aspects of bullying, violence and consent are presented and interpreted through language development and context
- interpret and evaluate themes in literature that explore issues such as bullying, violence and consent
- identify bias and intent in language and literature in order to make safe decisions in sharing of information
- develop the language skills required to articulate themselves clearly in order to keep themselves safe and employ safe privacy practises
- analyse and evaluate the ways in which bodily integrity is developed through language and literature to develop respectful attitudes to self and others.

Skills for health and well-being

Learners can:

- develop language skills that allow for engagement and effective articulation of emotions and feelings
- identify bias in language and literature to discuss and debate attitudes towards positive health and well-being in order to inform decisions that permit a healthy lifestyle
- develop a positive attitude towards learning languages to engage effectively with others and improve mental health
- exploit the health benefits associated with literature.

The human body and development

Learners can:

- identify connections between and across languages that explore elements of the human body and development
- develop language skills that allow for engagement and effective articulation of emotions and feelings that influence body image

- analyse and evaluate the way in which elements of the human body and its development is created and presented through literature.

Enrichment and experiences

Providing authentic opportunities to listen, read, speak and write, both in Welsh and English and in international languages, is essential for learners. In English-medium and bilingual schools it is important to consider and plan opportunities to use Welsh across the curriculum and in activities beyond the classroom as a means of enriching language development and extending the use of Welsh. Learning and using Welsh beyond the classroom provides all learners with valuable, authentic learning contexts. This is the principle also at the heart of the Welsh Language Charter which provides a framework for enabling learners' wider use of Welsh.

All learners should have access to literature which interests and excites them. Engaging with writers and hearing them read is a powerful motivator. Writers/poets/performers from the local area can provide important and relevant role models. Performance brings a text alive, whether a learner observes or takes part. Experiences such as those found through storytelling and drama workshops, the Writers on Tour scheme, school eisteddfodau and the Urdd eisteddfod, literature festivals, spoken word and poetry slam competitions, etc., have a significant role in providing valuable applied learning for learners.

Learners need something to speak and write about, and incorporating play and the outdoor environment where possible provides a means of developing imagination and stimuli for expressing themselves.

Acknowledging, celebrating and making the most of the cultural and linguistic diversity of Wales can enrich the lives of our learners, and facilitate social cohesion. Experiential learning generates motivation and an appetite for learning and using languages.

Language learning and learning about different cultures can be enriched by engaging with people in the local and wider community and by connecting digitally. Schools should make the most of opportunities to involve parents, carers and the wider community.

Putting the area of learning and experience into practice

The four areas identified as what matters in Languages Literacy and Communication are highly interconnected. Listening and reading as well as speaking and writing exist in relation to each other and not separately. Rich experiences in each of these four elements will support the development of the other three, and school-level curriculum planning should reflect this.

Similarly, planning should reflect how this area of learning and experience recognises the links between languages and that learning skills in one language strengthens the learning of those skills in second and subsequent languages. In this respect, the area of learning and experience addresses the vision expressed in one of the four purposes of the curriculum, namely that in Wales' bilingual context, both the Welsh language and the English language belong to all the people of Wales and that 'All our children and young people will be ambitious and capable learners who can communicate effectively in different forms and settings, using both Welsh and English'.

Furthermore, this area of learning and experience recognises how languages are a key to social inclusion and can promote better local, national and global understanding. Following from this, the area of learning and experience has been designed to enable learners to build on their knowledge of Welsh and English to learn at least one international language at school and, where learners bring other languages with them to school from home and from their communities, to celebrate these languages and to support literacy development in these languages as far as possible.

Learners' experiences of literature will influence their ability to use language creatively to express themselves. Access to and immersion in literature at all stages will help facilitate language learning, as well as inspire more creative language use and help learners to reflect on personal and social experiences. In addition, literature offers a valuable context for the Languages, Literacy and Communication Area of Learning and Experience in general, as well as for other areas of learning and experience.

In addition, literature, as well as opportunities to explore identity and culture, offers a valuable context for the Languages, Literacy and Communication Area of Learning and Experience and the wider curriculum.

WHAT MATTERS IN LANGUAGES, LITERACY AND COMMUNICATION

Learning about identity and culture through languages prepares us to be citizens of Wales and the world.

Learning and using languages connects us with people, places and communities. The Languages, Literacy and Communication Area of Learning and Experience is designed to equip learners, as citizens of a bilingual Wales and a multilingual world, with the ability to use Welsh, English and international languages.

By raising an awareness of the diversity of languages from a young age, learners will be enabled to recognise similarities between languages and also embrace the differences between them. They will be supported to develop an understanding of the origins, evolution and features of Welsh, English and international languages, which will provide them with a set of skills that goes beyond those of Languages, Literacy and Communication which include, for example, creativity, resilience, adaptability and empathy. Meaningful learning experiences in a multilingual context go hand in hand with learning about one's own cultural identity as well as the cultural identities of others. This area of learning and experience will therefore foster in the learners a pride in their sense of identity as citizens of Wales and the world.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

The expectations for this aspect of the Languages, Literacy and Communication Area of Learning and Experience are for all learners in all settings and schools.

Learners progress from showing an awareness of the languages and cultures around them at school and in the community to showing a wider understanding of multicultural societies and plurilingualism both here in Wales and across the world.

Concepts and ideas will be revisited and addressed in more complex ways as understanding and ability becomes more sophisticated.

Knowledge and skills in one language should support the development of knowledge and skills in other languages and all learners should be supported to develop their translanguaging skills.

Progression step 1

Achievement outcomes

I have developed an awareness of the different languages within my school and community including Welsh, English and, where applicable, home/community languages.

I can see links between my languages, e.g. *tri* in Welsh, *three* in English and *trzy* in Polish.

I can recognise that people have different accents.

I can share basic aspects of my own culture and of my relationship to Wales.

I can understand that some people have more than one language and those languages may be different from my own.

Progression step 2

Achievement outcomes

I can communicate in different languages including Welsh, English and, where applicable, home/community languages.

I can see links between vocabulary patterns and cognates in the languages I speak and those that I am learning, e.g. *car coch/red car/voiture rouge/rotes auto*.

I can recognise that people have different accents and different words for things.

I can recognise and discuss several aspects of my own culture and beliefs and my own sense of Welsh identity, and recognise that other people's cultures, beliefs and sense of Welsh identity may be different.

I can understand that people use different languages and that there are similarities and differences between us and our languages.

I can understand that there are benefits to learning languages.

I can use translanguaging skills in Welsh and English and, where applicable, home/community languages.

Progression step 3

Achievement outcomes

I can communicate in a growing range of languages (Welsh, English, an international language and, where applicable, home/community languages).

I can use my language skills and my knowledge of links between languages to understand commonalities and differences in grammatical structures, vocabulary, idiomatic language and parts of speech to help me learn.

I have an awareness of how root words work and how languages have developed.

I can recognise and understand different accents and dialects.

I can see connections between and across languages, and can show an appreciation and understanding of the diversity of languages.

I can understand why plurilingualism benefits people and society and increases employability.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 4

Achievement outcomes

I can make full use of and derive benefit from all my linguistic knowledge and skills to facilitate my language learning, e.g. through comparing, substituting and adapting patterns in syntax and grammar or through expressing the sense of a word or text in another language.

I can use familiar idiomatic language and appropriate register.

I can appreciate and adapt to dialects, accents and a diversity of languages in familiar circumstances.

I can explain and discuss languages within their cultural contexts, reflecting on values, beliefs and attitudes, and how they provide a sense of belonging to a local and global community.

I am aware of the etymology of words and how languages have evolved over time across the world.

I can see connections between and across languages and can discuss my own attitudes towards different languages and cultural diversity.

I can analyse cultural connections, attitudes, assumptions, behaviours and linguistic similarities and differences.

I can analyse how and why plurilingualism benefits people and society and increases employability.

I can use translanguaging skills independently to support my learning and communication in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 5

Achievement outcomes

I can communicate and interact in multiple languages.

I can use a range of idiomatic language and appropriate register in a variety of contexts.

I can appreciate and adapt confidently to dialects, accents and a variety of languages where necessary.

I can understand that learning about the association between language and culture, values and beliefs is preparing me for global citizenship.

I can apply my knowledge of the etymology of words in different linguistic contexts such as historic, technical or specialist language.

I have, as a citizen of Wales, developed an open attitude towards learning different languages and learning about different cultures.

I can analyse and evaluate cultural connections, attitudes, assumptions, behaviours and linguistic similarities and differences.

I can evaluate how and why plurilingualism benefits people and society and increases employability for citizens of Wales and the world.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

Planning for learning

Links within this area of learning and experience

This section presents where learning can be enriched through drawing links with all what matters statements across the Languages, Literacy and Communication Area of Learning and Experience. Different elements of learning are considered together in order to support more holistic learning.

Learners who listen and read effectively are prepared to learn throughout their lives.

- Receptive skills: listening/viewing and reading.

Learners who speak and write effectively are prepared to play a full part in life and work.

- Productive skills: speaking and writing.

Literature fires imagination and inspires creativity.

- Literature and creativity.

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Expressive Arts

- Visual literature (media and film).
- Expressive Arts terminology and its etymology.
- Drama, performance, singing.
- Creative thinking.
- Developing cultural empathy and sensitivity.

Health and Well-being

- Relationships developed through communication.
- Developing empathy through language/literature.
- Health and Well-being terminology and its etymology.
- Literature/reading/writing linked to well-being.

Humanities

- Use of literature as a source for Humanities.
- Humanities terminology and its etymology.
- Events and people who have influenced society and identity in Wales.
- Evolution of languages (societal influences).

- Classical civilisations and classical languages.
- Identity and language.
- Cultural empathy and sensitivity.

Mathematics and Numeracy

- Use of songs and rhymes to teach early numeracy.
- Literacy for comprehension.
- Mathematical terminology and its etymology.
- Mathematics as an international language.

Science and Technology

- Science and Technology terminology and its etymology.
- Making informed decisions.
- The role of digital tools in contemporary communication.
- Computer languages.
- Digital communications.

Experiences, knowledge and skills

Learners need to experience:

(from Progression step 1)

- the opportunity to communicate with others face-to-face, via digital or written means

- exposure to their own and other cultures, e.g. through audio, visual and literary media, encounters and exchanges

- the opportunity to hear different accents and dialects, beginning with local and familiar accents and dialects

- open attitudes and respect towards languages and cultures, and the differences between them

(from Progression step 2)

- exposure to word roots and language origins to celebrate the similarities and differences across languages

- the opportunity to learn that languages belong to different language families

(from Progression step 3)

- opportunities to learn about links between languages (e.g. in terminology) across the curriculum.

Learners need to know:

(from Progression step 1)

- there are different languages in their communities, in Wales and globally

(from Progression step 2)

- that languages and cultures are entwined, they influence each other and promote certain ways of seeing and understanding the world

- more than half the population of the world uses two or more languages in daily life and bilingualism is found across all age groups, all aspects of society and all continents

- languages belong to different language families and therefore have similarities and differences

- how languages are shaped by their own history and how they influence society, starting with Welsh and English and, where applicable, home/community languages

- through learning different languages we acquire linguistic skills that reinforce skills in our first language

- languages are used and adapted dependent on the situation and context

- languages can change over time

(from Progression step 3)

- the economic benefits of languages for individuals and society locally, nationally and globally.

Learners need to be able to:

(from Progression step 1)

- show open attitudes and respect towards languages and cultures, and the differences between them

- appreciate, recognise and understand different accents, dialects and idiolect

(from Progression step 2)

- communicate in a growing range of languages and show awareness of how competence in one language can scaffold learning another language

- use the links between their languages in order to advance their language learning both within and beyond the Languages, Literacy and Communication Area of Learning and Experience

- adapt or change their language according to the social and linguistic situation and recognise how their language can affect others

- notice, compare and contrast the similarities and differences in languages being learned

- reflect on cultural attitudes and consider the benefits that multiple languages can bring to society

- develop translanguaging skills in Welsh and English and, where applicable, home/community languages

(from Progression step 3)

- show plurilingual competence

- develop translanguaging skills in Welsh, English and international languages, and, where applicable, home/community languages

- use translanguaging and basic translation skills, including understanding how to make effective use of translation software while understanding its limitations and the risks of overreliance on it.

WHAT MATTERS IN
LANGUAGES, LITERACY AND COMMUNICATION

Learners who listen and read effectively are prepared to learn throughout their lives.

Languages and literacy are fundamental to human communication. They enable us to make sense of what is heard, read and seen, and thus to develop understanding, empathy and the ability to respond effectively.

The Languages, Literacy and Communication Area of Learning and Experience will provide learners with opportunities to experience spoken and written language as well as images in a range of forms and genres. The rich and varied nature of these experiences will be designed to improve learners' ability to become creative and enterprising in their use of Welsh, English and international languages. They will also help learners to develop the skills to become unbiased and critically aware interpreters of what they hear, see and read in order to interact as capable citizens of Wales and the world.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

Listening and reading

Listening and reading skills developed in one language support their development in another language, no matter which language came first, e.g. developing listening and reading skills in Welsh supports the development of these skills in English and vice versa.

Progression of listening and reading in international languages is shown from Progression step 3, while recognising that it builds on language knowledge and skills learned from Progression step 1.

Listening

When learning listening skills, learners progress from being passive and attentive listeners to active, reflective and empathetic listeners.

In their second and subsequent language(s), learners progress from understanding people speaking slowly and clearly to understanding a variety of speakers with different accents and dialects who may speak more quickly.

Reading

When learning to read, learners progress from developing phonological awareness to developing higher-order reading skills such as inference, deduction and interpretation. As learners' skills develop, they can read more challenging, varied and complex texts.

General

Concepts and ideas will be revisited and addressed in more complex ways as understanding and the ability to reflect becomes more sophisticated.

All learners need to be supported to develop their translanguaging skills.

Welsh/English

Progression step 1

Achievement outcomes

Listening

I can use cues to predict the general meaning in everyday spoken language.

I can recognise and follow information on familiar topics.

I can understand a range of questions and requests for information about everyday subjects or actions.

I can listen to others and attempt to copy their vocabulary, syntax, grammar structures and pronunciation to improve my own communication.

[Welsh-medium statement] I can recognise that some letters mutate at the beginning of words.

Reading

I can use knowledge of rhymes, syllables, letters and sound–symbol relationships to read words and establish meaning.

I can recognise and read high-frequency words.

[Welsh-medium statement] I can recognise that letters mutate at the beginning of words.

I can listen to what is read and respond to what I hear, view or read.

I can ask and answer questions about what I hear, view or read.

Progression step 2

Achievement outcomes

Listening

I can use cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts.

I can understand straightforward information about familiar topics, identifying general messages.

I can understand a range of questions and requests about a variety of familiar and unfamiliar subjects.

I can listen to work out the meaning of new words, idiomatic phrases and sentences and use these in my own communication.

[Welsh-medium statement] I can recognise familiar words which have mutated.

I can use translanguaging skills in Welsh and English and, where applicable, home/community languages.

Reading

I can read words and sentences from different texts using a range of strategies to make meaning.

[Welsh-medium statement] I can recognise familiar words which have mutated.

I can read aloud with expression, paying attention to punctuation.

I can use simple inference and deduction when responding to what I read, asking questions and showing my understanding of content.

I can find, compare and use information from different materials that I read.

I can use translanguaging skills in Welsh and English and, where applicable, home/community languages.

Progression step 3

Achievement outcomes

Listening

I can use cues to predict the general meaning in different contexts across a range of topics.

I can understand straightforward information about familiar topics, identifying both general messages and specific details.

I can understand a range of questions and requests about a variety of familiar and unfamiliar subjects.

I can understand ideas that are only implied and not explicitly signalled.

I can listen to build a bank of words, idiomatic language and sentences and use these in my own communication.

[Welsh-medium statement] I can use my knowledge of common mutation types to work out meaning.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Reading

I can use my knowledge of word roots, word families, syntax and how texts are organised to support my understanding.

I can read aloud with fluency and confidence.

I can engage the listener appropriately, as required.

[Welsh-medium statement] I can use my knowledge of common mutation types to work out meaning.

I can use complex inference and deduction, and ask questions when evaluating the content of what I read.

I can consider the reliability of what I read to help inform my views and ideas.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 4

Achievement outcomes

Listening

I can recognise and predict the general meaning in different contexts across a wide range of complex subjects and contexts.

I can understand extended speech in a variety of dialects and accents.

I can independently identify when ideas are only implied and not explicitly signalled.

I can show my understanding of open questions on a range of subjects by providing the detailed information required in response.

I can listen to build a comprehensive bank of words, idiomatic language and sentences to use in my own communication.

[Welsh-medium statement] I can use my knowledge of all mutation types to work out meaning.

I can use translanguaging skills independently to support my learning and communication, in Welsh, English and an international language, and, where applicable, home/community languages.

Reading

I can use inference and deduction to evaluate critically authorial technique and purpose.

I can compare and contrast themes and issues across a range of materials that I read, identifying facts, evidence and bias.

[Welsh-medium statement] I can use my knowledge of all mutation types to work out meaning.

I can summarise, synthesise and analyse information to gain in-depth understanding.

I can use translanguaging skills independently to support my learning and communication in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 5

Achievement outcomes

Listening

I can recognise and predict the general meaning across a wide range of formal and informal registers, contexts, subjects.

I can identify implied themes or ideas in different contexts.

I can understand detailed or extended questions.

I can listen to ideas and views expressed by others to explore, adapt and critically evaluate my own communication.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

Reading

I can read critically to reach an informed and balanced perspective.

I can offer insightful and/or original interpretations of what I read.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

Welsh in English-medium settings/schools/streams

The following achievement outcomes for Welsh in English-medium settings/schools/streams will be reviewed and expectations increased as the first cohorts learn through Curriculum for Wales 2022.

Progression step 1

Achievement outcomes

Listening

I can use cues to predict, recognise and follow the general meaning in everyday spoken language which is accompanied, where appropriate, by visuals or by physical gestures to support my understanding.

I can respond verbally or non-verbally when listening.

I can understand greetings and simple information, supported by visuals or physical gestures or repeated when necessary.

I can listen to others and attempt to copy sounds and everyday words and phrases to improve my own communication.

Reading

I can recognise and pronounce Welsh letters and simple words.

I can listen and respond to what is read to me.

I can answer questions about things which are read to me.

Progression step 2

Achievement outcomes

Listening

I can use cues to predict and recognise the general meaning in everyday spoken language.

I can recognise language and follow information on familiar topics.

I can understand a range of questions and requests about information relating to familiar subjects or actions.

I can listen to others to copy their language to improve my own pronunciation and language skills and to enhance my own communication.

I can recognise that letters mutate at the beginning of words.

I can use translanguaging skills in Welsh and English and, where applicable, home/community languages.

Reading

I can use knowledge of rhymes, syllables, letters and sound–symbol relationships to read words and establish meaning.

I can recognise and read high-frequency words and learn new vocabulary and idiomatic language.

I can recognise that letters mutate at the beginning of words.

I can respond to what I read.

I can ask and answer questions about what I read.

I can use translanguaging skills in Welsh and English and, where applicable, home/community languages.

Progression step 3

Achievement outcomes

Listening

I can use cues to predict and recognise meaning in different contexts across a range of familiar topics.

I can understand information about familiar topics, identifying general messages and specific details.

I can understand a range of questions and requests about a variety of subjects.

I can use listening opportunities to understand new words, idiomatic language and sentence syntax, and can use these in my own communication.

I can recognise familiar words which have mutated.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Reading

I can use my knowledge of Welsh letter sounds and word roots to decode words.

I can use vocabulary, idiomatic language, phrases, sentences and texts I have read to improve my speaking and writing.

I can read words and sentences from different texts using a range of strategies to make meaning.

I can read aloud to others with expression to convey meaning.

I can recognise familiar words which have mutated.

I can read different text types and understand their meaning and purposes.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 4

Achievement outcomes

Listening

I can recognise and predict the meaning in different contexts across a range of familiar and unfamiliar subjects.

I can understand standard spoken language, on both familiar and unfamiliar topics, in a variety of contexts.

I can understand a range of questions and requests about a variety of familiar and unfamiliar subjects.

I can use listening opportunities to build a bank of words, idiomatic language and sentences to use in my own communication.

I can use my knowledge of common mutation types to work out meaning.

I can use translanguaging skills independently to support my learning and communication, in Welsh, English and an international language, and, where applicable, home/community languages.

Reading

I can use my knowledge of word roots, word families, syntax and how texts are organised to support my understanding.

I can read aloud to others with expression to convey meaning.

I can use my knowledge of common mutation types to work out meaning.

I can use what I have read to engage with the wider world.

I can read a variety of texts which improve my own speaking and writing.

I can use inference and deduction and ask questions when evaluating the content of texts.

I can use translanguaging skills independently to support my learning and communication in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 5

Achievement outcomes

Listening

I can use cues to predict and recognise the meaning in different contexts across a wide range of topics.

I can understand detailed information imparted through extended speech in a variety of dialects and accents.

I can show my understanding of open questions on a range of subjects by providing the detailed information required in response.

I can use listening opportunities to build a comprehensive bank of words, idiomatic language and sentences to use in my own communication.

I can use my knowledge of all mutation types to work out meaning.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

Reading

I can use knowledge of word roots, verbs, syntax and text organisation to support higher-order reading skills.

I can read aloud with good fluency and confidence, and my reading engages the listener.

I can use my knowledge of all mutation types to work out meaning.

I can make informed responses to texts.

I can read critically to reach an informed and balanced perspective.

I have read widely to improve my spoken and written Welsh.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

International languages

Progression step 1

Achievement outcomes

I have developed knowledge and skills in both Welsh and English, and in home and community languages where applicable, and these skills are a foundation for my learning of international language(s).

Progression step 2

Achievement outcomes

I have developed knowledge and skills in both Welsh and English, and in home and community languages where applicable, and these skills are a foundation for my learning of international language(s).

I have heard and seen international languages being used.

Progression step 3

Achievement outcomes

Listening

I can recognise the general meaning in simple sentences.

I can recognise and understand familiar words, cognates and basic phrases, conversations and questions concerning my everyday life and immediate surroundings.

I can use listening opportunities to improve my own pronunciation, intonation and accent to enhance my language skills.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Reading

I can recognise the letters/characters and corresponding sounds when reading.

I can pronounce most words correctly when I read familiar words and phrases aloud.

I can read and recognise familiar vocabulary and sentences within short texts in everyday, taught contexts.

I can use tools, including dictionaries and glossaries, and other strategies in order to understand unfamiliar words.

I can understand simple sentence constructions with some understanding of words, cognates, signs and symbols.

I can read and understand stage-appropriate texts.

I can agree or disagree with basic facts that I read.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 4

Achievement outcomes

Listening

I can use cues to predict the general meaning in everyday conversations.

I can recognise and understand phrases, main points, facts, ideas, opposing opinions, unfamiliar word patterns and questions on familiar topics in different contexts.

I can use listening opportunities in different contexts to evaluate and improve my own knowledge of pronunciation, intonation, accent, structures and vocabulary to enhance my language skills.

I can use translanguaging skills independently to support my learning and communication in Welsh, English and an international language, and, where applicable, home/community languages.

Reading

I can read and recognise familiar vocabulary and sentences within texts in everyday contexts.

I can use a range of literacy strategies to understand, draw conclusions and evaluate texts.

I can use my knowledge of grammar to deconstruct a text in order to work out its meaning.

I can read and understand straightforward factual texts on subjects related to my experience and interests.

I can pronounce most words correctly with an appropriate accent when I read aloud.

I can agree, disagree or express an opinion based on stage-appropriate texts.

I can use translanguaging skills independently to support my learning and communication, in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 5

Achievement outcomes

Listening

I can use cues to predict the meaning in different contexts across a range of topics and registers.

I can understand specific details, relevant information, extended conversations, questions and sentence structures about common, everyday contexts or familiar specialist topics.

I can, as an independent linguist, use listening opportunities in many different contexts to evaluate critically what I hear and to improve my spoken language.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

Reading

I can read and analyse longer texts to locate desired information and gather information from different parts of a text or from different sources to complete a specific task.

I can use a range of strategies to read and understand unfamiliar texts to form conclusions.

I can use my knowledge of other languages to infer, predict and deduce the probable meaning of unknown words in challenging texts.

I can understand extended texts in a range of styles and forms.

I can pronounce words correctly with an appropriate accent when I read aloud.

I can respond to and analyse text, form opinions and draw conclusions, and make connections based on what I read.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

Planning for learning

Links within this area of learning and experience

This section presents where learning can be enriched through drawing links with all what matters statements across the Languages, Literacy and Communication Area of Learning and Experience. Different elements of learning are considered together in order to support more holistic learning.

Learning about identity and culture through languages prepares us to be citizens of Wales and the world.

- Identity and cultures through languages.

Learners who speak and write effectively are prepared to play a full part in life and work.

- Productive skills: speaking and writing.

Literature fires imagination and inspires creativity.

- Literature and creativity.

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Good language, literacy and communication skills are necessary in all areas of learning and experience, for example to:

- find meaning, and understand texts that are read
- discuss what they have read and come to a full understanding of a text
- make use of assessment for learning techniques that require them to evaluate their own and others' work, and make suggestions for improvement.

Expressive Arts

- Visual literature (media and film).
- Expressive Arts terminology and its etymology.
- Drama, performance, singing.

Health and Well-being

- Relationships developed through communication.
- Developing empathy through language/literature.
- Health and Well-being terminology and its etymology.
- Literature/reading/writing linked to well-being.

Humanities

- Humanities terminology and its etymology.
- Cultural empathy and sensitivity.

Mathematics and Numeracy

- Use of songs and rhymes to teach early numeracy.
- Literacy for comprehension.
- Communication skills for collaborative problem-solving.
- Mathematical terminology and its etymology.

Science and Technology

- Science and Technology terminology and its etymology.
- Links between critical thinking/analytical skills.
- Making informed decisions.
- Dealing with and interpreting complex information.
- The role of digital tools in contemporary communication.
- Digital communications.

Experiences, knowledge and skills

Listening

Learners need to experience:

(from Progression step 1)

- rich language environments
- a variety of different types of talk (individual, group, formal and informal) from a variety of sources
- language models from a variety of speakers
- opportunities to engage and interact with a variety of people
- ambitious vocabulary and idiomatic language to enhance language choices
- opportunities to question in order to develop understanding
- exposure to different subject matter in authentic contexts, including through other areas of learning and experience
- talk which challenges them and encourages them to explore areas of interest with increasing complexity
- opportunities to reflect on their own listening to develop skills further
- opportunities to hear stage-appropriate texts in the language(s) they are able to understand, both in and beyond the Languages, Literacy and Communication Area of Learning and Experience

(from Progression step 2)

- language which can be interpreted in different ways
- discussions which may be controversial

(from Progression step 3)

- discussions which allow deduction and focus on inference
- discussions which may be controversial, including online interactions
- multilingual environments.

Learners need to know:

(from Progression step 1)

- how to ask for help when they do not understand

(from Progression step 2)

- the terms associated with speaking (e.g. register, tone, dialect)
- that the way talk is structured, organised and presented affects the listener's understanding of its content
- that what we hear influences our opinions on a conscious and subconscious level

(from Progression step 3)

- that the interpretation of spoken language differs according to the personal and social experiences and cultural background and understanding of the listener
- how to understand word functions to draw meaning from unfamiliar words in unfamiliar situations.

Learners need to be able to:

(from Progression step 1)

- listen for gist, details and questions and decode their meaning

- predict what is going to happen from spoken cues

- interpret facial expressions and non-verbal cues

- use body language to show engagement

- take part in group and social interactions knowing appropriate times to join in

- follow the sound/word patterns in songs and rhymes

- develop language skills through songs and rhymes, and through listening to, retelling and engaging with stories

- listen to the main points in order to recount

- listen in order to formulate and respond to questions

(from Progression step 2)

- listen to the main points in order to summarise

- use a range of listening strategies to infer and deduce meaning

- employ techniques to engage in activities which require extended listening

- take part in debates and discussions building on and responding to the views of others

- identify and reflect critically on the purpose and effect of different types of talk

- use translanguaging skills in Welsh, English and, where applicable, home/community languages

(from Progression step 3)

- use translanguaging skills in Welsh, English and international languages, and, where applicable, home/community languages.

Reading

Learners need to experience:

(from Progression step 1)

- the systematic development of phonological awareness

- a wide range of texts, including multimodal texts, in paper, digital, electronic and live form, which fosters their enjoyment of purposeful reading and viewing, and encourages them to explore books and new technologies

- opportunities to select their own reading materials according to interest or purpose

- opportunities to talk about texts, relating them to their own experiences

- opportunities to read stage-appropriate texts in the language(s) they are able to read, both in and beyond the Languages, Literacy and Communication Area of Learning and Experience

- challenging texts

- opportunities to reflect on their own reading to improve their skills

(from Progression step 2)

• opportunities to talk about texts, relating them to their own experiences, including online collaborative discussion

• texts, including multimodal texts, which encourage them to consider complex themes and contemporary issues, and to discuss and question values presented in those texts

(from Progression step 3)

• opportunities to investigate literal and symbolic meanings.

Learners need to know:

(from Progression step 1)

• how letters map to sounds and that one letter, or letter cluster, can have multiple pronunciations

• that reading serves different purposes

(from Progression step 2)

• that the interpretation of a text can differ according to the personal experiences and the social and cultural background and understanding of the reader

• that some texts can be read on multiple levels and that texts have the power to influence

• the organisational and structural features of different texts including multimodal texts.

Learners need to be able to:

(from Progression step 1)

• use a range of strategies to identify unknown words

• use a range of strategies to understand text(s)

• identify parts of a text that are of particular interest to them

(from Progression step 2)

• locate and retrieve information from appropriate sources and in a range of texts, including multimodal texts

• identify, discuss and compare the purpose of different texts, including multimodal texts

• independently and collaboratively question and respond to texts, orally and in writing, focusing on the meaning of images, sound, print, presentation and movement

• recognise that the text does not always mean what it says

• read with awareness of the author's intention and/or viewpoint

• use translanguaging skills in Welsh, English and, where applicable, home/community languages

(from Progression step 3)

• evaluate texts in terms of quality, effect and reliability

• use translanguaging skills in Welsh, English and international languages, and, where applicable, home/community languages

• use basic translation skills, including understanding how to make effective use of translation software while understanding its limitations and the risks of overreliance on it.

WHAT MATTERS IN
LANGUAGES, LITERACY AND COMMUNICATION

Learners who speak and write effectively are prepared to play a full part in life and work.

Clear and effective communication through spoken and written language is an important life skill. It calls for the ability to use and adapt language in a range of roles, genres, forms, media and styles and in a suitable register. In a bilingual and multilingual context, this also calls for the ability to choose an appropriate language.

In the Languages, Literacy and Communication Area of Learning and Experience, learners will be given opportunities to speak and write in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding and build relationships. They will be enabled to develop an awareness of how they use language(s) as they experience opportunities to express themselves for different purposes and audiences in both Welsh and English as well as international languages.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

Speaking and writing

Speaking and writing skills developed in one language support their development in another language, no matter which language came first, e.g. developing speaking and writing skills in Welsh supports the development of these skills in English and vice versa.

Learners reflect on their speaking and writing to develop their skills further.

Progression of speaking and writing international languages is shown from Progression step 3, while recognising that it builds on language knowledge and skills learned from Progression step 1.

Speaking

Learners become increasingly articulate, able to express more complex ideas and opinions in an increasing range of contexts.

Writing

In writing, learners progress from drawing pictures and forming letters to expressing themselves and drafting and refining their writing.

General

Concepts and ideas will be revisited and addressed in more complex ways as understanding and ability becomes more sophisticated.

All learners need to be supported to develop their translanguaging skills.

Welsh/English

Progression step 1

Achievement outcomes

Speaking

I can pronounce sounds, words and phrases, copying accurate pronunciation.

I can speak clearly, conveying meaning to others using appropriate gestures.

I can organise, select and use simple language forms and structures.

I can change the way I talk depending on my audience.

I can use familiar words and phrases and experiment with new words and syntax.

I can explain information and share ideas and feelings.

I can ask and answer simple questions, and can initiate and respond to simple statements on familiar topics.

I can express what I like and dislike and can express an opinion on familiar subjects.

I can take part in group discussions, taking turns and showing understanding of conversational etiquette.

I can adopt a role using appropriate language.

Writing

I can understand that writing can be for different purposes and audiences.

I can contribute to shared writing for different audiences and purposes.

I can write independently in a familiar form using familiar words and phrases appropriately.

[Welsh-medium statement] I can show awareness of mutations.

I can write simple words and phrases by using knowledge of letters and the sounds they represent.

I can use capital letters and full stops.

I can look over my work to improve my writing.

I can form upper-case and lower-case letters.

I can use appropriate software to create multimedia components.

I can create and explore the use of text, image, sound, animation and video.

Progression step 2

Achievement outcomes

Speaking

I can speak clearly, varying expression and gestures to communicate my ideas.

[Welsh-medium statement] I can use the most common mutations when speaking.

I can pronounce familiar words and phrases with clarity.

I can organise, select and use appropriate language forms and structures.

I can change how I communicate, depending on where I am and with whom.

I can use appropriate vocabulary and syntax, including subject-specific and context-specific vocabulary.

I can explain information and share ideas, simple opinions and feelings using relevant vocabulary.

I can ask and answer questions and exchange ideas and information on familiar topics in everyday situations.

I can adopt a range of given roles in group discussion and manage my contributions appropriately.

I can keep in role and support others in role play.

I can use translanguaging skills in Welsh and English and, where applicable, home/community languages.

Writing

I can plan and write for different purposes and audiences.

I can organise my writing into a logical sequence or structure in a paragraph.

I can use a range of words, phrases and idiomatic language for effect, in simple and compound sentences.

I can use sight vocabulary and my knowledge of sounds and letter patterns to spell most familiar words correctly.

[Welsh-medium statement] I can use the most common mutations where appropriate.

I can use familiar punctuation correctly.

I can read over my work and use a range of familiar strategies and tools to improve my writing.

I can explain simply where and why I have made any changes or corrections.

I can create and edit multimedia components.

I can organise a range of text, image, sound, animation and video for selected purposes.

I can use translanguaging skills in Welsh and English and, where applicable, home/community languages.

Progression step 3

Achievement outcomes

Speaking

I can speak fluently, using appropriate language.

[Welsh-medium statement] I can use an increasing range of mutations.

I can vary expression, tone and volume to keep listeners interested.

I can organise, select and use varied and appropriate language forms and structures.

I can speak effectively in a variety of situations and with different audiences for different purposes and contexts.

I can make ambitious vocabulary and syntax choices, including subject-specific and context-specific vocabulary.

I can talk about issues and express ideas clearly, reasoning and giving examples and using subject-specific and context-specific vocabulary.

I can ask questions to confirm and check information.

I can identify main points by summarising what I have heard.

I can understand implicit meaning including sarcasm, idiomatic language and figures of speech.

I can explain information, ideas, my own and others' points of view.

I can adopt a range of roles in group discussion with greater autonomy, including in more formal situations.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Writing

I can use a range of strategies to plan my writing in a range of forms and genres.

I can adapt my writing style to suit purpose and audience.

I can develop my ideas and organise my writing.

I can use a wide range of suitable vocabulary, including idiomatic language, subject-specific and context-specific words.

I can use various strategies to spell an increasing range of familiar, unfamiliar, subject-specific and context-specific words correctly.

[Welsh-medium statement] I can use an increasing range of mutations.

I can use a range of sentence structures, including complex sentences.

I can use a range of punctuation accurately.

I can use a range of strategies and tools to proofread, draft and edit my writing.

I can explain where and why I made any changes or corrections.

I can use a range of software to produce and refine multimedia components.

I can select and combine a range of text, image, sound, animation and video to produce an outcome for a selected purpose.

I can use software tools to enhance the outcomes for specific audiences.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 4

Achievement outcomes

Speaking

I can speak fluently, using a range of techniques, expressions and gestures.

[Welsh-medium statement] I can use a range of mutations.

I can use tone, intonation and body language to enhance my communication.

I can organise, select and use varied and appropriate language forms and structures to create effects.

I can adapt my speaking effectively depending on purpose, audience and context.

I can use varied and ambitious vocabulary and syntax, including subject-specific terminology and context-specific vocabulary.

I can understand meaning can change depending on how things are said.

I can present ideas and issues convincingly using a range of techniques for impact.

I can respond in group discussions to the ideas of others in thoughtful and considerate ways, including seeking clarification through appropriate questioning.

I can infer meaning and identify implied themes and ideas.

I can respond critically and/or creatively, justifying my views.

I can use translanguaging skills independently to support my learning and communication in Welsh, English and an international language, and, where applicable, home/community languages.

Writing

I can produce writing, including extended pieces, which uses appropriate tone and style for specific purposes and audiences.

I can structure my writing in different forms to engage the reader's interest and sustain my ideas coherently.

I can use wide-ranging vocabulary and idiomatic language effectively to convey meaning and to engage the audience.

I can use various strategies to spell correctly an increasing range of complex words, including subject-specific and context-specific words.

[Welsh-medium statement] I can use a range of mutations.

I can use a wide range of sentence structures in my writing.

I can use a wide range of punctuation consistently and accurately.

I can make carefully considered improvements to my writing by proofreading, drafting and editing.

I can explain in detail where and why I made any changes or corrections.

I can select and use a variety of appropriate software, tools and techniques to create, modify and combine multimedia components.

I can use software tools to create, enhance and combine text, images, sound, video and animation for a range of audiences and purposes.

I can develop a range of formal text document structures for different audiences and purposes.

I can use translanguaging skills independently to support my learning and communication in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 5

Achievement outcomes

Speaking

I can present ideas and issues fluently and confidently in a wide range of contexts.

[Welsh-medium statement] I can use a range of mutations correctly in context.

I can use tone, intonation and body language to enhance communication in increasingly challenging contexts.

I can organise, select and use a variety of effective methods of communication with a high level of precision.

I can fulfill independently the demands of a range of roles as required by audience and purpose.

I can use rich and ambitious vocabulary, and I can use syntax to create effect or convey precise meaning, relevant to contexts.

I can present ideas and issues persuasively using a range of techniques for impact.

I can follow and deconstruct arguments to pose questions and challenges.

I can draw meanings and conclusions by using inference.

I can reflect critically on my language use and speak convincingly from a range of perspectives.

I can respond with confidence and sensitivity to others' ideas in a variety of situations.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

Writing

I can write in an assured manner to produce text that is well structured and is effectively adapted for the purpose and audience.

I can engage and sustain the reader's interest.

I can use sophisticated vocabulary to write in a range of styles and forms to convey meaning convincingly.

[Welsh-medium statement] I can use a full range of mutations correctly in context.

I can spell a range of complex and sophisticated words accurately.

I can use a full range of punctuation accurately to clarify meaning, vary pace and create deliberate effects.

I can use a variety of strategies to improve the content and structure of my work and the accuracy of my writing.

I can consider the effects of my writing objectively.

I can use a variety of software, tools and techniques to create a professional individual or collaborative project outcome incorporating a range of multimedia components.

I can create formal text documents for a professional audience, incorporating the use of collaborative review tools into activities.

I can use appropriate indexing and referencing tools to enhance documents.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

Welsh in English-medium settings/schools/streams

The following achievement outcomes for Welsh in English-medium settings/schools/streams will be reviewed and expectations increased as the first cohorts learn through Curriculum for Wales 2022.

Progression step 1

Achievement outcomes

Speaking

I can repeat sounds, words and phrases, copying pronunciation.

I can pronounce Welsh letter sounds and simple everyday words and phrases.

I can select and use familiar language to convey meaning to others.

I can answer simple questions and express basic feelings and opinions.

I can adopt a role, repeating familiar language.

Writing

I can express familiar Welsh sounds, words and phrases in writing.

Progression step 2

Achievement outcomes

Speaking

I can speak clearly, conveying meaning to others using appropriate gestures.

I can pronounce familiar words and phrases clearly.

I can select, organise and use a range of familiar language forms and structures.

I can understand that there are different ways of talking to different people, e.g. chi/ti.

I can use familiar words, phrases, idiomatic language and sentences, including subject-specific and context-specific vocabulary.

I can convey information and share ideas and feelings about familiar topics.

I can ask and answer simple questions, initiate and respond to simple statements on familiar topics.

I can express opinions on familiar subjects.

I can contribute in group discussion, taking turns appropriately.

I can adopt a role, using familiar language.

I can use translanguaging skills in Welsh and English and, where applicable, home/community languages.

Writing

I can organise my words into a logical structure or sequence.

I can write an increasing range of familiar words and phrases in simple sentences.

I can use my phonic knowledge to spell words.

I can use familiar punctuation correctly.

I can use familiar strategies to help me read through my writing and to check for mistakes.

I can use translanguaging skills in Welsh and English and, where applicable, home/community languages.

Progression step 3

Achievement outcomes

Speaking

I can speak clearly, beginning to vary expression and gestures to communicate my ideas.

I can vary tone and volume to attract listeners' attention.

I can select, organise and use a range of appropriate language forms and structures.

I can change how I communicate, depending on where I am and with whom.

I can use appropriate vocabulary, idiomatic language and syntax, including subject-specific and context-specific vocabulary.

I can explain information and share ideas, giving simple reasons for opinions and feelings.

I can ask and answer questions and exchange ideas and information on familiar topics in everyday situations.

I can explain information and ideas using relevant vocabulary.

I can take a range of given roles in group discussion and manage my contributions appropriately.

I can keep in role and support others in role play.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Writing

I can use different strategies to plan my writing in a range of forms and genres.

I can organise my writing into paragraphs.

I can adapt my writing style to suit the purpose and audience.

I can write using a range of appropriate vocabulary, including correct syntax and subject-specific and context-specific words.

I can use compound sentences.

I can use various strategies to spell most familiar words correctly and use the most common mutations.

I can use a range of punctuation accurately.

I can use a range of strategies and knowledge of phonetic structure to review and improve my work.

I can use a range of strategies and tools to proofread, redraft and edit my writing.

I can explain where and why I made any changes or corrections.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 4

Achievement outcomes

Speaking

I can speak clearly, varying my expression and gestures to communicate my ideas.

I can vary tone and volume to keep listeners interested.

I can select, organise and use varied and suitable language forms and structures.

I can speak effectively in different situations and with different audiences for different purposes and contexts.

I can use a wide range of vocabulary and syntax choices, including subject-specific and context-specific vocabulary.

I can express issues and ideas clearly, reasoning and giving examples.

I can ask questions to confirm and check information.

I can show I understand the main points by summarising what I have heard.

I can use idiomatic language and figures of speech to make me speak more eloquently.

I can explain information, ideas and my own and others' points of view.

I can adopt a range of roles in group discussion independently, including in more formal situations.

I can use translanguaging skills independently to support my learning and communication in Welsh, English and an international language, and, where applicable, home/community languages.

Writing

I can produce coherent writing, including extended pieces that are structured suitably in a range of forms, using an appropriate tone for a specific audience and purpose.

I can use a wide range of vocabulary and correct syntax to convey meaning and to engage the audience.

I can use a range of sentence structures including some complex sentences.

I can use various strategies to spell familiar words and an increasing number of unfamiliar and subject-specific and context-specific words correctly.

I can use an increasing range of mutations.

I can use a wide range of punctuation consistently and accurately.

I can use a variety of strategies to review my writing and make carefully considered improvements to my work.

I can explain where and why I made changes or corrections.

I can use translanguaging skills independently to support my learning and communication in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 5

Achievement outcomes

Speaking

I can speak with proficiency, using a range of techniques, expressions and gestures.

I can use tone, intonation and body language to show meaning and enhance my communication.

I can select, plan and organise what I say using varied and appropriate language forms and structures to create effects.

I can communicate effectively for different purposes, audiences and contexts.

I can use varied vocabulary, idioms and syntax, including subject-specific terminology and context-specific vocabulary, and understand that there may be different ways of saying the same thing.

I can present ideas and issues convincingly using a range of techniques for impact.

I can respond to the ideas of others appropriately and can ask appropriate questions.

I can respond critically and/or creatively, justifying my views.

I can respond to others' opinions independently during group discussions, showing respect and empathy.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

Writing

I can produce writing that is well structured, is effectively adapted for the audience and purpose, and engages the reader's interest.

I can write using a wide range of vocabulary effectively in a range of styles and forms to convey meaning convincingly.

I can vary sentence structures when writing to create specific effects.

I can spell an increasing range of complex words, including subject-specific and context-specific words, correctly.

I can use a full range of mutations with increasing accuracy.

I can use a full range of punctuation to clarify meaning, vary pace and create deliberate effects.

I can use a variety of strategies to improve the content, structure and accuracy of my writing.

I can consider objectively the effects of my writing.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

International languages

Progression step 1

Achievement outcomes

I have developed knowledge and skills in both Welsh and English, and home and community languages where applicable, and these skills are a foundation for my international language(s).

Progression step 2

Achievement outcomes

I have developed knowledge and skills in both Welsh and English, and home and community languages where applicable, and these skills are a foundation for my international language(s).

I have had the opportunity to use international languages.

Progression step 3

Achievement outcomes

Speaking

I can use a range of simple vocabulary.

I can use simple patterns in common tenses to speak about familiar matters.

I can use basic phrases to talk about likes and dislikes.

I can demonstrate a good level of accuracy in learned patterns of language.

I have developed an awareness of good pronunciation and intonation and copy this when I speak.

I can repeat words and phrases, copying accurate accent and pronunciation.

I can speak in short sentences, pausing to think and self-correct.

I can use expressions and sentences to give information.

I can ask basic questions to gather simple information from others and I can respond to these questions when asked.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Writing

I can copy words and phrases accurately and legibly.

I can learn, memorise and use familiar spelling.

I can write simple phrases and more complex sentences using familiar vocabulary.

I can reflect upon the quality of my work in order to improve it.

I can use my glossary or dictionary when checking spelling.

I can use translanguaging skills in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 4

Achievement outcomes

Speaking

I can use a range of relevant, simple vocabulary, including varied grammatical structures and connectives.

I can connect phrases in order to describe experiences and events in a range of tenses where appropriate.

I can give some detailed reasons and explanations to justify opinions, agreeing or disagreeing with others.

I can demonstrate a good level of accuracy in familiar structures.

I can speak with clear pronunciation, aware of the purpose of stress and intonation.

I can initiate and lead basic conversations and discussions with some detailed and relevant information with a sympathetic listener.

I can speak continuously in short utterances, pausing to think and possibly needing to restart and self-correct.

I can ask questions and I respond to basic follow-up questions when asked clearly on familiar topics.

I can use some language spontaneously.

I can use translanguaging skills independently to support my learning and communication in Welsh, English and an international language, and, where applicable, home/community languages.

Writing

I can plan texts with some detailed and relevant information and can structure text in paragraphs.

I can use connectives to structure the text and show an awareness of style and register.

I can use familiar resources when planning my work, to help me communicate my points.

I can spell familiar words and phrases accurately and legibly.

I can write coherently with increasing precision, including spelling and punctuation.

I can learn, memorise and review familiar spellings and vocabulary.

I can use a range of vocabulary and grammatical structures, including some complex sentences.

I can refer to events in a range of tenses where appropriate.

I can use various strategies to reflect upon the quality of my work in order to improve it.

I can select appropriate reference materials when checking work.

I can use translanguaging skills independently to support my learning and communication in Welsh, English and an international language, and, where applicable, home/community languages.

Progression step 5

Achievement outcomes

Speaking

I can use a wide range of vocabulary, structures and grammatical patterns, including complex structures, to convey meaning clearly.

I can present sequences of events, describing my reactions to them and moving between a range of tenses.

I can give extended and detailed reasons and explanations to justify thoughts and points of view, agreeing or disagreeing with others.

I can correct myself to improve my level of accuracy.

I have developed good pronunciation and intonation, and speak with an authentic accent.

I can speak intelligibly with reasonable precision, stress and intonation.

I can speak at length continuously, at times pausing to think and self-correct.

I can initiate and lead conversations and discussions with confidence using detailed and relevant information.

I can ask a range of questions on a variety of more challenging topics and respond spontaneously to follow-up questions, asking for repetition when necessary.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

Writing

I can plan and refine the content of texts to include relevant and detailed information, in an appropriate style and register.

I can use a variety of resources independently to help me communicate my points.

I can write intelligibly and legibly, with reasonable precision, spelling and punctuation.

I can write accurately at length in familiar contexts without reference material.

I can produce coherent writing using a wide variety of vocabulary and grammatical constructions, including complex structures.

I can refer to events, moving between a range of tenses with increasing sophistication.

I can use suitable style and register.

I can use various strategies to reflect upon the quality and precision of my work in order to improve it.

I can select appropriate reference materials when checking work.

I can independently identify opportunities to apply my translanguaging skills to enhance my learning and communication.

Planning for learning

Links within this area of learning and experience

This section presents where learning can be enriched through drawing links with all what matters statements across the Languages, Literacy and Communication Area of Learning and Experience. Different elements of learning are considered together in order to support more holistic learning.

Learning about identity and culture through languages prepares us to be citizens of Wales and the world.

- Identity and cultures through languages.

Learners who listen and read effectively are prepared to learn throughout their lives.

- Receptive skills: listening/viewing and reading.

Literature fires imagination and inspires creativity.

- Literature and creativity.

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Good language, literacy and communication skills are necessary in all areas of learning and experience, for example to:

- write to convey clear and accurate expression of meaning
- discuss what they have read and come to a full understanding of a text
- rehearse and refine ideas before they write
- make use of assessment for learning techniques that require them to evaluate their own and others' work, and make suggestions for improvement.

Expressive Arts

- Visual literature (media and film).
- Expressive Arts terminology and its etymology.
- Creative writing and script writing.
- Drama, performance, singing.
- Creative thinking.

Health and Well-being

- Relationships developed through communication.
- Developing empathy through language/literature.
- Health and Well-being terminology and its etymology.
- Literature/reading/writing linked to well-being.

Humanities

- Humanities terminology and its etymology.

Mathematics and Numeracy

- Use of songs and rhymes to teach early numeracy.
- Literacy for comprehension.
- Communication skills for collaborative problem-solving.
- Mathematical terminology and its etymology.

Science and Technology

- Science and Technology terminology and its etymology.
- Making informed decisions.
- Ability to explain ideas/process clearly.
- Digital communications.

Experiences, knowledge and skills

Speaking

Learners need to experience:

(from Progression step 1)

- rich language environments, and language(s) in a variety of first-hand, real-life situations
- planned and unplanned spontaneous speaking and listening with a range of peers and adults
- viewing, accessing and engaging in a wide range of conversations and discussions
- taking part in role play
- language models in a range of contexts and situations
- a range of media sources with different purposes
- opportunities to reflect on their own speaking to improve their skills

(from Progression step 2)

- opportunities to speak for a range of purposes, e.g. persuade, question, entertain, inform
- speaking in a range of informal and formal situations, including work-related situations
- viewing, accessing and engaging in a wide range of performances, presentations, speeches and debates
- taking part in discussions around contemporary and contentious issues
- situations that challenge their own opinions and values
- opportunities to use the language(s) they are learning both in and beyond the Languages, Literacy and Communication Area of Learning and Experience

(from Progression step 3)

- multilingual environments.

Learners need to know:

(from Progression step 1)

- to ask questions to clarify meaning when they don't understand

(from Progression step 2)

- that the features, structure, organisation and presentation of talk change depending on purpose and audience
- that language forms draw on different established conventions and register
- subject-specific and context-specific vocabulary
- how to talk about more challenging, stage-appropriate topics (including talking about language itself), using appropriate language
- that different speakers can have different roles in a group
- that the organisation of language can change meaning and impact
- that sometimes people may draw meaning that speakers have not intended
- that words have impact and can affect listeners in different ways depending on their own views

- how to respond to other people's views which may be very different to their own

(from Progression step 3)

- how to use rhetorical and persuasive techniques to achieve desired impact.

Learners need to be able to:

(from Progression step 1)

- form sounds specific to their language(s)
- take turns in conversations
- recognise feelings and emotions and articulate how they feel
- form and express opinions
- ask questions which clarify understanding
- recount information

(from Progression step 2)

- reflect on language use and evaluate impact
- use social conventions of conversation and formality, e.g. responding and behaving appropriately in group conversation and allowing the conversation to develop cooperatively
- use specific vocabulary and structures depending on the purpose and audience
- support opinions
- share their views with different audiences
- draw on personal and learned experiences to inform and support opinions
- appreciate that speech should be used or organised in different ways depending on the audience
- recount and summarise information
- ask questions which enhance understanding
- ask questions which test the parameters of an idea
- reframe arguments to test that they make sense
- use new and interesting ideas to reflect on why they hold certain opinions
- use translanguaging skills

(from Progression step 3)

- understand that features such as rhetoric and persuasion depend on the context in which they are used and don't necessarily create an effect on their own
- evaluate critically the arguments of others
- manipulate arguments in debate/discussion
- use language with versatility to respond to challenge.

Writing

Learners need to experience:

(from Progression step 1)

- opportunities to explore and experiment with their writing

- relevant, engaging and challenging stimuli to inspire and aid preparation for purposeful writing

- an increasing variety of context-specific and subject-specific vocabulary

- opportunities to explore and use a variety of ambitious and appropriate vocabulary

- freedom to take risks and explore creativity

- spelling conventions and strategies involving a combination of methods

(from Progression step 2)

- opportunities to review, revise, edit and proofread their writing

- opportunities to present writing in different forms and styles, including digitally and online, for a range of purposes and audiences

- a wide variety of well-modelled styles, genres and forms of writing in all types of media, including digital technologies

- opportunities to use the language(s) they are learning both in and beyond the Languages, Literacy and Communication Area of Learning and Experience.

Learners need to know:

(from Progression step 2)

- strategies and structures to prepare for writing

- that using an increasing range of relevant and ambitious vocabulary and idiomatic language can enhance their writing

- a range of spelling conventions, patterns and strategies

- that there are conventions of grammar and punctuation that help us write with clarity and meaning

- the characteristics of specific forms, genres and styles

- that particular vocabulary is used in particular situations

- that the organisation of a text depends on the audience and purpose for which it is created

- the purpose of a text will define the language features used

- manipulation of sentence lengths and styles can change the pace and impact of what is being communicated

- words carry different levels of meaning (emotional/social/etc.)

- the organisation of words and punctuation within a sentence can change the impact/meaning of a sentence.

Learners need to be able to:

(from Progression step 2)

- plan their use of strategies and use an increasing range of structures

- write with confidence and purpose for a range of audiences

- apply the features of an increasing range of genres in different forms to craft their writing

- apply their knowledge of grapheme–phoneme correspondence and morphology to spell words accurately

- use strategies for learning, storing, recalling and checking the spelling of words they use

- write with clarity and meaning, applying appropriate conventions of grammar and punctuation

- use independent and collaborative strategies that will help them to review and improve their writing

- reflect critically on their language, form and structure as a means of drafting, adapting and editing their writing

- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others

- use stage-appropriate, ambitious vocabulary and idiomatic language for a range of audiences and purposes

- produce a legible and personal style of handwriting

- use digital technology to produce and present independently and collaboratively

- use translanguaging skills.

WHAT MATTERS IN
LANGUAGES, LITERACY AND COMMUNICATION

Literature fires imagination and inspires creativity.

Literature expands horizons. It inspires and motivates us while also helping us to learn more about language.

The Languages, Literacy and Communication Area of Learning and Experience will provide learners with literary experiences that will engage their interest and imagination as readers, listeners, viewers, writers and creators. They will not only be enabled to appreciate a creator's craft but also to develop their own creative skills. They will experience and respond to a variety of literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners will be helped to develop their ability to demonstrate empathy. This in turn will contribute to their emotional and mental well-being. In all, the experiences offered in this area of learning and experience will spark learners' imagination and creativity and help to build a lifelong love of literature.

Learning

Principles of progression

Principles of progression are the basis on which the achievement outcomes have been developed and should guide the progression of learning within the area of learning and experience.

Learners will engage with stage-appropriate, challenging literary media in Welsh, English and international languages.

Learners progress from subjective to objective appreciation.

Literature is a stimulus for creativity. Learners will imitate and emulate literature that they have read/seen as well as creating their own original work in Welsh, English and in international languages.

Concepts and ideas will be revisited and addressed in more complex ways as understanding and ability become more sophisticated.

Learners will reflect on their work to improve their skills.

All learners need to be supported to develop their translanguaging skills.

Welsh/English

Progression step 1

Achievement outcomes

I can understand that there are different types of literature.

I can recognise that there are similarities between what I hear, view and read.

I can talk about the literature I hear, view or read and express simple opinions.

I can retell stories.

I can listen to and join in with songs, rhymes, stories and poems.

I can adopt a role and perform creatively based on my experience of literature.

I can use my imagination to respond creatively to the literature I hear, view or read.

Progression step 2

Achievement outcomes

I can recognise the features of different literature and use appropriate language to talk about them.

I can talk about plot, character and main themes of the literature I hear, view or read, expressing my opinions.

I can retell stories creatively.

I can listen to and remember poetry, drama and prose and can adapt them creatively.

I can show an understanding of emotions experienced by myself and by others.

I can make connections between poetry, drama and prose that I hear, view or read.

I can draw on my knowledge of different characters within literature to adopt and perform a role.

I can use my imagination to respond to literature and create my own.

Progression step 3

Achievement outcomes

I can recognise and comment on the features of different genres in literature using appropriate language.

I can discuss the plot, character, theme and context of the literature I hear, view or read, expressing my ideas and opinions.

I can retell and adapt a story creatively, expressing it from a new viewpoint and using familiar strategies to move between storytelling and writing.

I can support my views with examples.

I can show empathy and recognise that others may have different views from mine.

I can make connections across a range of literature, including from different languages.

I can adopt, create and perform roles based on my knowledge of characters and experiences of literature.

I can create literature using my imagination and knowledge of writing styles and the features of different genres.

Progression step 4

Achievement outcomes

I can engage with a wide range of genres, analysing language choices and techniques used by authors.

I can describe the impact on the reader using relevant terminology and examples.

I can explore and analyse issues through the plot, character, theme, identity and context of the literature I hear, view or read.

I can support my views with evidence.

I can show tolerance and empathy in my responses and appreciate that texts can be interpreted differently.

I can analyse and compare ideas within and across a range of literature, including across different languages.

I can use my knowledge and understanding of different characters and experiences of literature to adapt and perform roles, expressing myself creatively.

I can develop my own writing craft and creativity, experimenting with language features used by a range of authors and genres.

Progression step 5

Achievement outcomes

I can engage in depth with a range of genres.

I can analyse and evaluate the impact of language choices and techniques on the reader using relevant terminology and examples.

I can explore, analyse and evaluate issues through the plot, character, theme, identity and context of a range of relevant and challenging literature.

I can support my views with relevant evidence.

I can show tolerance and empathy, evaluating different interpretations of texts, including my own.

I can analyse, compare and evaluate ideas from a range of complex literary texts, including across different languages.

I can use my knowledge and understanding of different characters and experiences to adapt and perform roles, expressing my own and others' viewpoints creatively.

I can craft my own writing for creative purposes, engaging with a wide range of literature in order to explore and develop my own writing.

Welsh in English-medium settings/schools/streams

The following achievement outcomes for Welsh in English-medium settings/schools/streams will be reviewed and expectations increased as the first cohorts learn through Curriculum for Wales 2022.

Progression step 1

Achievement outcomes

I can listen to and join in with Welsh songs and rhymes.

I can use my imagination to respond creatively to the literature I hear, view or read.

Progression step 2

Achievement outcomes

I can recognise different types of literature in Welsh.

I can make a basic response to and express simple opinions in Welsh on the Welsh literature I hear, view and read.

I can listen to and perform Welsh poems, songs and stories.

I can work collaboratively to create literature, e.g. by adapting simple structures from familiar Welsh texts.

Progression step 3

Achievement outcomes

I can identify basic features, including similarities and differences of different genres in Welsh literature.

I can talk about plot and characters in Welsh literature I hear, view or read, expressing my opinions in Welsh using familiar language.

I can give stage-appropriate reasons in Welsh for my views.

I can listen to and perform poems, sketches, songs and stories in the Welsh language with expression which shows my understanding.

I can listen to and remember poetry, drama and prose, and retell and adapt them creatively in Welsh.

I can create my own stage-appropriate stories, sketches and poems.

Progression step 4

Achievement outcomes

I can recognise features and use the Welsh terms for different genres in Welsh literature.

I can discuss plot, characters and main themes of Welsh literature I hear, view and read, expressing my ideas and opinions in Welsh using varied language patterns.

I can give extended reasons for my views.

I can interpret and perform a range of literature in the Welsh language with accuracy, expression and understanding.

I can make connections across a range of literature.

I can retell and adapt a story creatively from a new viewpoint.

I can use my imagination to create my own literature using varied language.

Progression step 5

Achievement outcomes

I can identify similarities and differences between types of texts in Welsh by commenting on the main features of genres, using relevant terminology.

I can respond in Welsh to the wide range of Welsh literature I hear, view and read with empathy, and am ambitious in my use of language, discussing aspects such as plot, characters and themes.

I can justify my opinions and use evidence to support my views.

I can interpret and perform a wide range of literature in the Welsh language with accuracy, expression and understanding.

I can analyse and compare ideas within and across a range of literature.

I can experiment with language features in order to explore and develop my own creativity, using language adventurously to create my own original literature.

International languages

Progression step 1

Achievement outcomes

I have developed stage-appropriate knowledge and skills in Welsh and English, and home and community languages where applicable, which are a foundation for international language(s).

Progression step 2

Achievement outcomes

I have developed stage-appropriate knowledge and skills in Welsh and English and home and community languages where applicable, which are a foundation for international language(s).

I have experienced literature from other cultures and literature written in different languages.

Progression step 3

Achievement outcomes

I can talk in my language of choice about what I have heard, read or seen in the international language and express my opinions, supporting my views with examples.

I can retell excerpts of what I have heard, read or seen adapting simple structures in my own creative work using the international language.

Progression step 4

Achievement outcomes

I can respond in my language of choice to what I have heard, read or seen in the international language, describing key themes, characters and plot, and relating these to my own culture and experiences.

I can express my opinions in my language of choice on what I have heard, read or seen in the international language, showing empathy and explaining why something interests me.

I can use my imagination and respond creatively to what I have heard, read or seen by retelling and adapting excerpts in the international language.

Progression step 5

Achievement outcomes

I can respond creatively and critically, in my language of choice, to the main features of what I have heard, read or seen in the international language.

I can compare, evaluate and analyse what I have heard, read or seen in the international language, with my own culture and experiences.

I can explain in detail why something interests me, showing empathy, expressing opinions and justifying them in my language of choice.

I can use my imagination and respond creatively in the international language to what I have heard, read or seen by adapting excerpts and being adventurous in using a range of language.

Planning for learning

Links within this area of learning and experience

This section presents where learning can be enriched through drawing links with all what matters statements across the Languages, Literacy and Communication Area of Learning and Experience. Different elements of learning are considered together in order to support more holistic learning.

Learning about identity and culture through languages prepares us to be citizens of Wales and the world.

- Identity and cultures through languages.

Learners who listen and read effectively are prepared to learn throughout their lives.

- Receptive skills: listening/viewing and reading.

Learners who speak and write effectively are prepared to play a full part in life and work.

- Productive skills: speaking and writing.

Links with other areas of learning and experience

This section suggests where learning can be enriched through drawing links between other what matters statements across all the areas of learning and experience. It also suggests where different elements of learning could be considered together in order to support more holistic learning.

Good language, literacy and communication skills are necessary in all areas of learning and experience, for example to:

- find meaning in, and understand texts that are read
- write to convey clear and accurate expression of meaning
- discuss what they have read and come to a full understanding of a text
- rehearse and refine ideas before they write
- make use of assessment for learning techniques that require them to evaluate their own and others' work, and make suggestions for improvement.

Expressive Arts

- Visual literature (media and film).
- Expressive Arts terminology and its etymology.
- Creative writing and script writing.
- Drama, performance, singing.
- Creative thinking.
- Developing cultural empathy and sensitivity.

Health and Well-being

- Developing empathy through language/literature.
- Literature/reading/writing linked to well-being.

Humanities

- Use of literature as a source for Humanities.
- Events and people in literature who have influenced society and identity in Wales.
- Cultural empathy and sensitivity.

Mathematics and Numeracy

- Use of songs and rhymes to teach early numeracy.

Science and Technology

- Using literature to further develop understanding of scientific breakthrough.

Experiences, knowledge and skills

Learners need to experience:

(from Progression step 1)

- a positive reading culture, with opportunities to select and appreciate a range of literature based on their personal preferences and informed choice in Welsh, English (including authors and poets from Wales writing in English) and international literature, including literature in international languages and works in translation

- environments where they enjoy listening to and reading an increasing range of stories, poems and plays in their stage-appropriate language(s)

- opportunities to listen to literature that they might not choose themselves or wouldn't be able to read independently, performed or read by positive role models

- opportunities to revisit familiar and favourite literature

- opportunities to take risks and challenge thinking within the context of real and imagined experiences

- contexts where they are encouraged to collaborate, perform, express and develop creativity using a range of media

- literature in a variety of media, formats and genres, including all forms of digital and printed media

- inspiration beyond the classroom for creating their own literature

(from Progression step 2)

- a stage-appropriate, challenging and broad range of oral, written and visual literature with a wide range of genres, themes and different contexts

- literature which allows them to explore and reflect on contemporary issues.

Learners need to know:

(from Progression step 2)

- that there is a range of literature from different cultures from the past and present in Welsh, English (including authors and poets from Wales who write in English) and international languages, and works in translation

- what makes literature effective.

Learners need to be able to:

(from Progression step 1)

- retell, predict, adapt, interpret and perform in an imaginative, collaborative and creative way, taking on different roles

(from Progression step 2)

- show an understanding of themselves, others and different cultures when responding to literature

- consider how literature affects them by expressing their personal views and showing appreciation of, and respect for, different viewpoints

- read stage-appropriate challenging literature

- read literature which develops their awareness of contemporary issues, tolerance, open-mindedness and sense of self

- make links and comparisons between different authors and genres, including across different languages

(from Progression step 3)

- evaluate and argue points effectively, expressing their views, identifying bias and showing empathy.

GLOSSARY

Word/phrase	Definition
Authentic contexts	Contexts that are meaningful for learners and reflect their lives and real-world experiences.
Cognates	Cognate words have the same origin, or are related and in some way similar, e.g. the Italian word *mangiare* (= to eat) is cognate with the French *manger*; and *composite, composition* and *compost* are cognates in the English language, derived from the same root in Latin *componere* (= to put together).
Community language	A language, other than Welsh and English, used by a minority group or community within a majority setting.
English as an additional language (EAL)	Refers to learning/teaching English when neither Welsh nor English is the learner's first language.
Etymology	The origin and history of a word or words.
Grapheme phoneme correspondence	The links between letters, or combinations of letters (graphemes), and the speech sounds (phonemes) that they represent.
Home language	A language, other than Welsh and English, used by learners outside the school environment.
Idiolect	A person or group's unique way of speaking.
Idiomatic language	Using words and expressions in a way that sounds natural to native speakers of the language, e.g. in Welsh *fel arfer, o dro i dro*; in English *on the contrary, get over something*; and in French *J'ai 10 ans*.
International languages	International languages can include home and community languages, modern languages, classical languages and British Sign Language (BSL).
Language families	A language family is a group of related languages that developed from a common historic ancestor. Most languages in Europe belong to the Indo-European language family. Branches of the Indo-European language family include Celtic, Germanic and Romance.

Word/phrase	Definition
Literacy	Literacy is the ability to listen, read, speak and write in a way that lets us communicate effectively and make sense of the world, and is essential for learners to realise the four purposes of the curriculum.
Literature	References to literature in the Languages, Literacy and Communication Area of Learning and Experience refer to spoken, written and visual materials. Literature involves works of the creative imagination such as poetry, drama, fiction and non-fiction from different periods and cultures. This should include for all learners works that foster an appreciation of Wales' cultural heritage, including through the study of works by writers from Wales whose work is in Welsh and writers from Wales whose work is in English. All works studied should be sufficiently rich and substantial to engage learners intellectually and emotionally, to encourage them to be inspired, moved and changed, and to extend their interest and enthusiasm for literature. Texts such as instructions and guidance are best addressed when developing learners' literacy skills in Welsh, English and international languages. Reading for information and reading with understanding at a more functional level can be addressed through the following what matters statements. • Learners who listen and read effectively are prepared to learn throughout their lives. • Learners who speak and write effectively are prepared to play a full part in life and work.
Morphology	The way words are constructed with stems, prefixes, and suffixes.
Multimedia components	The various components of multimedia are text, audio, graphics, video and animation. All these components work together to represent information in an effective and easy manner.
Multimodal texts	Where information is conveyed using multiple delivery channels through a combination of media platforms, e.g. book, comic, magazine, film, web series, and video game mediums all working as part of the same delivery.
Phonic knowledge	Knowledge of letters and sounds which can be used to make words.

Word/phrase	Definition
Phonological awareness	The skill of recognising and working with the sounds of spoken language. Initially, this may be picking out rhyming words and counting the number of syllables in a name, followed by onset (beginning sound before the vowel) and rime (the string of letters that come after). Learners progress to develop phonemic awareness, which allows them to tune into individual sounds (phonemes) in a word, to separate a word into the sounds that make it up, and to blend single sounds into words.
Plurilingual/ plurilingualism	The capacity and competence to learn more than one language, as well as the value of linguistic tolerance within individuals and societies. It is associated with intercultural competence and democratic citizenship.
Register	The style of language, grammar, and words used for particular situations.
Root words	A root word is a basic word with no prefix or suffix added to it. By adding prefixes and suffixes to a root word we can change its meaning.
Sight vocabulary	Words that young children are encouraged to memorise as a whole by sight, so that they can automatically recognise these words in print, e.g. in Welsh *mae*, in English *thought*.
Syntax	The set of rules, principles, and processes that govern the structure of sentences, including word order.
Translanguaging	Using information in one language and working with that information in another language, e.g. listening to information in Welsh and talking/writing about it in English or reading information in English and writing/talking about it in Welsh. (This skill can be applied to international and home/community languages where appropriate.)
Welsh as an additional language (WAL)	Refers to learning/teaching Welsh when neither Welsh nor English is the learner's first language.
Word functions	Parts of speech which are put together in different ways to convey meaning.

Mae'r ddogfen yma hefyd ar gael yn Gymraeg. This document is also available in Welsh.