Welsh Government
Consultation Document

Framework for Welsh

Curriculum for Wales non-statutory framework to support learning and teaching Welsh in English medium schools, settings and streams.

Date of issue: 14 February 2022
Action required: Responses by 13 May 2022

Overview

We are consulting on a draft non-statutory framework which sets out experiences, knowledge and skills which children and young people in English medium schools, settings and streams need to progress in Welsh.

How to respond

You can respond to this consultation by completing an online form or by emailing/posting to the addresses below to arrive by **13 May 2022** at the latest. Focus groups will also be held as part of the consultation. If you'd like to be part of a focus group please let us know using the contact details below.

Further information and related documents

Large print, Braille and alternative language versions of this document are available on request.

This framework is intended to support schools in planning, designing and implementing their curriculum. It should be considered in the context of the Curriculum for Wales framework guidance.

The framework guidance, as well as an easy read version, and children, young people and families guide, is available at:

https://hwb.gov.wales/curriculum-for-wales

The consultation documents can be accessed from the Welsh Government's website at gov.wales/consultations

Contact details

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This document is also available in Welsh: hyperlink

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UK General Data Protection Regulation (UK GDPR)

The Welsh Government will be data controller for any personal data you provide as part of your response to the consultation. Welsh Ministers have statutory powers they will rely on to process this personal data which will enable them to make informed decisions about how they exercise their public functions. Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about or planning future consultations. Where the Welsh Government undertakes further analysis of consultation responses then this work may be commissioned to be carried out by an accredited third party (e.g. a research organisation or a consultancy company). Any such work will only be undertaken under contract. Welsh Government's standard terms and conditions for such contracts set out strict requirements for the processing and safekeeping of personal data.

In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing. You should also be aware of our responsibilities under Freedom of Information legislation.

If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by Welsh Government will be kept for no more than three years.

Your rights

Under the data protection legislation, you have the right:
- to be informed of the personal data held about you and to access it
- to require us to rectify inaccuracies in that data
- to (in certain circumstances) object to or restrict processing
- for (in certain circumstances) your data to be 'erased'
- to (in certain circumstances) data portability
- to lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

For further details about the information the Welsh Government holds and its use, or if you want to exercise your rights under the UK GDPR, please see contact details below:

Data Protection Officer:
Welsh Government
Cathays Park
CARDIFF
CF10 3NQ
e-mail:
Data.ProtectionOfficer@gov.wales

The contact details for the Information Commissioner's Office are:
Wycliffe House
Water Lane
Wilmslow
Cheshire SK9 5AF
Tel: 01625 545 745 or
0303 123 1113
Website: https://ico.org.uk/

Contents

Draft framework for Welsh

The following is the draft non-statutory guidance on which we are inviting feedback.

Introduction to the framework

The following framework sets out competencies, experiences, knowledge and skills which underpin the progression in Welsh expressed in the Curriculum for Wales' descriptions of learning for Welsh in English medium schools, settings and streams.

Currently there is no single legal definition of English medium schools or Welsh medium schools in legislation. When we refer to English medium schools and settings in this document we mean those schools and settings that teach wholly or mainly through the medium of English. This is intended merely as a guide and we believe schools and other settings will be able to correctly identify whether they fall within that definition.

Each strand of progression from the descriptions of learning is shown in the framework. Under each strand the most relevant language competencies are highlighted. Other competencies may also be relevant depending on the specific activities undertaken by learners.

Below the competencies, the framework sets out experiences, knowledge and skills which are needed by the learner to develop in the ways expressed in the descriptions of learning. These are not exhaustive.

Competencies - goals of language learning

Learning a second language involves the development of six kinds of competence:
1. Linguistic competence: the knowledge of the system and rules of the language.
2. Communicative competence: the ability to use the language to communicate in different social contexts.
3. Transactional competence: the ability to get things done with the language.
4. Interactional competence: the ability to manage relationships and social interactions in the target language.
5. Symbolic competence: the ability to value the target language and develop an identity as a user of the language.
6. Translingual competence: the ability to make use of a range of linguistic resources in a multilingual society.

In successful language learning these competencies are generally developed together and support and enhance one another. Because of this, many researchers advocate a 'holistic' 'multicompetencies' approach to language teaching.

An overview of approaches to second language acquisition and instructional practices has more information.

This framework presents skills from the understanding and expressing statements of what matters separately, beginning with listening and speaking which can offer learners a strong foundation on which to build their reading and writing skills. However, learning and teaching should reflect the following from the introduction to the Languages Literacy and Communication Area of Learning and Experience:

"The four statements that express what matters in this Area should be addressed holistically. This means that different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning about and through literature should be seen as contributing to all aspects of learning about languages. The statements support and complement one another and together they contribute to realising the four purposes of the curriculum."

Listening

The descriptions of learning for the statement of what matters 'Understanding languages is key to understanding the world around us' refer to progression in listening.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for listening	I can recognise and follow information and simple instructions about familiar topics and routines.	I can listen to, understand and later recall what I have heard. I can understand information about a variety of topics. I can use a variety of cues to predict the general meaning in a variety of spoken contexts. I can listen, understand and respond to a range of questions and multi-step instructions in a variety of familiar contexts.	I can understand the general meaning of what I hear and can communicate it in my language of choice. I can listen to and understand information about a variety of topics, recall it and summarise the main points in my language of choice. I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts.	I can listen and use cues to understand the general meaning of what I have heard and can summarise in my language of choice.	I can understand and evaluate what I hear and read in different contexts across a wide range of language.
Competencies	Linguistic competence: the knowledge of the system and rules of the language. Communicative competence: the ability to use the language to communicate in different social contexts. Transactional competence: the ability to get things done with the language. Interactional competence: the ability to manage relationships and social interactions in the target language. Translingual competence: the ability to make use of a range of linguistic resources in a multilingual society.				

Experiences, Knowledge and Skills	Experiences: hearing Welsh as part of the learner's daily routine. Knowledge: language associated with familiar topics and routines. Skills: following familiar instructions.	Experiences: listening to Welsh related to a variety of different topic areas. Knowledge: Welsh question words and patterns. Skills: recalling information; recognising cues which might help understand the message of information being conveyed.	Experiences: opportunities to listen/view in authentic contexts and in both familiar and unfamiliar contexts where the general meaning can be understood even if some words and patterns are unfamiliar. Knowledge: the learner will increasingly be able to choose to use Welsh to respond and rely less on scaffolding and/or home language. Skills: mediating; translanguaging; summarising.	Experiences: listening in a variety of authentic contexts. Skills: mediating; translanguaging; recognising and acting on cues.	Knowledge: a wide range of language which allows the learner to choose to use Welsh beyond the classroom – in education, in the workplace, and in the community. Skills: evaluating the reliability of what others say – is it fact or opinion? Is there evidence? [Translanguaging is a pedagogical practice that alternates the use of two languages for input and output in the same activity. The learner receives information in one language and works with that information in another language.]

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for listening	I can listen to others with growing attention.	I can listen to others and understand that they may have a different perspective from my own.	I can listen empathetically, recognising the differing perspectives of others.	I can listen empathetically and reflect on different people's perspectives to help inform my own thinking.	I can listen empathetically respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts. Interactional competence: the ability to manage relationships and social interactions in the target language.				
Experiences, Knowledge and Skills	Experiences: listening to other using Welsh. Skills: younger learners' developmental stage will affect their ability to listen attentively; older learners new to Welsh will develop their listening skills in Welsh over time.	Experiences: interacting with others who may have different opinions and perspectives.	Experiences: a range of experiences will contribute to developing empathy but the learner's disposition and stage of development will also impact progression. Skills: recognising other people's perspectives and feelings.	Experiences: authentic opportunities to engage with other people with different perspectives Skills: coming to an informed decision after considering other people's perspectives.	Skills: showing others respect whatever their perspectives; critically evaluating what others have to say.

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	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for listening			I can listen showing awareness of how grammar and punctuation affects meaning.	I can listen to build on my understanding of how grammar and punctuation shape sentences and whole texts.	I can use my knowledge of word construction, grammar including syntax to support my understanding of what I hear.
Competencies	Linguistic competence: the knowledge of the system and rules of the language.				
Experiences, Knowledge and Skills			Knowledge: as learners understand how different parts of language work in Welsh, they will be able to understand more of what they hear, for example, short verb forms.	Experiences: hearing good models of language; learning in context how grammar and punctuate work.	Skills: learners will be able to use what they know about grammar to understand what they hear as well as using the language they hear modelled to enrich their own language use.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for listening	I can experiment with newly-learned vocabulary.	I can develop my vocabulary and pronunciation through listening and can use these new words.	I can develop my vocabulary and pronunciation through listening and use new words and phrases in a variety of contexts.	I can listen to build my vocabulary, develop my pronunciation and sentence structures, and use these in my own communication across a range of contexts.	I can listen to consolidate and develop my vocabulary and sentence structures and use these accurately in my own communication across a wide range of contexts.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts.				
Experiences, Knowledge and Skills	Experiences: using Welsh words they hear around them in	Experiences: a language rich environment with	Skills: transferring vocabulary and	Skills: as learners encounter more complex language in a	Experiences: opportunities to consolidate earlier language learning while

	school and in the community.	good language models.	phrases to new contexts. Knowledge: learners need to understand the language before they are able to use it effectively, for example, is what they're listening to formal or informal? Is a word they hear usually used in a particular part of Wales tad-cu/taid etc.)	wider variety of context, they can learn to enrich their own expression using the language they hear others' use.	continuing to develop and use more sophisticated vocabulary and language patterns.

Speaking

The descriptions of learning for the statement of what matters 'Expressing ourselves through languages is key to communication' refer to progression in speaking.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for speaking	I can produce many speech sounds accurately. I can choose to talk with my peers in Welsh.	I can speak with expression and gestures to communicate my ideas.	I can use and adapt familiar language, varying vocabulary and tone to suit the audience.	I can select and adapt the appropriate language for a range of audiences and purposes, conveying meaning effectively to the audience.	I can convey meaning convincingly in a range of contexts so that the audience is fully engaged.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts. Transactional competence: the ability to get things done with the language. Interactional competence: the ability to manage relationships and social interactions in the target language.				
Experiences, Knowledge and Skills	Experiences: a rich language environment where learners hear accurate Welsh speech sounds and have opportunities to practise themselves and are encouraged and praised when they choose to use Welsh. Knowledge: speech sounds which are different in Welsh to the other	Experiences: authentic opportunities to communicate ideas. Knowledge: languages patterns and vocabulary to convey ideas.	Experiences: authentic opportunities to use Welsh with different people in different contexts. Knowledge: how language and tone change according to audience. Skills: transferring patterns to new contexts.	Experiences: authentic opportunities to use Welsh with a range of different people in different contexts. Knowledge: different types of language, for example, persuasive, descriptive, informative etc. Skills: choosing appropriate language to convey meaning effectively.	Experiences: authentic opportunities to engage a range of different people in different contexts when using their Welsh. Skills: conveying meaning with proficiency in Welsh; engaging the audience.

language(s) the learner knows.			

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for speaking	I can communicate meaning through speech and gesture.	I can communicate using an increasingly varied vocabulary. I am beginning to use appropriate language to talk about events in the past and future.	I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself.	I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself.	I can make informed choices about vocabulary and grammar to enhance my communication skills.
Competencies	Linguistic competence: the knowledge of the system and rules of the language. Communicative competence: the ability to use the language to communicate in different social contexts. Transactional competence: the ability to get things done with the language.				
Experiences, Knowledge and Skills	Skills: communicating using the Welsh they know supported by appropriate gesture.	Experiences: opportunities for learners to talk about things that are meaningful to them. Knowledge: vocabulary and language patterns that allows the learner to genuinely communicate, including talking about what they did and what they're going to do tomorrow/ yesterday/ last week/	Experiences: opportunities to experiment with language in different contexts. Knowledge: using natural phrases and patterns rather than a translation from the learner's home language, for example, 'Faint o'r gloch?' rather than 'Beth yw'r amser?' Using the appropriate regional variation and avoiding vocabulary	Experiences: learners need quality and quantity of contact with Welsh before they can begin to make choices about how best to express themselves in different circumstances. They should have continuous opportunities to enrich their vocabulary in different contexts. Knowledge: vocabulary and patterns including idiomatic language	Experiences: authentic opportunities in an environment where the learner feels confident and supported to use the language they know.

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		during the school holiday etc. Skills: communicating using familiar vocabulary and patterns - scaffolding may be used when new patterns are introduced but learners dependency on scaffolding will be reduced over time.	or phrases that are old-fashioned will help learners who choose to use their Welsh beyond the classroom. Skills: using what they've heard or read and changing aspects to express themselves.	such as fel arfer, erbyn hyn, cyn bo hir. Skills: using vocabulary and patterns to express themselves in a way that sounds natural (rather than attempting to translate word for word from their home language).	

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for speaking		I can review my work and am beginning to use a range of familiar strategies and tools to improve my communication.	I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken communication. I can explain in my language of choice where and why I have made any changes or corrections.	I can reflect on my use of strategies to improve the quality, accuracy and effects of my spoken communication.	I can reflect critically on my use of language and can consider the effects of my spoken communication objectively.
Competencies	Linguistic competence: the knowledge of the system and rules of the language. Communicative competence: the ability to use the language to communicate in different social contexts.				
Experiences, Knowledge and Skills		Experiences: opportunities to listen to or view recordings	Experiences: opportunities to listen to or view recordings	Skills: learners will increasingly choose the strategies to reflect on	Skills: leaners will increasingly reflect on their use of language mid

| | | of themselves speaking Welsh, which can be followed by meaningful opportunities to review and improve their communication.

Knowledge: how to use strategies and tools to review and improve their speaking skills i.e. assessment for learning (AfL).

Skills: being able to recognise their strengths and areas to improve. | of themselves speaking Welsh, which can be followed by meaningful opportunities, for example, completing similar activities/tasks so the learner can make the changes they feel necessary to improve their communication.

Knowledge: what good looks like in relation to their Welsh language communication including in specific tasks/activities; applying strategies and tools to review and improve their speaking skills i.e. assessment for learning (AfL).

Skills: being able to explain why they've made changes – over time learners will rely less on their home language /scaffolding to do this is Welsh. | and improve their own work (rather than this being a teacher-led activity) | conversation/activity, for example, considering critically why someone responded to what they said in a certain way and taking appropriate action such as by apologising or rephrasing what they said. |
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	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for speaking	I am beginning to ask and answer questions.	I can adopt a range of roles and manage my contributions appropriately. I can change how I communicate, depending on where I am and with whom. I can use spoken language for different purposes. I can ask and answer questions and exchange ideas and information.	I can respond to others' points of view.	I can respond to others' points of view by seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.	I can respond to others' points of view, summarising and evaluating what I have heard, read or seen, structuring arguments and challenging what others say with confidence and sensitivity.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts. Transactional competence: the ability to get things done with the language. Interactional competence: the ability to manage relationships and social interactions in the target language.				
Experiences, Knowledge and Skills	Knowledge: everyday questions relating to their learning and the language needed to respond. Skills: asking and answering appropriate questions.	Experiences: opportunities to use Welsh for different purposes, including in authentic contexts and for genuine communication. Skills: taking roles such as leader in a	Skills: responding appropriately to others.	Experiences: opportunities for genuine interaction. Knowledge: language that can be used to seek clarity, to structure arguments, to summarise and to explaining.	Experiences: authentic opportunities in an environment where the learner feels confident and supported to challenging what others say. Skills: summarising and evaluating, structuring arguments and

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| | | group task as well as in role play.

Knowledge: how language may vary according to where they are and who they're with – this can include the loudness and quietness of their voice as well as the formality of language and choice of words. | | | challenging what others say with sensitivity. |

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for speaking	I am beginning to express my feelings.	I can share ideas, and express opinions and feelings using relevant vocabulary. I can describe events, building and extending my vocabulary.	I can interact with others, talking about my thoughts, feelings and opinions showing empathy and respect.	I can share my thoughts, feelings and opinions with others showing empathy and respect.	I can communicate my thoughts, feelings and opinions in challenging and contentious contexts showing empathy and respect.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts. Interactional competence: the ability to manage relationships and social interactions in the target language.				
Experiences, Knowledge and Skills	Experiences: opportunities to genuinely express their feelings.	Experiences: real opportunities to share ideas and genuine opinions and feelings.	Experiences: opportunities for genuine interaction in Welsh.	Experiences; opportunities to genuinely share thoughts, feelings and opinions.	Experiences: challenging and contentious contexts, for example, contemporary issues in the news.

Knowledge: vocabulary and patterns associated with expressing feelings.

Skills: younger children's ability to express feelings will be affected by their stage of development. | Opportunities to use the language they know as well as to continuously extend their vocabulary.

Knowledge: over time learners will rely less on scaffolding as they convey their ideas, opinions and feelings and describe events. | Knowledge: understanding how we show empathy and respect.

Skills: the ability to show empathy will be affected by the learners' stage of development. | Skills: showing empathy and respect for others. | |

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for speaking	I can use familiar words and phrases and experiment with newly-learned vocabulary.	I can use an increasingly imaginative and varied vocabulary.	I can use familiar idiomatic language and appropriate register in my communication.	I can choose idiomatic language and appropriate register in my communication to enrich my expression.	I can use idiomatic language and appropriate register to enhance my expression in a range of contexts.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts.
Transactional competence: the ability to get things done with the language.
Interactional competence: the ability to manage relationships and social interactions in the target language.				
Experiences, Knowledge and Skills	Experiences: language rich environment.

Knowledge: increasing range of vocabulary. | Experiences: opportunities to discover new imaginative and varied vocabulary.

Knowledge: increasing range of vocabulary. | Experiences: modelling of idiomatic language and appropriate register.

Knowledge: that different registers exist; that different words and phrases are | Experiences: opportunities to speak Welsh in different contexts where register will differ.

Knowledge: appropriate register; | Experiences: opportunities to speak Welsh in different contexts which require them to consider the type of language and appropriate register.

Knowledge: understanding how idiomatic language and |

	Skills: using newly-learned vocabulary.	Skills: using vocabulary in phrases and sentence patterns.	used in different languages (things don't always translate literally). Skills: use the idiomatic language and appropriate register as modelled to them, for example, Faint o'r gloch? rather than 'Beth yw'r amser?'; using 'chi' with elders/ superiors (to show respect), and 'ti' with a friend.	increasing range of idiomatic language Skills: using idiomatic language; using appropriate register.	appropriate register enhances expression. Skills: ability to gauge what is appropriate in the context.

Reading

The descriptions of learning for the statement of what matters 'Understanding languages is key to understanding the world around us' refer to progression in reading.

There are fewer descriptions of learning for reading at Progression Step 1 as it's important that learners develop their listening and speaking skills before they progress to reading. However, even the youngest learners can be supported and encouraged to look at Welsh reading materials in the course of their everyday learning experiences.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for reading	I can listen to others [reading] with growing attention.		I can show empathy with what I read, recognising the differing perspectives of others.	I can show empathy with what I read and reflect on different people's perspectives to help inform my own thinking.	I can show empathy with what I read respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts.				
Experiences, Knowledge and Skills	Experiences: listening to others reading aloud. Skills: for younger learners the ability to listen with growing attention will depend on their stage of development.		Experiences: texts which offer the opportunity to show empathy and which offer differing perspectives. Skills: learners' ability to show empathy will depend on their stage of development.	Experiences: texts which are sufficiently rich and substantial to engage learners intellectually and emotionally and which can encourage them to be inspired, moved and changed.	Skills: critically evaluating what they read can include the style as well as the reliability.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Description of learning for reading	I am beginning to recognise and read high-frequency words that I encounter. I can use context and pictures to help me understand words.	I can use grapheme-phoneme correspondences when reading. I can use a range of strategies to read with increasing fluency. I can read different texts using a range of strategies to make meaning. I can find and use information from different materials that I read.	I can read texts, choosing strategies which best help me understand them. I can compare different things I read.	I can read a range of texts, choosing strategies to understand them, and to improve my own expression and communication. I can employ a range of strategies to recognise and predict the general meaning across a wide range of texts.	I can employ a range of strategies to summarise, synthesise and analyse information to gain greater understanding of texts and to enhance my own expression and communication.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts.				
Experiences, Knowledge and Skills	Experiences: a rich language environment where reading common words is part of the daily routine, for example, practitioners will help learners notice and read labels around the learning environment.	Experiences: reading materials, including authentic texts that haven't been created specifically for a classroom task, such as Welsh reading books or websites where learners can look for information to use for a variety of purposes. This might	Experiences: learners will need to have the opportunity to read widely in Welsh. This can include choosing to read books they enjoy again and again; reading challenging books and magazines where not every word is familiar to them; and reading stories in	Experiences: regular reading, including a range of authentic texts. Skills: drawing on strategies from other languages they read in, and learning new strategies as appropriate, to recognise meaning and to predict, for example,	Skills: reading skills for summarising, synthesising and analysing information.

		include finding information to help them talk or write about a topic or completing a challenge to find information etc. Knowledge: strategies that they use in reading in other languages may be useful. Where learners' other languages are very different to Welsh, new strategies will need to be introduced. Skills: learners who have learned to read in another language will need support to transfer the concepts to support reading in Welsh. The similarities/ differences between Welsh and their other languages will affect this process.	Welsh that are already familiar to them in another language. Knowledge: Vocabulary associated with texts, for example, dyddiadur, ffeithiol, pennawd etc. Skills: comparing different things they read: this may be about the content (fact, fiction etc.); about the type of text (magazine, novel, poem); or about their opinion.	what might happen later in a story.	

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for reading		I can infer meaning from text and images.	I can use inference and deduction to understand a text.	I can use inference and deduction to understand more complex texts and can consider the reliability of what I read.	I can use inference and deduction to gain understanding of complex texts, and can evaluate the reliability and impact of what I read.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts.				
Experiences, Knowledge and Skills		Skills: using what they understand from a text as well as images to gather meaning.	Experiences: opportunities to read a variety of different texts. Skills: understand information or views that are not explicitly stated; linking together different explicit pieces of information and drawing a conclusion.	Experiences: opportunities to read more complex texts, including authentic reading materials. Skills: ability to consider and understand why a text has been written, when, by whom and in what context, and how that might affect the reliability.	Skills: ability to objectively consider what impact what they read has on them and might have on others.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for reading		I can read aloud with expression, paying attention to punctuation.	I can read, showing awareness of how grammar and punctuation affect meaning.	I can read to build on my understanding of how grammar and punctuation shape sentences and whole texts.	I can use my knowledge of word construction, grammar including syntax, and text organisation to support my understanding of what I read.
Competencies	Linguistic competence: the knowledge of the system and rules of the language.				

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		Communicative competence: the ability to use the language to communicate in different social contexts.			
Experiences, Knowledge and Skills		Experiences: opportunities to read aloud. Knowledge: punctuation - this knowledge can be transferred from other languages in which the learner can read. For example, learners need to be encouraged to pause at a comma and to stop for a full stop.	Skills: learners should be supported to notice the punctuation in texts they read and to consider how this affects the meaning. As they progress this will become a subconscious process.	Experiences: reading widely and reading a range of quality Welsh texts will support learners' language development over time. Drawing learners' attention to grammar use in context can be more effective than discrete grammar activities and lessons.	Skills: as learners progress, they can draw on all their language resources to understand what they read.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Description of learning	I can experiment with newly-learned vocabulary.	I can develop my vocabulary through reading, and can use these new words.	I can develop my vocabulary through reading, and use new words and phrases in a variety of contexts.	I can read to build my vocabulary, develop my sentence structures, and use these in my own communication across a range of contexts.	I can read to consolidate and develop my vocabulary and sentence structures and use these accurately in my own communication across a wide range of contexts.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts.				
Experiences, Knowledge and Skills	Experiences: opportunities to use and experiment with new words.	Experiences: opportunities to use words they discover through reading.	Experiences: a wider variety of texts will offer the learner more opportunities to grow their vocabulary.	Knowledge: as learners progress texts should reflect their growing confidence and competence in a wider range of contexts.	Skills: learners will be able to weave words and patterns they experience through reading into their spoken and written Welsh

| | | Knowledge: understanding new words they come across. This knowledge may be developed through asking others, using resources such as word lists and dictionaries, as well as using the text's context and images, to aid understanding.

Skills: using words and patterns read in new contexts. | Opportunities to use new vocabulary in new contexts will help consolidate. | | in a natural way that enriches their expression. |

Writing

The descriptions of learning for the statement of what matters **'Expressing ourselves through languages is key to communication'** refer to progression in writing.

> There are fewer descriptions of learning for writing at Progression Step 1 as it's important that learners develop in speaking before they progress to writing. However, even the youngest learners can be supported and encouraged in their efforts to write in Welsh in the course of their everyday learning experiences.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for writing			I can use and adapt familiar language, varying vocabulary and tone to suit the audience.	I can select and adapt the appropriate language for a range of audiences and purposes, conveying meaning effectively to the audience.	I can convey meaning convincingly in a range of contexts so that the audience is fully engaged.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts. Interactional competence: the ability to manage relationships and social interactions in the target language.				
Experiences, Knowledge and Skills			Experiences: writing for different audiences. Knowledge: using words and patterns to create appropriate tone to suit a specific audience. Skills: using and adapting familiar vocabulary and patterns to express themselves in writing.	Experiences: writing for different audiences including writing for a genuine purpose in authentic contexts. Knowledge: styles of writing for different purposes and audiences. Skills: choosing and maintaining a style of	Skills: maintaining a style of writing which engages the reader.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
				writing to convey meaning effectively.	

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for writing		I can communicate using an increasingly varied vocabulary. I am beginning to use appropriate language to talk about events in the past and future.	I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself.	I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself.	I can make informed choices about vocabulary and grammar to enhance my communication skills.
Competencies	Linguistic competence: the knowledge of the system and rules of the language.				
Experiences, Knowledge and Skills		Knowledge: varied vocabulary. Skills: transferring the language they use when talking Welsh into writing.	Knowledge: vocabulary, syntax and idiomatic language - using natural phrases and patterns rather than a translation from the learner's home language. Using the appropriate regional variation and avoiding vocabulary or phrases that are old-fashioned will help learners who choose to use their Welsh beyond the classroom.	Knowledge: Welsh vocabulary, idiomatic language and syntax. Skills: considering how language choices affect their written work.	Knowledge: Welsh grammar. Skills: applying knowledge of grammar when writing.

			Skills: Manipulating language – substituting words and phrases to create their own work.		

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for writing		I can review my work and am beginning to use a range of familiar strategies and tools to improve my writing.	I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my written and visual communication. I can explain in my language of choice where and why I have made any changes or corrections.	I can reflect on my use of strategies to improve the quality, accuracy and effects of my written and visual communication.	I can reflect critically on my use of language and can consider the effects of my written and visual communication objectively. [Visual communication refers to conveying ideas and information in forms that can be seen, for example: signs, animation, illustration and graphic design]
Competencies	Linguistic competence: the knowledge of the system and rules of the language. Communicative competence: the ability to use the language to communicate in different social contexts.				
Experiences, Knowledge and Skills		Experiences: opportunities to revisit, review and improve their written work. Learners need	Skills: being able to explain why they've made changes – over time learners will rely less on their home	Skills: learners will increasingly choose the strategies to reflect on and improve their own work (rather than this	Skills: leaners will increasingly reflect independently on their use of language to improve

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| | | to be supported to apply what they learn from reviewing their work in subsequent written work.

Knowledge: what good looks like in relation to their Welsh language and/or to specific tasks/activities; strategies and tools to review and improve their writing skills i.e. assessment for learning (AfL).

Skills: being able to recognise their strengths and areas to improve. | language /scaffolding to do this is Welsh. | being a teacher-led activity) | and redraft written work before completion. |

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for writing		I can change how I communicate, depending on who I'm communicating with and how. I can ask and answer questions and	I can respond to others' points of view.	I can respond to others' points of view by seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.	I can respond to others' points of view, summarising and evaluating what I have heard, read or seen, structuring arguments and challenging what others say with confidence and sensitivity.

		exchange ideas and information.			
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts. Transactional competence: the ability to get things done with the language. Interactional competence: the ability to manage relationships and social interactions in the target language.				
Experiences, Knowledge and Skills		Experiences: authentic opportunities to express themselves in writing. Knowledge: words and patterns to ask and answer questions. How language changes to suit the context. Skills: changing how they write, for example communicating online with friends or writing in class.	Experiences: opportunities to respond to others' points of view in writing.	Knowledge: how to structuring arguments, summarising and explaining in writing.	Skills; higher order writing skills.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for writing		I can spell high-frequency words correctly. I can use my knowledge of letter sounds and patterns	I can attempt to spell more difficult words plausibly using a range of strategies.		

		to support my spelling.	

Competencies	Linguistic competence: the knowledge of the system and rules of the language.		
Experiences, Knowledge and Skills		Experiences: learners need to be supported to notice patterns in Welsh spelling. Knowledge: Welsh letter sounds and patterns, for example, cae, cael, bae, gadael. Skills: applying what they know about Welsh sounds and patterns when writing.	Experiences: learners need frequent opportunities to use different strategies. Knowledge; spelling strategies – learners may be able to use strategies they use for spelling in their other languages depending on the similarities/differences between those languages and Welsh. Skills: spelling plausibly means that, even if they mis-spell a word, the reader will still be able to recognise the word. The spelling may be influenced by the spelling conventions of their other languages but will increasingly conform to Welsh spelling conventions as the learner reads and writes more in Welsh.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for writing	I can contribute to shared writing for different audiences and purposes. I am beginning to communicate using text, image, sound, animation and video.	I can talk in my language of choice to plan writing for different purposes and audiences.	I can plan and write for different purposes and audiences. I can organise my writing into a logical sequence.		

Competencies	Communicative competence: the ability to use the language to communicate in different social contexts.			
Experiences, Knowledge and Skills	Experiences: writing in a group can develop skills and give learners confidence before they begin to write independently. Using digital technology to communicate using a combination of text, image, sound, animation and video can help support learners to record what they can say in Welsh.	Experiences: opportunities to talk before they write. Over time learners will rely less and less on scaffolding and their home languages when discussing plans for their writing. Skills: planning what to write.	Experiences: opportunities to write for real audiences and purposes and in authentic contexts. Skills: organising writing.	

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for writing	I am beginning to express my feelings.	I can share ideas, and express opinions and feelings using relevant vocabulary. I can describe events, building and extending my vocabulary.	I can interact with others, writing about my thoughts, feelings and opinions showing empathy and respect.	I can share my thoughts, feelings and opinions with others using a range of techniques for different effect and showing empathy and respect.	I can communicate my thoughts, feelings and opinions in challenging and contentious contexts showing empathy and respect.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts.				

	Interactional competence: the ability to manage relationships and social interactions in the target language.				
Experiences, Knowledge and Skills	Experiences: opportunities to genuinely express how they are feeling. Knowledge: vocabulary and patterns for expressing their feelings. Skills: for younger children the ability to identify and put their feeling into words will depend on their stage of development.	Knowledge: vocabulary and patterns for sharing ideas, expressing opinions and feelings and for describing events.	Experiences: a range of experiences will contribute to developing empathy but the learner's disposition and stage of development will also impact progression. Skills: expressing thoughts, feelings and opinions and showing empathy and respect in writing.	Knowledge: techniques for creating different effects in writing.	Experiences: authentic opportunities to write about challenging and contentious contexts.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for writing	I can use familiar words and phrases and experiment with newly-learned vocabulary.	I can use an increasingly imaginative and varied vocabulary.	I can use familiar idiomatic language and appropriate register in my communication.	I can choose idiomatic language and appropriate register in my communication to enrich my expression.	I can use idiomatic language and appropriate register to enhance my expression in a range of contexts.
Competencies	Linguistic competence: the knowledge of the system and rules of the language. Communicative competence: the ability to use the language to communicate in different social contexts. Transactional competence: the ability to get things done with the language.				

| Experiences, Knowledge and Skills | Experiences: younger learners should have the opportunity to choose to use Welsh in mark-making activities and should be encouraged and supported when they choose to write Welsh words. | Experiences: opportunities to use familiar words and patterns as well as to extend the range of language they know and use.

Knowledge: an imaginative and varied vocabulary means that learners do not rely on the same words and phrases but continuously seek to enrich their expression. | Knowledge: natural, local and contemporary words and patterns.

Skills: using appropriate language and register introduced and modelled to them, for example, ti/chi. | Knowledge: Register, for example, ti/chi; cofion cynnes/ yr eiddoch yn gywir.

Skills: being able to choose appropriate language and register to suit the context of the writing. | Experiences: authentic opportunities to write including formal and informal and extended writing. |

Literature and creativity

The descriptions of learning for the statement of what matters 'Literature fires imagination and inspires creativity'
refer to progression in understanding and creating literature. This includes both receptive and expressive skills

The Curriculum for Wales definition of literature is:
"spoken, written and visual materials which are works of creative imagination, such as poetry, drama, fiction and non-fiction from different periods and cultures. These should be sufficiently rich and substantial to engage learners intellectually and emotionally, encourage them to be inspired, moved and changed, and extend their interest and enthusiasm for literature."

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning literature and creativity	I have experienced literature. I can join in with familiar songs, rhymes, stories and poems. I am beginning to respond to literature I hear and view.	I have experienced a range of literature. I can listen to and remember poetry, drama and prose. I can retell stories. I can use my imagination to respond to and adapt literature.	I can listen to and remember poetry, drama and prose and can adapt them creatively. I can retell stories creatively. I can use my imagination to respond to literature. I can respond to what I hear, read and view expressing opinions and showing my understanding in my language of choice.	I can use my knowledge of writing styles and the features of different literature to create my own work.	I can explore a wide range of literature experimenting with language choices and techniques for my own creative purposes.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts. Symbolic competence: the ability to value the target language and develop an identity as a user of the language.				

	Translingual competence: the ability to make use of a range of linguistic resources in a multilingual society.				
Experiences, Knowledge and Skills	Experiences: opportunities to look at literature which includes pictures books and bilingual books. Opportunities to listen to others reading to them in Welsh. Opportunities to join in with songs, rhymes, stories and poems. Younger learners may enjoy joining in with Welsh nursery rhymes and stories they already know in another language. Knowledge: language which is often repeated in literature will become increasingly familiar, for example, un tro.	Experiences: opportunities to experience authentic books, films, songs and poems chosen by or for the learner. Skills: retelling stories using words and patterns they know as well as new ones picked up from listening, watching and reading.	Skills: embellishing, exaggerating, using repetition or humour to retell stories creatively. Skills: transferring knowledge of literature from other languages, for example, similes. Knowledge: appropriate language to discuss literature.	Experiences: opportunities to write creatively after reading or hearing poems, stories etc. Skills: adapting what they have read or heard to create their own original literature, for example, a poem or a story	Knowledge: literary techniques. Skills: developing and applying a personal style when writing creatively.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for literature and creativity	I can use familiar words and phrases and experiment with newly-learned vocabulary.	I can use my imagination to create my own literature.	I can use my imagination and can experiment with language to create my own literature.	I can use my imagination and can experiment with different creative forms and techniques to	I can experiment with and craft my own literature.

				create my own literature.	
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts.				
Experiences, Knowledge and Skills	Experiences: opportunities to experiment with words. Learners can be supported to notice rhyme, words that start with same sound etc.	Experiences: opportunities to use their imagination to create. This can incorporate various styles of writing, for example, a description of an alien or monster, a revolting recipe, a comic strip or a diary. Skills: creative writing; performing.	Experiences: opportunities to develop creative works. Skill: as learners progress they will rely less on scaffolding when developing creative works.	Knowledge: literary forms, for example, types of poems, short story, film etc. and literary techniques, for example, metaphor, humour etc.	Skills: bringing together all the learners' language resources to create their own literature.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for literature and creativity	I am beginning to respond to what I hear and view.	I can respond to what I hear, read and view and express opinions in my language of choice. I am beginning to ask and answer questions to clarify my understanding.	I can respond to what I hear, read and view, asking questions to support my understanding. I can recognise the features of different types of literature and use appropriate language to talk about them.	I can consider the plot, character, theme and context of the literature I experience, supporting my ideas and opinions with evidence from the text. I can make connections between what I hear, read and view.	I can explore, analyse and compare key ideas using relevant terminology, supporting my views with relevant textual detail.

Competencies	Communicative competence: the ability to use the language to communicate in different social contexts.				
Experiences, Knowledge and Skills	Experiences: opportunities to respond to stories, songs, poems etc. for example through drawing pictures, joining in and acting out what they've hear or see.	Knowledge: vocabulary and patterns to ask and answer questions and to express genuine opinions on the literature they see, read and hear.	Knowledge: features of different types of literature, for example, they can recognise that a piece of writing is a poem, or in the style of a newspaper report or a diary form.	Experiences: opportunities to analyse literature, for example, in order to write a book or film review or for poetry appreciation. Skills: analysing aspects of literature; Skills may be drawn from the study of literature in their other languages. Using evidence from literature to support opinions. Making connection with things they've read or seen before.	Knowledge: literary terminology, for example, saethiad agos, cymhariaeth, cyffelybiaeth.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning literature and creativity			I am beginning to show empathy with characters in literature.	I can show empathy when responding to literature and understand that others may have different views from my own.	I can appreciate literature showing empathy and understanding that literature can be interpreted differently.
Competencies	Interactional competence: the ability to manage relationships and social interactions in the target language.				

Experiences, Knowledge and Skills			Experiences: opportunities to read fiction which will help develop learners' empathy.	Skills: expressing empathy.	Skills: literary appreciation (understanding that there may not be a 'right answer').

Languages connect us

The [descriptions of learning](#) for the [statement of what matters](#) 'Languages connect us'
refer to progression in understanding aspects of identity, culture and in developing Welsh skills in a bilingual, multilingual and plurilingual
context. These will be evident across learning and teaching but are brought together by this statement of what matters.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for languages connect us	I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging.	I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.	I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.	I can understand how languages can provide a sense of belonging to a local and global community. I can explore and analyse how languages impact upon identity and culture and understand that learning them offers enhanced opportunities in Wales and in international contexts.	I can show an open attitude towards learning about different languages and the different cultures of Wales and the world. Through learning about languages, I can articulate how the association between languages and culture is preparing me for Welsh and global citizenship.
Competencies	Symbolic competence: the ability to value the target language and develop an identity as a user of the language.				
Experiences, Knowledge and Skills	Experiences: continuous exposure to Welsh language and cultures can help learners develop this awareness.	Knowledge: understanding their own sense of identity. Everyone's sense of Welsh identity will be different but everyone who is being educated in Wales	Experiences: exploring what it means to be Welsh and what the Welsh language means to different people in different places and at different points in time.	Experiences: opportunities to explore Welsh culture, identity and language alongside other cultures, identities and languages.	Knowledge: their role in supporting a cohesive society. Skills: openness to learning languages and learning about other cultures. Acceptance of difference.

		has a relationship with the language and culture of Wales, regardless of their place of birth or home language(s) of their families.		Knowledge: understanding what identity and belonging means both to them and to others.	

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for languages connect us	I am beginning to understand that there are different languages in my environment.	I can understand that people use different languages.	I can communicate in a growing range of languages.	I can use my knowledge of how languages work to support further language learning.	I can communicate, interact and mediate in multiple languages and identify myself as multilingual.
Competencies	Linguistic competence: the knowledge of the system and rules of the language. Communicative competence: the ability to use the language to communicate in different social contexts. Translingual competence: the ability to make use of a range of linguistic resources in a multilingual society.				
Experiences, Knowledge and Skills	Experiences: learners can be supported to notice other languages in their learning environment and wider community.	Experiences: experiencing Welsh, English and other languages.	Experiences: authentic opportunities to use all the languages they know and are learning. Knowledge: progression in Welsh, English and at least one other language at school.	Skills: transferring knowledge and understanding from learning other languages to support progression in Welsh.	Experiences: genuine opportunities to interact and mediate in authentic contexts. Knowledge: understanding that all bilingual and multilingual people have varying proficiency in each of their languages. Skills: interacting with others in Welsh and mediating in Welsh and

					between Welsh and their other languages. [Mediating: Communicating meaning from one person to another, within the same language (paraphrasing, summarising) or from one language into another (translating, interpreting). The learner assists people to communicate with one another by relaying, explaining or translating information or ideas.]

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for languages connect us	I am beginning to talk with my peers in the language of the setting/school.	I am beginning to understand that there are similarities and differences between our languages.	I can recognise and discuss connections, commonalities and differences between the languages I speak and those that I am learning. I can understand how and why languages have evolved and are continually evolving.	I can use my knowledge of connections, commonalities and differences between languages to support. my language learning skills. Through exploring the process of language evolution and etymology, I can improve my knowledge	I can apply my knowledge of connections, commonalities and differences between languages to improve my communication. I can use my knowledge of language evolution and etymology to deepen my understanding of language construction.

			of language construction.	
Competencies	Linguistic competence: the knowledge of the system and rules of the language. Translingual competence: the ability to make use of a range of linguistic resources in a multilingual society.			
Experiences, Knowledge and Skills	Experiences: opportunities to use Welsh as part of the daily routine in the school or setting.	Experiences: learners can be supported to notice the similarities and difference between languages, for example, square/sgwar; ffôn/phone; tree/tri; key/ci etc.	Knowledge: connections between languages, for example, brawd/ brother/ Bruder; as well as false cognates - words that sound and/or look the same in two languages but have different meanings, for example, bore, brain, barn, call, camp, dim, man, pen, etc. Knowledge: etymology, for example, words from Latin: caws *(c*āseus), draig (dracō, meddyg (medicus) Language evolution (how language has changed and continues to change over time), for example, how Welsh developed from the language spoken by	Experiences: opportunities to explore language evolution and etymology. Knowledge: connections, commonalities and differences	Experiences: opportunities to apply knowledge of connections, commonalities and differences. Skills: using knowledge of language to understand new words.

the ancient Britons; the importance of the publication of the Bible in Welsh in 1587 in preserving language, culture and traditions; developing terms relating to technological developments or societal changes, for example, rhyngrwyd, hunanynysu, cynaliadwy, ailgylchu etc.

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for languages connect us			I can recognise and respect different accents and dialects.	I can adapt and be sensitive to variety within languages and understand that variety occurs within different social, regional and linguistic groups.	I have a positive disposition towards different accents and dialects and embrace language diversity.
Competencies	Communicative competence: the ability to use the language to communicate in different social contexts. Interactional competence: the ability to manage relationships and social interactions in the target language.				
Experiences, Knowledge and Skills		Experiences: learners will hear and use the patterns modelled and taught to them – these should reflect appropriate local accents and dialects,	Experiences: when reading and listening in authentic contexts, learners can be supported to notice regional variation.	Experiences: experiencing Welsh in authentic contexts and from authentic resources help learners understand and use	Skills: versatility and adaptability in learning and using languages.

		for example, taid/ tad-cu; llefrith/llaeth etc	Knowledge: understanding that one variation is not superior to/ more correct than another; respecting and understanding difference.	Welsh beyond the classroom. Skills: understanding that different patterns and vocabulary exist to those the learner has learned and used in school.	

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
Descriptions of learning for languages connect us		I am beginning to draw on information presented in one language and convey it in my own words in another.	I can receive information in one language and adapt it for various purposes in another language.	I can apply my translanguaging skills to support my learning in familiar and new languages.	I can independently identify translanguaging opportunities to enhance my learning and communication in my languages. [Translanguaging is a pedagogical practice that alternates the use of two languages for input and output in the same activity. The learner receives information in one language and works with that information in another language.]
Competencies	Translingual competence: the ability to make use of a range of linguistic resources in a multilingual society.				
Experiences, Knowledge and Skills		Experiences: learners can be supported to use familiar Welsh	Skills: using familiar vocabulary and patterns to express in	Skills: using a range of language resources to progress in learning.	Experiences: authentic opportunities to apply translanguaing skills i.e.

| | | words and patterns to talk about things that are presented in English, for example, a film they watched at the weekend or something they've read. Learners can also benefit from the opportunity to use their home languages to plan for work that will be produced in Welsh.

Skills: translanguaging - this is not the same as translating. Learners may be able to translate words and phrases – beyond this, translation requires a high level of proficiency in both languages. | natural Welsh ideas or information from other languages the learner knows/is learning. | | where languages naturally co-exist. Bilingual people do this every day and this will help learners use their Welsh beyond the classroom in work and in the community. |