

WELSH



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

WELSH in the National Curriculum in Wales

Key Stages 2–4

Title of document

Welsh in the National Curriculum in Wales

Audience

Headteachers and governing bodies of maintained schools in Wales; local education authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

Overview

This document sets out the Welsh Assembly Government's proposed changes to Welsh in the national curriculum in Wales.

Action required

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to curriculum@beaufortresearch.co.uk. Alternatively, online questionnaires are available at www.wales.gov.uk/consultations

Further information

Enquiries about this consultation should be directed to Siân Jones on 029 2037 5424.

Additional copies

Can be obtained from:

Tel: 029 2037 5427

Fax: 029 2037 5494

Or by visiting the Welsh Assembly Government's website www.wales.gov.uk/consultations

Address for return of comments

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Introduction and commentary

This document contains the proposals for Welsh in the national curriculum in Wales. These are for consultation. The consultation lasts until 30 March 2007. It would be helpful if you would submit your views on the response questionnaire provided with the consultation pack or respond via the website at www.wales.gov.uk/consultations

Wales Curriculum 2008: The objectives

The Welsh Assembly Government intends that, from 2008, there exists in Wales:

- a single coherent framework for curriculum, assessment and qualifications 3–19 which will help schools to raise standards of achievement and widen educational opportunity
- a set of revised subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage.

The agenda for the development of this revised curriculum and assessment framework for Wales is based on the Minister's acceptance of the key recommendations in ACCAC's *Review of the school curriculum and assessment arrangements 5–16: A Report to the Welsh Assembly Government April 2004*. That report described the context for the review and the evidence that was gathered to inform ACCAC's advice.

Advisory groups for cross-phase (primary and secondary) and additional educational needs worked alongside the personal and social education and subject advisory groups to help revise the curriculum.

In revising the subject Orders, opportunities have been taken to:

- revise the Common Requirements section to clarify each subject's contribution to developing skills across the curriculum, the Curriculum Cymreig, and personal and social education
- review the use of the icons for skills and other requirements to give a fuller picture of opportunities for skills development and application
- revise the 'Access for all pupils' text to clarify breadth and depth of study, and to ensure inclusion and accessibility for all pupils, especially those with additional educational needs
- revise and rename focus statements to reflect the focus on skills development and application, and to provide an overview of what is involved in each key stage for each subject

- develop a common structure – Skills and Range – initially identifying the required skills for each subject and then the range of contexts, opportunities and activities through which these skills should be developed
- use the non-statutory skills framework to underpin the review of the subject Orders, adding text consistent with that used in the skills framework to indicate where opportunities and contexts exist to develop skills across the curriculum
- update and reduce content where necessary to ensure relevance to the twenty-first century, taking account of learners' personal development and well-being, their preparedness for citizenship, community life and employability within a bilingual Wales, and education for sustainable development and global citizenship
- add non-statutory examples where necessary to clarify key experiences and learning opportunities
- re-draft level descriptions, where necessary, to indicate clearly progression in skills relevant to each subject, and to recognise the progress of pupils who are working below Level 1
- remove references to the Key Stage 2 and 3 Programmes of Study from the level descriptions
- reduce the level of prescription in the Key Stage 4 Programme of Study to allow qualifications that provide different and more inclusive pathways through each subject, giving learners greater opportunities for choice and participation.

Commentary on the proposals: key changes

The main changes to the current (2000) Order are:

- Greater consistency has been achieved between the Welsh and Welsh second language models and between the Welsh and English Orders.
- Wherever possible, strands are the same in Welsh, Welsh second language and English; the same numbering system applies in both Welsh models and in the English Order. Where there are additional points in one of the Orders, these are placed at the end of the list.
- Progression across key stages and models has been clarified, using the same terminology where possible.
- In all three attainment targets, content of the Language Development section has been subsumed within either the Skills or Range sections.
- Emphasis has been placed on a developing understanding of the appropriateness of the formal register in particular situations.
- Audience, range and forms are identified as being wide and flexible to accommodate the needs of the twenty-first century.
- At Key Stage 4 consistency with the Key Skill of Communication and with current definitions of Functional Skills has been achieved.

Oracy

- Explicit references to evaluating the talk of others, as well as their own, have been added and also the need to 'consider ways of improving'.
- The need to 'conjugate prepositions' and to be 'aware of the gender of nouns' in Welsh and Welsh second language, Key Stage 3 has been changed to 'using prepositions' and 'using the gender of nouns'.
- There is an emphasis on making links with and drawing on their knowledge of English and other languages as a means of increasing their overall confidence in using language.
- Greater emphasis is placed on developing arguments and supporting their views with reasons; this emphasis is reflected in the level descriptions and expressing and opinion now appears at Level 3 in Welsh second language.

Reading

- Reference to punctuation has been added to indicate its significance in clarifying meaning.
- Reference to the way texts change when adapted for different media has been added to the Welsh model.
- In the Welsh model/Key Stage 3 in Welsh second language, 'challenging material' and 'information material and reference material' have been added to the range of reading required.
- References to identifying and appreciating different styles within texts have been strengthened.
- Greater emphasis is placed on information retrieval strategies and the collation of information; this change is reflected in the level descriptions.
- Reference to specific reading strategies such as phonics and graphics has been removed in favour of 'various strategies'.

Writing

- Handwriting and presentation skills have been added to Key Stages 3 and 4 and in all key stages this section contains explicit references to keyboard skills and the use of ICT presentational devices.
- As in Oracy the need to 'conjugate prepositions' and to be 'aware of the gender of nouns' in Welsh/Key Stage 3 Welsh second language has been changed to 'using prepositions' and 'using the gender of nouns'.
- Additions have been made to the punctuation items at Key Stage 2; whilst the list at Key Stages 3 and 4 has been replaced by reference to 'use the full range of punctuation marks'.
- Emphasis has been placed on 'evaluating their own work and the work of others' in Welsh/Key Stage 4 Welsh second language, this replaces 'discussing features...of work'.

Responsibilities on schools

Under the requirements of equal opportunities legislation covering race, gender and disability, schools in Wales have a duty towards present and prospective learners to:

- eliminate discrimination and harassment and promote positive attitudes
- promote equal opportunities and encourage participation in all areas of school life.

Every learner should develop a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan in all subjects to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic/cultural identities of all pupils and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers and provide an inclusive curriculum which will offer opportunities for **all** learners to achieve in school in preparation for further learning and life.

Schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. For learners with disabilities in particular, they should make reasonable adjustments in order to:

- improve access to the curriculum
- increase access to education and associated services
- provide information in a range of formats.

Schools should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both spoken and written English and/or Welsh through the curriculum. Schools should ensure that learners are provided with material that is appropriate to their ability and previous education/experience, and that extends their language development and challenges them cognitively.

Learner entitlement

Schools in Wales should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities. Schools should ensure that learners' preferred systems of communication are used to maximise access to the curriculum and should recognise the value of the home language in learning. Learners should experience a variety of styles to extend their learning.

To enable **all** learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier or later phases/key stages within the curriculum. Schools should present material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working **significantly** below the expected levels at any key stage, schools should design their curriculum to meet the priority needs of their learners. Sufficient flexibility exists within the curriculum to meet the needs of all learners without the need for disapplication. Where it is not possible to cover **all** of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by using the full range of subjects as contexts for learning.

For learners working at higher levels, greater challenge should be incorporated by presenting material in ways that extend breadth and depth of study. The level of demand may also be increased through the development and application of communication, number, information and communication technology (ICT) and thinking skills across the curriculum.

Schools should choose material (to be covered in depth or in outline) that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Developing skills across the curriculum

A non-statutory Skills Framework has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop at Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Thinking

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In Welsh, learners explore, plan, develop and reflect on ideas through speech, reading and writing, responding to their own work as well as that of others. They analyse, structure and organise their work; use language creatively; use errors and unexpected outcomes to develop their learning; use their knowledge about language to explain and predict; describe links and similarities in language; identify patterns and formulate rules; discuss their language learning and evaluate their success.

Communication

Learners develop their communication skills across the curriculum through the skills of **oracy**, **reading**, **writing** and **wider communication**.

In Welsh, learners communicate through oracy, reading and writing, developing these skills through appraisal of their own work and that of others. In doing so, they learn how to communicate effectively for a range of purposes and with a range of audiences. They deal with extended and increasingly complex language in order to develop as independent and confident users. Their communication skills in Welsh support and enhance the development of skills in other languages.

ICT

Learners develop their ICT skills across the curriculum by **creating, presenting, finding and developing information and ideas** and by using a wide range of equipment and software.

In Welsh, learners develop their ICT skills by communicating and sharing information and by using technology to research, develop and present their work.

Number

Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting results**.

In Welsh, learners develop their number skills through activities which include number rhymes, using ordinal and cardinal numbers, ordering events in time, using measures, gathering information in a variety of ways, including questionnaires; accessing, selecting, recording and presenting data in a variety of formats.

Curriculum Cymreig and personal and social education across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on their experiences at the Foundation Phase and promote their knowledge and understanding of Wales, and their personal and social development and well-being.

Curriculum Cymreig



Learners should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Welsh contributes to the Curriculum Cymreig by giving learners the unique opportunity to learn the language of Wales and to become bilingual. They respond to stimuli and use Welsh as a natural means of communication.

Personal and social education



Learners should be given opportunities to promote their health and well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

Welsh contributes to learners' personal and social education by developing their awareness of the role and differing contribution of minority and global languages within society. By developing their appreciation of two cultures, they are better able to appreciate other cultures, and be sympathetic to them. They work co-operatively and respect the role of others. The exploration and reflection upon texts dealing with a range of themes can encourage the development of self-knowledge, emotional maturity and empathy with the human condition.

Welsh at Key Stages 2 and 3

Welsh at Key Stage 2

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. Progress is achieved through an integrated programme of oracy, reading and writing. Learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study.

Learners become confident, coherent and engaging speakers, working as individuals and as members of a group. Their experiences will include opportunities to take part in drama and role-play activities. They develop as active and responsive listeners in a wide range of situations. Throughout the key stage, they experience a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers. They become competent writers, writing clearly and coherently in a range of forms and for a range of purposes. They acquire a growing understanding of the need to adapt their speech and writing to suit purpose and audience. They work with increasing accuracy and they reflect upon and evaluate their own achievements and the achievements of others.

Welsh at Key Stage 3

At Key Stage 3, learners build on the skills, knowledge and understanding acquired during Key Stage 2. Progress is achieved through an integrated programme of oracy, reading and writing. Learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study.


Oral activities ensure that learners' abilities as listeners, viewers and speakers are developed and extended. Their experiences include opportunities to take part in drama and role-play activities. They read widely for pleasure and interest, developing an articulate and informed personal opinion about their reading. They respond to the content and style of texts, discussing a varied selection of literature, information and media texts. Learners write in a range of forms and styles, adjusting their language to suit purpose and audience using an appropriate level of formality. They work with increasing accuracy and they reflect upon and evaluate their own achievements and the achievements of others.

Key Stage 2 Programme of Study

Oracy




Skills

Pupils should be given opportunities to:

1. observe and listen carefully, extracting the main points
2. respond expansively by:
 - recognising the main points
 - asking questions and offering comments
 - making and using notes based on their enquiries
3. communicate:
 - clearly and confidently
 - in a manner that is suitable for the audience and purpose
 - using gestures and intonation appropriately
4. develop their awareness of the social conventions of conversation and discussion 
5. reinforce Welsh syntax by developing their ability to:
 - use a variety of sentence structures and vocabulary accurately
 - use language that is both refined and robust and use an increasing range of vocabulary
6. use spoken language appropriately and:
 - understand that differences exist between spoken language and written language
 - identify differences in dialects
 - consider the ways in which formal and informal language varies according to its context and purpose
 - consider and promote the accuracy of their language when speaking by
 - a. using verb forms (tense and person)
 - b. forming negative sentences
 - c. using prepositions
 - d. mutating appropriately
 - e. differentiating between similar words
 - f. using the gender of nouns
7. evaluate their own oracy and that of others and consider ways of improving by taking into account the manner in which speakers, including themselves, adapt the vocabulary, tone, pace and style of their conversation to different circumstances.

Range

Pupils should be given opportunities to:


1. see and hear different people talking, including people with different dialects
2. experience a variety of audio, audio-visual, visual and written stimuli, ideas and texts, e.g. *DVDs, tapes, interactive white board material, a theatrical performance* 
3. communicate for a variety of purposes including:
 - asking questions and offering comments
 - giving and following sets of instructions
 - presenting personal and imaginative experiences and factual information
4. work independently, in pairs, in groups and as a member of a class
5. use a variety of methods to present ideas, e.g. *the use of ICT, drama techniques, simulations, holding a discussion, giving reports based on notes* 
6. converse with a variety of audiences including teachers, peers and familiar adults 
7. increase their confidence in language use by drawing on their knowledge of Welsh and English and other languages.



Reading

Skills

Pupils should be given opportunities to:

1. use various strategies as required in order to develop as readers
2. read their own work and the work of others:
 - confidently
 - meaningfully
 - fluently
 - with enjoyment
3. use different strategies to establish meaning and gather information in texts including:
 - skimming
 - scanning
 - reading in detail
 - predicting
 - using context to establish meaning and understanding that which is implicit in a text
4. identify and discuss the characteristics of different genres in terms of organisation, structure and presentation; note how effects can be created by means of orthographical devices, sounds and words and note how to differentiate between factual information and opinions
5. respond intelligently, clearly and appropriately both orally and in written work to the:
 - plot
 - events
 - characters
 - ideas
 - vocabulary
 - style
 - register
 - presentation
 - form,offering comments or opinions and using relevant terms
6. look for information by using all kinds of systems for organising information, e.g. *the alphabet, indexes, catalogues and ICT systems* 
7. use the information gained from their reading to:
 - reinforce the language presented to them
 - develop their understanding of the structure of the language
 - understand how a range of punctuation helps to convey meaning
8. read, re-read and recall materials that have been read, and retell the passages that were particularly enjoyable; memorise extracts
9. consider how texts change when adapted for different media.

Range

Pupils should be given opportunities to:




1. develop as enthusiastic, independent and reflective readers.
2. read in a variety of situations including reading:
 - with support
 - independently
 - in pairs
 - in a group
 - aloudand listen whilst following the printed text
3. experience a variety of texts and forms including:
 - traditional and contemporary poetry and prose
 - challenging material
 - material that broadens horizons and expands the mind
 - information material and reference material including material printed by the media and computer material
 - extracts and complete texts
 - material that contains a range of features in terms of structure and sequence.



Writing

Skills

Pupils should be given opportunities to:

1. use the characteristics of chosen forms, adapting their style to the audience and purpose
2. link clauses and sentences in an intelligible and organised manner; use various Welsh constructions and paragraphs effectively
3. use punctuation to convey the appropriate meaning, including:
 - commas
 - full stops
 - question marks
 - quotation marks
 - exclamation marks
 - apostrophes
 - circumflexes
 - bullet points
4. choose and use appropriate vocabulary, develop language that is both refined and robust, and use it to create effects
5. promote accuracy by:
 - using verb forms
 - forming negative sentences
 - using prepositions
 - mutating appropriately
- using the gender of nouns
- differentiating between similar words
- differentiating between 'i', 'u' and 'y'
- avoiding the unnecessary use of English words, phrases and patterns or those of an English nature
6. use a range of strategies to enable them to spell correctly; check spelling by using various methods, e.g. *technological spellcheckers* 
7. use appropriate vocabulary and terminology when considering and evaluating their own work and the work of others
8. draft and improve their work, using ICT as required, in order to:
 - prepare and plan
 - draft and redraft the content and the language
 - proofread
 - prepare a final copy
9. present their work appropriately by:
 - developing legible handwriting in accordance with convention
 - developing keyboard skills
 - using appropriate methods in terms of presentation and layout, including ICT.

Range

Pupils should be given opportunities to:

1. write for a variety of purposes including:
 - to amuse
 - to present information
 - to express opinions
 - to convey feelings and ideas
2. write for a variety of both real and imaginary audiences, e.g. *oneself, fellow-pupils, younger pupils, teachers, family and friends*
3. write in a variety of forms, e.g. *stories, poems, scripts, leaflets, posters, advertisements, reports, diaries, notes, electronic texts, portrayals, instructions, questionnaires, reviews, articles, speeches*
4. write in response to a variety of audio, visual and audio-visual stimuli, e.g. *stories, poems, their interests, their activities and experiences in the classroom and elsewhere, television programmes, a statue.*




Key Stage 3 Programme of Study

Oracy




Skills

Pupils should be given opportunities to:

1. observe and listen carefully, extracting the main points
2. respond expansively by:
 - recognising the main points
 - asking questions and offering comments
 - examining the opinions of others
 - considering the use of evidence, suggestion and what is implied by what is said
 - making and using notes based on their enquiries
3. communicate:
 - clearly and confidently
 - in a manner that is suitable for the audience and purpose
 - using gestures and intonation appropriately
4. develop their awareness of the social conventions of conversation; discuss in a perceptive and expansive manner and move a discussion forward 
5. reinforce Welsh syntax by developing their ability to:
 - use a variety of sentence structures and vocabulary accurately
- use language that is both refined and robust and use a wide range of vocabulary
- avoid the unnecessary use of English words, phrases and patterns or those of an English nature
6. use spoken language appropriately and:
 - understand that differences exist between spoken language and written language, and consider those differences
 - identify differences in the dialects and accents of different areas
 - consider the ways in which formal and informal language varies according to its context and purpose
 - consider and promote the accuracy of their language when speaking by:
 - a. using verb forms (tense and person)
 - b. forming negative sentences
 - c. using prepositions
 - d. mutating appropriately
 - e. differentiating between similar words
 - f. using the gender of nouns
7. evaluate their own oracy and that of others and consider ways of improving by taking into account the manner in which speakers, including themselves, adapt the vocabulary, tone, pace and style of their conversation to different circumstances.

Range

Pupils should be given opportunities to:


1. see and hear different people talking, including people with different dialects
2. experience a variety of audio, audio-visual, visual and written stimuli, ideas and texts, e.g. *DVDs, tapes, interactive white board material, a theatrical performance* 
3. communicate for a variety of purposes including:
 - asking questions and offering extended comments
 - giving and following sets of instructions
 - presenting personal and imaginative experiences and factual information in a detailed and coherent manner
- expressing opinions effectively, using evidence to construct an argument and persuade
- giving reports based on notes
4. work independently, in pairs, in groups and as a member of a class
5. use a variety of methods to present ideas, e.g. *the use of ICT, drama techniques, simulations, holding a discussion, giving reports based on notes* 
6. converse with a variety of audiences including teachers, peers and familiar adults 
7. increase their confidence in language use by drawing on their knowledge of Welsh and English and other languages.



Reading

Skills

Pupils should be given opportunities to:

1. use various strategies as required in order to develop as readers
2. read their own work and the work of others:
 - confidently
 - meaningfully
 - fluently
 - accurately
 - with appropriate expression in order to sustain the audience's interest
 - with enjoyment
3. use different strategies to establish meaning and gather information in texts including:
 - skimming
 - scanning
 - reading in detail
 - predicting
 - using context to establish meaning and understanding that which is implicit in a text
4. identify the characteristics of different genres in terms of organisation, structure and presentation; note how effects can be created by means of orthographical devices, sounds and words; note how to differentiate between factual information and opinions and how to become familiar with the author's viewpoint
5. discuss and interpret texts both orally and in written work by referring to the:
 - plot
 - events
 - characters
 - ideas
 - vocabulary
 - style
 - register
 - presentation
 - form,using evidence to support comments or opinions and using a variety of relevant terms
6. look for information by using all kinds of systems for organising information, e.g. *the alphabet, indexes, catalogues and ICT systems* 
7. use the knowledge of language gained from reading texts containing rich language to:
 - reinforce the language presented to them
 - develop their understanding of the structure of the language
 - understand how a range of punctuation helps to convey meaning
8. read, re-read and recall materials that have been read, and retell the passages that were particularly enjoyable; memorise extracts
9. consider how texts change when adapted for different media, and compare those texts.

Range

Pupils should be given opportunities to:




1. develop as enthusiastic, independent and reflective readers
2. read in a variety of situations including reading:
 - with support
 - independently
 - in pairs
 - in a group
 - aloudand listen whilst following the printed text
3. experience a variety of texts and forms including:
 - traditional and contemporary poetry and prose
 - challenging material
 - material that broadens horizons and expands the mind
 - information material and reference material, including formal, official and public material and material printed by the media
 - extracts and complete texts
 - material that contains a range of features in terms of structure and sequence.



Writing

Skills

Pupils should be given opportunities to:

1. use the characteristics of chosen forms, adapting their style to the audience and purpose
2. link clauses and sentences in an intelligible and organised manner; use various Welsh constructions and paragraphs effectively
3. use the full range of punctuation marks
4. choose and use appropriate vocabulary and refined and robust language, and use a range of style techniques to create effects
5. promote accuracy by:
 - using verb forms
 - forming negative sentences
 - using prepositions
 - mutating appropriately
 - using the gender of nouns
 - differentiating between similar words
 - differentiating between 'i', 'u' and 'y'
 - avoiding the unnecessary use of English words, phrases and patterns or those of an English nature
6. use a range of strategies to enable them to spell correctly; check spelling by using various methods, e.g. *technological spellcheckers* 
7. use appropriate vocabulary and terminology when considering and evaluating their own work and the work of others
8. draft and improve their work, using ICT as required, in order to:
 - prepare and plan
 - draft and redraft the content and the language
 - proofread
 - prepare a final copy
9. present their work appropriately by:
 - developing legible handwriting in accordance with convention
 - developing keyboard skills
 - using appropriate methods in terms of presentation and layout, including ICT.

Range

Pupils should be given opportunities to:

1. write for a wide variety of purposes including:
 - to amuse
 - to present information
 - to express opinions
 - to convey feelings and ideas
2. write for a wide variety of both real and imaginary audiences, e.g. *oneself, fellow-pupils, younger pupils, teachers, family and friends*
3. write in a wide variety of forms, e.g. *stories, poems, scripts, leaflets, posters, advertisements, reports, diaries, notes, electronic texts, portrayals, instructions, questionnaires, reviews, articles, speeches, soliloquies*
4. write in response to a wide variety of audio, visual and audio-visual stimuli, e.g. *stories, poems, their interests, their activities and experiences in the classroom and elsewhere, a television programme, a statue.*

National curriculum outcomes

The following national curriculum outcomes are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. National curriculum outcomes 1, 2 and 3 align with the Foundation Phase outcomes 1, 2 and 3.

The national curriculum outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

Oracy

Outcome 1

Pupils understand and use objects of reference, symbols, signs or single words for familiar objects, events and feelings. They respond to simple requests which contain one or two key symbols, signs or words in familiar contexts.

Outcome 2

Pupils combine two or three key symbols, signs or words to communicate meaning to a range of familiar people. They respond to simple questions ('what?', 'where?') and follow instructions containing two or three key symbols, signs, or words.

Outcome 3

Pupils use up to four key symbols, signs or key words to organise their thinking and communicate information or stories to others – including some who are less familiar. They ask and answer questions ('who?', 'why?') and follow instructions which contain three or four key symbols, signs or words. Pupils take part in one to one and small group discussions and role play and listen to stories for increasing periods of time.

National curriculum outcomes

Reading

Outcome 1

Pupils listen and respond to familiar stories and rhymes. They show some understanding of how books work (e.g. turning pages). They match objects to pictures and symbols.

Outcome 2

Pupils recognise symbols or words linked to their personal interests and begin to distinguish between these and pictures. Pupils match letters and short words.

Outcome 3

Pupils follow a left-right sequence, join in rhymes and fill in gaps in familiar or repetitive narrative text. They recognise some letters of the alphabet (by shape, name or sound) and a growing number of everyday words and symbols. Pupils understand the conventions of reading and know that print carries meaning. They begin to discriminate between distinctive sounds and may link these to letter patterns.

Writing

Outcome 1

Pupils begin to understand that marks and symbols convey meaning. They make marks or symbols in their preferred mode of communication.

Outcome 2

Pupils produce some meaningful print or symbols linked to their own interests. They trace, overwrite, then copy lines and shapes and begin to produce recognisable letters or symbols often linked to their own name.

Outcome 3

Pupils group letters and leave spaces between them, as though writing words. They begin to use pictures, symbols and familiar words in sequence to communicate meaning and show a growing awareness of the different purposes of writing. They write a few familiar words, usually using upper and lower case letters appropriately

Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate exceptional performance at Key Stage 3, a description above Level 8 is provided.

Oracy

Level 1

Pupils talk about familiar matters as individuals and in groups. Their speech is comprehensible and they respond appropriately to simple phrases, instructions and questions. With support, they communicate simple information, respond to stimuli and include some details.

Level 2

Pupils start demonstrating confidence, especially when talking about matters that are within their experience and interest. At times, they respond appropriately and include suitable details. They ask for, understand and communicate simple information and respond to a wider range of stimuli. Their pronunciation and intonation is comprehensible as they develop and explain their ideas, and they use an increasing range of vocabulary and patterns that are usually accurate. They start to realise that they hear a variety of language around them.

Level 3

Pupils talk with some confidence in different contexts about experiences and events demonstrating some awareness of order and progression. They listen carefully to others, respond in a relevant way to them and start asking appropriate questions. Pupils start adapting their speech according to the demands of the audience. They express an opinion simply and talk with some accuracy with appropriate pronunciation and intonation and varying vocabulary and register. They communicate simple, personal and factual information clearly, varying their sentences purposefully.

Level 4

Pupils speak confidently in a variety of contexts. They present information, talk about experiences, respond carefully and demonstrate an awareness of order and progression. They express an opinion clearly including reasons at times. They demonstrate an awareness of the demands of an audience by starting to vary their voice, intonation and gestures. In a discussion, they listen carefully and respond by asking questions and making comments that are relevant to the contributions of others. They speak fluently and coherently, using an increasing variety of phrases and sentence patterns with a good degree of accuracy.

Level 5

Pupils speak confidently in a wide variety of contexts. They address the contributions of others carefully, by enquiring in order to elicit ideas and contribute in a way that considers other viewpoints. They demonstrate an increasing awareness of progression by developing their speech purposefully. They maintain the interest of listeners by varying their speech to suit the purpose using voice, intonation and gestures according to the context's demands. When expressing an opinion, they give reasons consistently to support their opinion. They present information clearly and effectively, and demonstrate quite a good grasp of the spoken language's natural syntax.

Level 6

Pupils adapt their speech according to the demands of a wide variety of contexts, and present information and experiences with increasing confidence. They kindle the interest of others by varying their expression and their vocabulary. In a discussion they think carefully about what others say, considering how and when to respond. Pupils express an opinion using evidence at times. They demonstrate quite a sound grasp of the natural syntax of the spoken language and vary vocabulary and expression according to register.

Level 7

Pupils adapt their speech purposefully and use language appropriately in a variety of contexts. They communicate clearly and in an organised fashion, showing some initiative. They express an opinion selecting evidence to support their viewpoint. In a discussion, pupils make sensitive and thoughtful comments when evaluating the ideas of others. They demonstrate a sound grasp of the natural syntax of the spoken language and draw on a wide variety of language resources.

Level 8

Pupils contribute and show initiative in a discussion on different subjects with a range of listeners. They deal with information from various sources and use evidence in a balanced way to justify their opinion. They communicate ideas coherently and vary their language according to purpose and audience. In a discussion pupils make subtle and sensitive comments, evaluating the ideas of others before making contributions that will move the discussion ahead. They use accurate and enriched spoken language.

Exceptional Performance

Pupils take part confidently and with consistent effectiveness in a variety of contexts. They initiate and sustain discussions on extensive topics, reasoning with perception and confidence, and demonstrating an independent and mature mind. They concentrate when listening before responding in an articulate and perceptive way to complex contributions by others. Pupils have a high standard of accurate and robust language, and they vary the style and register according to purpose and audience.

Level descriptions

Reading

Level 1

Pupils recognise familiar words in simple texts. When reading aloud they use their knowledge of letters and the relationship between sounds and symbols to read words and determine meaning. They respond to poetry, stories and factual material by referring to what they like.

Level 2

Overall, pupils read simple texts accurately. They demonstrate an understanding of the main events or ideas in stories, poems and factual material and they express an opinion about them. They use a range of strategies when reading unfamiliar words and determining meaning.

Level 3

Pupils read a range of texts. They read aloud correctly, fluently and with increasing emphasis. They use appropriate strategies to establish meaning. They extract the main facts from texts and respond to the material they have read. They use their knowledge of the alphabet to locate books and find information.

Level 4

Pupils read clearly and expressively. When responding to a wide range of texts they demonstrate an understanding of the main ideas, events and characters. They refer to the text when expressing an opinion, and start to demonstrate an understanding of what is implicit in the material read. Pupils gather information on a specific subject from more than one print source and use it appropriately.

Level 5

Pupils demonstrate an understanding of a variety of texts, selecting the main points and demonstrating an understanding of what is implicit in them by drawing conclusions where appropriate. When responding to a wide range of texts they express an opinion and refer to plot, characters and some aspects of style, selecting appropriate words, phrases, sentences and information to support a viewpoint. They gather, recall and organise information from various sources.

Level 6

When reading and discussing a wide range of topics, pupils recognise different layers of meaning and make comments on their significance and effect. They express an opinion on a wide range of subjects and provide reasons for their comments by referring to content, themes, structure and aspects of language and style. They gather, recall and summarise relevant information from various sources clearly.

Level 7

When reading and discussing a wide range of texts, pupils demonstrate an understanding of how meaning is communicated and information is presented. They express an opinion skilfully about their reading material referring to content, themes, structure, language and style, and analysing them. They gather, combine and present information from various sources effectively.

Level 8

Pupils respond thoughtfully to a wide variety of texts by analysing and evaluating how meaning is presented. They analyse style in detail and form an opinion by using evidence in a balanced fashion. They select, combine and analyse ideas and information, discussing the way they are presented in different texts.

Exceptional Performance

Pupils respond confidently and with maturity to challenging texts by analysing and evaluating the material critically and by presenting detailed and perceptive comments on how meaning is communicated and information is presented. They discuss texts shrewdly, considering the audience, the purpose, the style and form using cross-references effectively.

Level descriptions

Writing

Level 1

Pupils communicate by writing words, phrases and occasional sentences starting to show an awareness of how to use a full stop. They form letters that are usually accurately formed and in the correct direction. They begin to understand the different purposes and functions of written language.

Level 2

Pupil's written work communicates meaning. They use suitable and interesting vocabulary showing some awareness of the reader and the form. Often ideas are developed in a series of linked sentences. They use capital letters and full stops with some consistency. In handwriting, the letters are accurately formed and regular in size and used according to convention.

Level 3

Pupils usually write clearly and in an organised way in both creative and factual forms on a variety of subjects. They demonstrate a grasp of form and progression, developing their ideas rationally, varying their sentences to an extent and adapting their work at times to the purpose of the reader. They start to create effects by selecting suitable words for the purpose. Pupils produce basic constructions and sentences fairly accurately and they use punctuation – capital letters, question marks, apostrophes and full stops – correctly overall. They spell most of the structure words and basic words of the subjects under discussion accurately. Handwriting is legible and the work is appropriately presented.

Level 4

Pupils write thoughtfully and imaginatively in a variety of forms, when presenting their work. They express an opinion simply and often sustain and develop ideas in an interesting way. They will often demonstrate originality when selecting words and phrases to create effect. They use more varied and complex constructions fairly accurately. Pupils use paragraphs to present their work in an organised way and in progression for the purpose of the reader. They spell most of the words within their experience correctly, writing the words in their standard written form where appropriate and mutating correctly at times. They use capital letters, question marks and full stops correctly and they start to punctuate within sentences using apostrophes and quotation marks when necessary. Handwriting is clear, and they write fluently, adapting the presentation according to the task where appropriate.

Level 5

Pupils write clearly, in a varied and interesting way for a variety of purposes, demonstrating perceptiveness, imagination and a sure grasp of form. They express an opinion and support it with some reasons. They often, demonstrate originality when selecting words and phrases, considering the subject, purpose, impression and the nature of the audience. Their work includes paragraphs and a range of constructions and phrases that are fairly accurate and Welsh in tone. Pupils usually punctuate and mutate correctly. They use their knowledge of spelling rules to spell correctly. The work is legible and effectively presented.

Level 6

Pupil's writing kindles and sustains the reader's interest through their deliberate choice of vocabulary, phrases and sentence forms when developing descriptions, ideas and arguments. They present information for different purposes and express an opinion developing some points to support a viewpoint. They make appropriate use of a style, language and register that is suitable for the form. They have quite a sound grasp of correct syntax and natural idiom in Welsh. They mutate and spell – including irregular words – correctly as a rule. A range of punctuation marks is used to explain the meaning and ideas are organised in paragraphs. The work is legible and effectively presented.

Level 7

Pupils write confidently and choose an appropriate style in a wide range of forms. The features and conventions of narrative and factual writing is coherent and developed and sustained. In a narrative, they develop ideas and situations and when writing factually their ideas are well organised and coherent. They uphold arguments providing evidence to support their opinion. Their use of vocabulary and correct, natural Welsh syntax reflects the demands of the task. They spell complex, irregular words correctly. Paragraphing, punctuation and grammar are usually correct and are used to clarify the progression for the reader. The work is legible and effectively presented.

Level 8

Pupil's written work demonstrates depth, flair and originality. They demonstrate the ability to use most creative forms effectively and confidently, varying the style and the register according to the purpose of the task. When writing a narrative, they develop the characters and the situations, and when writing factually their ideas are well organised, coherent and subtle. They construct their arguments, providing evidence consistently. Their language is rich and accurate and they have a good grasp of grammar, punctuation, spelling and paragraphing. The work is legible and effectively presented.

Exceptional Performance

Pupils write perceptively and subtly, making skilful use of a range of styles and forms and maintaining the reader's interest. They develop and sustain their ideas and arguments rationally and clearly and treat imaginative and factual texts on extensive topics in a detailed and well organised fashion. They demonstrate a wealth of language resources used correctly and with maturity to ensure the fluency of their style. The paragraphs are carefully structured and linked, adding to the clarity and order of the passage as a whole. The work is legible and effectively presented.

At Key Stage 4, pupils build on the skills, knowledge and understanding acquired during Key Stage 3. Progress is achieved through an integrated programme of oracy, reading and writing. Learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study.

Learners become effective and confident oral communicators. They are fluent in both reading for pleasure and reading for meaning. They are able to match their writing to purpose, audience and form. Their work becomes increasingly accurate, and they reflect upon and evaluate their own achievements and the achievements of others.

Learning Pathways 14–19


For learners at Key Stage 4, Welsh will be part of each individual's learning pathway. The course of study followed should be designed to encourage both the abilities of young people as learners and their desire to access future learning opportunities. In particular, the course should contribute as widely as possible to the four aspects of learning as identified in the 14–19 Learning Core.



Oracy




Skills

Pupils should be given opportunities to:

1. observe and listen carefully to complex information extracting the main points
2. respond expansively by:
 - asking detailed questions and offering extended and perceptive comments
 - examining the opinions of others
 - considering the use of evidence, suggestion and what is implied by what is said
 - making and using notes based on their enquiries
3. communicate using appropriate language:
 - clearly and confidently
 - in a manner that is suitable for the audience and purpose
 - using gestures and intonation appropriately
4. develop further their conversation skills, discuss in a perceptive and expansive manner and move a discussion forward 
5. reinforce Welsh syntax by developing their ability to:
 - use a wider variety of sentence structures and vocabulary accurately
 - use language that is both refined and robust and use a wide range of vocabulary
6. use spoken language appropriately and:
 - understand that differences exist between spoken language and written language, and consider those differences
 - identify differences in the dialects and accents of different areas and identify words borrowed from the English language
 - consider the ways in which formal and informal language varies according to its context and purpose
 - consider and promote the accuracy of their language when speaking by:
 - a. using verb forms (tense and person)
 - b. forming negative sentences
 - c. using prepositions
 - d. mutating appropriately
 - e. differentiating between similar words
 - f. using the gender of nouns
7. evaluate their own oracy and that of others and consider ways of improving by taking into account the manner in which speakers, including themselves, adapt the vocabulary, tone, pace and style of their conversation according to the audience, purpose and situation.

Range

Pupils should be given opportunities to:


1. see and hear different people talking, including people with different dialects
2. experience a variety of audio, audio-visual, visual and written stimuli, ideas and texts, e.g. *DVDs, tapes, interactive whiteboard material, a theatrical performance* 
3. communicate for a variety of purposes including:
 - asking questions and offering extended comments
 - following sets of instructions
 - presenting personal and imaginative experiences and factual information in a detailed and coherent manner and in a way which persuades others
4. work independently, in pairs, in groups and as a member of a class
5. use a variety of methods to present ideas, e.g. *using ICT, holding a discussion, giving reports based on notes, role play* 
6. converse with a variety of audiences including teachers, peers and other adults 
7. increase their confidence in language use by drawing on their knowledge of Welsh and English and other languages.

Key Stage 4 Programme of Study

Reading

Skills

Pupils should be given opportunities to:

1. build on the reading skills outlined in the KS3 Programme of Study
2. read their own work and the work of others on paper and on screen:
 - confidently
 - meaningfully
 - fluently
 - accurately
 - with appropriate expression in order to sustain the audience's interest
 - with enjoyment
3. use higher order reading skills to:
 - establish meaning
 - summarise
 - gather information
 - identify prejudice
 - recognise that which is implicit in challenging and complex texts
4. identify the characteristics of different genres in terms of organisation, structure and presentation; note how effects can be created by means of orthographical devices, sounds and words, syntax; and note how to differentiate between factual information and opinions, and respond to authors' different viewpoints
5. discuss and analyse texts both orally and in written work, compare texts and express an opinion on them by referring to the:
 - content
 - form
 - style,using evidence to support comments or opinions
6. look for information by using all kinds of systems for organising information, *e.g. indexes, catalogues and ICT systems, libraries, web search engines* 
7. use the knowledge of language gained from reading texts containing rich language to:
 - reinforce the language presented to them
 - develop their understanding of the structure of the language
 - understand how a range of punctuation helps to convey meaning
8. read, re-read and recall materials that have been read
9. consider how texts change when adapted for different media, and compare those texts.

Range




Pupils should be given opportunities to:

1. develop as enthusiastic, independent and reflective readers
2. read in a variety of situations
3. experience a variety of texts and forms including literary and/or factual texts.

Writing

Skills

Pupils should be given opportunities to:

1. use the characteristics of chosen forms effectively, adapting their style to a wide range of audiences and purposes
2. link various clauses and sentences in an intelligible and organised manner; use various Welsh constructions and paragraphs effectively to create coherent passages
3. use the full range of punctuation marks suitable for the purpose
4. choose and use appropriate wide-ranging vocabulary and refined and robust language; use a range of style techniques to create effects in an observant, sensuous and succinct manner
5. promote accuracy by:
 - using verb forms
 - forming negative sentences
 - using prepositions
 - mutating appropriately
 - using the gender of nouns
 - differentiating between similar words
 - differentiating between 'i', 'u' and 'y'
 - avoiding the unnecessary use of English words, phrases and patterns or those of an English nature
6. use a range of strategies to enable them to spell correctly; check spelling by using various methods, e.g. *technological spellcheckers* 
7. use appropriate vocabulary and terminology when considering and evaluating their own work and the work of others
8. draft and improve their work, using ICT as required, in order to:
 - prepare and plan
 - draft and redraft the content and the language
 - proofread
 - prepare a final copy
9. present their work appropriately by
 - developing legible handwriting in accordance with convention
 - developing keyboard skills
 - using appropriate methods in terms of presentation and layout, including ICT.

Range

Pupils should be given opportunities to:

1. write for a variety of purposes including:
 - to amuse
 - present information
 - express opinions
 - convey feelings and ideas
2. write for a wide variety of both real and imaginary audiences
3. write in a wide variety of factual and imaginative forms
4. write in response to a wide variety of audio, visual and audio-visual stimuli.

Welsh second language at Key Stages 2 and 3

Welsh second language at Key Stage 2

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. Progress is achieved through an integrated programme of oracy, reading and writing. Learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study.

Learners speak with confidence, working as individuals and as members of a group and using a range of vocabulary, phrases, sentences and questions. Their experiences will include opportunities to take part in drama and role-play activities. They become active and responsive listeners and experience an increasingly wide range of texts, including authentic materials as they develop into independent and effective readers. They write in response to a range of stimuli with a growing understanding of the need to speak and write in a way that is appropriate to the purpose and audience. They work with increasing accuracy and they reflect upon and evaluate their own achievements and the achievements of others.

Welsh second language at Key Stage 3

At Key Stage 3, learners build on the skills, knowledge and understanding acquired during Key Stage 2. Progress is achieved through an integrated programme of oracy, reading and writing. Learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study.


Oral activities ensure that learners' abilities as listeners, viewers and speakers are developed and extended, and they speak with increasing fluency. Their experiences will include opportunities to take part in drama and role-play activities. They read a wide range of texts, including authentic material, for pleasure and interest, and are able to present personal opinions about their reading, responding appropriately to content and style. Learners write in a range of forms and styles, adjusting their writing to suit purpose and audience and using increasingly correct sentence patterns. They work with increasing accuracy and they reflect upon and evaluate their own achievements and the achievements of others.



Oracy




Skills

Pupils should be given opportunities to:

1. observe and listen carefully responding orally, in written work and non-verbally
2. respond by asking questions and offering comments
3. communicate clearly and confidently and use intelligible pronunciation and intonation when speaking Welsh
4. respond politely and begin to establish a relationship when conversing 
5. reinforce Welsh syntax by using accurately a variety of:
 - vocabulary
 - phrases
 - questions
 - sentence patterns
6. use language accurately and clearly and use words and patterns that are suitable for the situation, e.g. *the correct use of 'ti' and 'chi'*, and consider and promote the accuracy of their language when speaking by:
 - a. using verb forms (tense and person)
 - b. forming negative sentences
 - c. using prepositions
 - d. mutating appropriately
 - e. differentiating between similar words
7. evaluate their own oracy and that of others and consider ways of improving.

Range

Pupils should be given opportunities to:


1. see and hear different people talking, including people with different dialects
2. experience a variety of audio, audio-visual, visual and written stimuli, ideas and texts, e.g. *DVDs, tapes, interactive white board material, a theatrical performance* 
3. communicate for a variety of purposes including:
 - asking questions and offering simple comments
 - giving and following sets of simple instructions
 - presenting personal and imaginative experiences and simple factual information
- expressing opinions and offering a brief explanation
- giving reports based on notes
4. work independently, in pairs, in groups and as a member of a class
5. use a variety of methods to present ideas, e.g. *the use of ICT, drama techniques, simulations, holding a discussion, giving reports based on notes* 
6. converse with a variety of audiences including teachers, peers and familiar adults 
7. increase their confidence in language use by drawing on their knowledge of Welsh and English and other languages.

Key Stage 2 Programme of Study

Reading

Skills

Pupils should be given opportunities to:

1. use various strategies as required in order to develop as readers
2. read their own work and the work of others
 - confidently
 - meaningfully
 - with enjoyment
3. use different strategies to establish meaning and gather information in texts including
 - skimming
 - scanning
 - reading in detail
 - predicting
 - using context to establish meaning
4. identify and discuss the characteristics of different genres in terms of organisation, structure and presentation, and differentiate between factual information and opinions
5. respond clearly and appropriately both orally and in written work to the:
 - ideas
 - vocabulary
 - style
 - register
 - presentation, answering questions, offering some comments or opinions and using relevant terms, e.g. *story*
6. look for information by using all kinds of systems for organising information, e.g. *the alphabet, indexes, catalogues and ICT systems* 
7. use the information gained from their reading to:
 - reinforce the language presented to them
 - develop their understanding of the structure of the language
 - understand how a range of punctuation helps to convey meaning
8. read, re-read and recall materials that have been read, and retell the passages that were particularly enjoyable; memorise extracts.

Range

Pupils should be given opportunities to:




1. develop as enthusiastic, independent and reflective readers
2. read in a variety of situations including reading:
 - with support
 - independently
 - in pairs
 - in a group
 - aloudand listen whilst following the printed text
3. experience a variety of texts and forms including:
 - traditional and contemporary poetry and prose including some material written specifically for learners
 - challenging material
 - material that broadens horizons and expands the mind
 - information material and reference material including material printed by the media and computer material
 - extracts and complete texts
 - material that contains a range of features in terms of structure and sequence.



Writing

Skills

Pupils should be given opportunities to:

1. use the characteristics of chosen forms.
2. use and link a variety of phrases, questions and sentences accurately, reinforcing the Welsh syntax and using paragraphs where appropriate
3. use punctuation to convey the appropriate meaning, including:
 - commas
 - full stops
 - question marks
 - quotation marks
 - exclamation marks
 - apostrophes
 - circumflexes
 - bullet points
4. choose and use appropriate vocabulary and use language to create effects
5. promote accuracy by:
 - using verb forms
 - forming negative sentences
 - using prepositions
 - mutating appropriately
 - using the gender of nouns
6. check spelling by using various methods, e.g. *technological spellcheckers* 
7. consider their own work and the work of others
8. draft and improve their work, using ICT as required, in order to:
 - prepare and plan
 - draft and redraft the content and the language
 - proofread
 - prepare a final copy
9. present their work appropriately by:
 - developing legible handwriting in accordance with convention
 - developing keyboard skills
 - using appropriate methods in terms of presentation and layout, including ICT.

Range

Pupils should be given opportunities to:

1. write for a variety of purposes including:
 - to amuse
 - to present information
 - to express opinions
 - to convey feelings and ideas
2. write for a variety of both real and imaginary audiences, e.g. *oneself, fellow-pupils, younger learners, teachers, family and friends*
3. write in a variety of forms, e.g. *stories, poems, scripts, leaflets, posters, advertisements, reports, diaries, notes, electronic texts, portrayals, instructions, questionnaires, reviews*
4. write in response to a variety of audio, visual and audio-visual stimuli, e.g. *stories, poems, their interests, their activities and experiences in the classroom and elsewhere, a television programme, a statue.*

Key Stage 3 Programme of Study

Oracy

Skills

Pupils should be given opportunities to:

1. observe and listen carefully responding orally, in written work and non-verbally
2. respond expansively by:
 - asking questions and offering comments
 - making and using notes based on their enquiries
3. communicate:
 - clearly and confidently
 - by beginning to show an awareness of the audience and purpose
 - by using appropriate pronunciation and intonation when speaking Welsh
4. respond appropriately and politely establishing and developing a relationship when conversing
5. reinforce Welsh syntax by using an increasing variety of:
 - vocabulary
 - phrases
6. use language accurately, clearly and confidently:
 - using words and patterns that are suitable for the situation
 - identifying some elements of dialect
 - considering and promoting the accuracy of their language when speaking by:
 - a. using verb forms
 - b. forming negative sentences
 - c. using prepositions
 - d. mutating appropriately
 - e. differentiating between similar words
 - f. using the gender of nouns
7. evaluate their own oracy and that of others and consider ways of improving.



Range

Pupils should be given opportunities to:

1. see and hear different people talking, including people with different dialects
2. experience a variety of audio, audio-visual, visual and written stimuli, ideas and texts, e.g. *DVDs, tapes, interactive white board material, a theatrical performance*
3. communicate for a variety of purposes including:
 - asking questions and offering comments
 - giving and following sets of instructions
 - presenting personal and imaginative experiences and factual information
4. work independently, in pairs, in groups and as a member of a class
5. use a variety of methods to present ideas, e.g. *the use of ICT, drama techniques, simulations, holding a discussion, giving reports based on notes*
6. converse with a variety of audiences including teachers, peers and familiar adults
7. increase their confidence in language use by drawing on their knowledge of Welsh and English and other languages.






Reading

Skills

Pupils should be given opportunities to:

1. use various strategies as required in order to develop as readers
2. read their own work and the work of others:
 - confidently
 - meaningfully
 - fluently
 - with enjoyment
3. use different strategies to establish meaning and gather information in texts including:
 - skimming
 - scanning
 - reading in detail
 - predicting
 - using context to establish meaning and understanding that which is implicit in a text
4. identify and discuss the characteristics of different genres in terms of organisation, structure and presentation; note how effects can be created by means of orthographical devices, sounds and words and note how to differentiate between factual information and opinions
5. respond both orally and in written work to the:
 - ideas
 - vocabulary
 - style
 - register
 - presentation
 - form,offering comments or opinions and using relevant terms
6. look for information by using all kinds of systems for organising information, e.g. *the alphabet, indexes, catalogues and ICT systems* 
7. use the knowledge of language gained from their reading to:
 - reinforce the language presented to them
 - develop their understanding of the structure of the language
 - understand how a range of punctuation helps to convey meaning
8. read, re-read and recall materials that have been read, and retell the passages that were particularly enjoyable; memorise extracts.

Range

Pupils should be given opportunities to:




1. develop as enthusiastic, independent and reflective readers
2. read in a variety of situations including reading:
 - with support
 - independently
 - in pairs
 - in a group
 - aloudand listen whilst following the printed text
3. experience a variety of texts and forms including:
 - traditional and contemporary poetry and prose including some material written specifically for learners
 - challenging material
 - material that broadens horizons and expands the mind
 - information material and reference material including material printed by the media and computer material
 - extracts and complete texts
 - material that contains a range of features in terms of structure and sequence.



Writing

Skills

Pupils should be given opportunities to:

1. use the characteristics of chosen forms, adapting their style to the audience and purpose
2. use and link a variety of phrases, questions and sentences accurately, reinforcing the Welsh syntax and using paragraphs effectively
3. use the full range of punctuation marks
4. choose and use appropriate vocabulary, expanding their language resources and using language to create effects
5. promote accuracy by:
 - using verb forms
 - forming negative sentences
 - using prepositions
 - mutating appropriately
 - using the gender of nouns
 - differentiating between similar words
 - differentiating between 'i', 'u' and 'y'
6. check spelling by using various methods, e.g. *technological spellcheckers* 
7. consider and evaluate their own work and the work of others
8. draft and improve their work, using ICT as required, in order to: 
 - prepare and plan
 - draft and redraft the content and the language
 - proofread
 - prepare a final copy
9. present their work appropriately by; 
 - developing legible handwriting in accordance with convention
 - developing keyboard skills
 - using appropriate methods in terms of presentation and layout, including ICT.

Range

Pupils should be given opportunities to:

1. write for a wide variety of purposes including
 - to amuse
 - to present information
 - to express opinions
 - to convey feeling, and ideas
2. write for a wide variety both of real and imaginary audiences, e.g. *oneself, fellow-pupils, younger pupils, teachers, family and friends*
3. write in a wide variety of forms, e.g. *stories, poems, scripts, leaflets, posters, advertisements, reports, diaries, notes, electronic texts, portrayals, instructions, questionnaires, reviews*
4. write in response to a wide variety of audio, visual and audio-visual stimuli, e.g. *stories, poems, their interests, their activities and experiences in the classroom and elsewhere, a television programme, a statue.*

National curriculum outcomes

The following national curriculum outcomes are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. National curriculum outcomes 1, 2 and 3 align with the Foundation Phase outcomes 1, 2 and 3.

The national curriculum outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

Oracy

Outcome 1

Pupils try to imitate some simple words and expressions spoken by a familiar voice and begin to display an understanding of some of them. They try to respond non-verbally. Pupils listen to familiar rhymes and texts.

Outcome 2

Pupils imitate some simple words and expressions spoken by a familiar voice. They display an understanding of some simple everyday instructions in the class responding appropriately at times. Pupils listen and respond to familiar rhymes and texts.

Outcome 3

Pupils imitate and pronounce some simple words and expressions intelligibly and display some understanding of instructions, questions and the everyday language of the classroom. They respond non-verbally and try to respond orally in single words occasionally.

National curriculum outcomes

Reading

Outcome 1

Pupils begin to display an understanding of what a book is, e.g. that it can be opened and shut.

Outcome 2

Pupils begin to connect symbols and pictures with text* that is read to them and begin to display curiosity concerning the contents of books.

Outcome 3

Pupils look at books and display an interest in their contents. They begin to differentiate between print and pictures and derive meaning from them in familiar texts*.

*text/multimedia stories, songs, etc.

Writing

Outcome 1

Pupils start to make marks on paper.

Outcome 2

Pupils trace, overwrite/underwrite lines and patterns. They begin to realise that marks on paper convey meaning.

Outcome 3

Pupils try to copy words and expressions. They realise that print conveys meaning, e.g. drawing a picture to correspond to a word. They try to formulate familiar letters, e.g. the letters in their names.

Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate exceptional performance at Key Stage 3, a description above Level 8 is provided.

Oracy

Level 1

Pupils demonstrate an understanding of words and phrases spoken clearly by a familiar voice and respond to them non-verbally or by means of short oral phrases. They speak with comprehensible pronunciation and intonation when imitating and using words and simple phrases. With support, they communicate simple information, and ask and answer questions.

Level 2

Pupils demonstrate an understanding of short items spoken in a familiar voice, and respond to them non-verbally or by means of short oral phrases. They ask for, understand and communicate simple information and respond to a range of stimuli. When speaking their pronunciation and intonation is comprehensible and there is some variation of vocabulary and patterns.

Level 3

Pupils demonstrate an understanding of a series of short items spoken in a familiar voice by responding non-verbally or verbally. They ask for, understand and communicate simple, personal and factual information clearly. They express an opinion simply and volunteer some statements. When speaking, their pronunciation and intonation is comprehensible using an increasing range of vocabulary and patterns that are usually accurate.

Level 4

Pupils get used to a variety of voices demonstrating an understanding of the main points of matters introduced to them in familiar contexts. They respond non-verbally and by using short phrases, verbally or in writing. They present information and mention some experiences, asking and responding and volunteering some comments. When expressing an opinion, they provide various reasons. Their pronunciation and intonation is comprehensible using an increasing variety of phrases and sentence patterns with some accuracy.

Level 5

Pupils demonstrate understanding in familiar situations and respond to them. When speaking, they initiate a conversation and demonstrate more confidence, showing some awareness of order and progression. When expressing an opinion, they will provide reasons to explain their ideas. Their speech is comprehensible and quite fluent using a variety of phrases, sentence patterns and verb forms with a good degree of accuracy.

Level 6

Pupils demonstrate an understanding of the spoken language used in a range of familiar situations by selecting specific details. In a discussion they listen carefully to the contributions of others and they respond by asking questions and making relevant comments. When expressing an opinion they agree or disagree, providing reasons to support their opinion. They speak fluently using an increasing variety of phrases and sentence patterns and they vary verb tenses and persons accurately as a rule.

Level 7

Pupils demonstrate understanding of and respond to a range of verbal language which includes simple and complex sentences in a variety of contexts. In a discussion, they address what was said in detail by asking questions to elicit ideas and contribute in a way that considers the views of others. They address progression by developing their conversation purposefully. They express an opinion using evidence at times. They speak fluently and quite accurately in different situations and contexts and demonstrate quite a good grasp of the natural syntax of the spoken language.

Level 8

Pupils demonstrate an understanding of the most common features of the spoken language used in a wide range of contexts, by summarising the meaning and by responding to what they hear. In a discussion they are able to consider carefully the contributions of others, thinking about how and when to respond. They attract the attention of others by varying their expression and vocabulary. They express an opinion by selecting evidence to support their viewpoint. They speak fluently and accurately overall, demonstrating quite a sound grasp of the natural syntax of the spoken language, and they vary vocabulary and expression according to register.

Exceptional Performance

Pupils demonstrate an understanding of the spoken language used in a wide range of contexts and respond appropriately and confidently to what they hear. In a discussion, pupils make substantial, thoughtful and sensitive contributions. They communicate clearly and in an organised fashion, varying their expression according to the demands of the situation. They use evidence in a balanced way to justify their opinion, using a wide range of language resources and demonstrating a sound grasp of the syntax of the spoken language.

Level descriptions

Reading

Level 1

Pupils recognise familiar words. They connect the written form of the words with their sound when reading individual words. They demonstrate an understanding of individual words by means of non-verbal responses. Sometimes they need support/help.

Level 2

Pupils recognise simple and familiar words and phrases within their experience and start showing an interest in written material by reading some simple passages. They demonstrate an understanding of what was read by responding to the content verbally or non-verbally.

Level 3

Pupils read simple texts quite clearly. They understand and respond simply to texts that include an increasing range of words, phrases and short passages in familiar contexts. They respond to poetry, stories and factual material by referring to what they like. They start reading independently and choose some texts voluntarily.

Level 4

Pupils read familiar passages clearly and with some expression. They demonstrate an understanding of the main flow of short paragraphs or short dialogues in familiar contexts by recognising an increasing range of words and phrases and key facts. They respond to the texts read by referring to significant details in the text. They develop as independent readers.

Level 5

Pupils read clearly and expressively. They respond to a variety of suitable texts demonstrating an understanding of the main ideas, events and characters. They select relevant information from texts and express an opinion simply. They read independently.

Level 6

Pupils read with increasing expression and confidence. They demonstrate an understanding of suitable texts including some authentic texts selecting the main points. They express an opinion on the content giving reasons to support a viewpoint. Pupils gather information on a specific topic from more than one print source and use it appropriately. They read longer texts independently.

Level 7

Pupils read and present passages to others meaningfully and confidently. They read and understand a variety of suitable texts including some authentic texts, selecting and interpreting the main points. When responding to texts, they express an opinion and refer to plot, characters and some aspects of style, selecting words, phrases, sentences and relevant information to support a viewpoint. They gather, recall and collate information from various sources.

Level 8

Pupils understand an increasing variety of authentic texts, selecting and interpreting the main points and demonstrating an understanding of what is implicit by drawing conclusions where appropriate. They express an opinion about texts and provide reasons for their comments by referring to content, themes, structure and aspects of language and style. They gather, recall and summarise relevant information from various sources clearly.

Exceptional Performance

Pupils demonstrate an understanding of a wide range of authentic and challenging texts. They demonstrate understanding by recognising different layers of meaning and providing comments on their significance and effect. They will express an opinion effectively analysing content, themes, structure, language and style. They gather, combine and present information from various sources in an organised way.

Level descriptions

Writing

Level 1

Pupils communicate by copying correctly and writing words and some simple and familiar phrases from memory. They form letters that are usually accurately formed and in the correct direction. They begin to understand the different purposes and functions of written language.

Level 2

Pupils communicate by writing words, phrases and occasional sentences to communicate factual and personal information that is within their experience using familiar patterns. They use capital letters and full stops with some regularity. Simple words are usually correctly spelt. In handwriting, the letters are accurately formed, regular in size, and used according to convention.

Level 3

Pupils write short basic sentences using suitable and familiar vocabulary and patterns to communicate simple factual and personal information that is within their experience fairly accurately, showing some awareness of the reader and form. Familiar words are accurately spelt and they use punctuation – capital letters, question marks, apostrophes and full stops – correctly overall. Handwriting is legible and the work is appropriately presented.

Level 4

Pupils write linked sentences demonstrating some grasp of order and progression, when writing for different purposes. They use suitable vocabulary and phrases, varying their patterns and producing basic sentences, demonstrating some grasp of form and progression. They spell most of the structure words and other words within their experience correctly. They use capital letters, question marks and full stops correctly, using apostrophes and quotation marks when necessary. Handwriting is clear, and they write fluently, adapting the presentation according to the task where appropriate.

Level 5

Pupils write linked sentences, developing their ideas rationally and demonstrating a grasp of form and progression, when writing simply for a variety of purposes. They select words and phrases that suit the purpose, varying their sentences somewhat and producing constructions and sentences that are fairly accurate. Pupils express an opinion simply. They usually spell correctly. They use capital letters, question marks and full stops correctly and they start to punctuate within sentences using apostrophes and quotation marks when necessary. The work is legible and effectively presented.

Level 6

Pupils select words and phrases that suit the purpose and will start to create effects in their writing. They demonstrate quite a sound grasp of form in their writing for a variety of purposes and begin to elaborate according to the demands of the task. They express an opinion using some reasons. Their work includes paragraphs and a range of fairly accurate constructions and phrases. Pupils spell most of the words in any text they write correctly and usually punctuate appropriately. The work is legible and effectively presented.

Level 7

Pupils use language deliberately to expand on familiar experiences and events, to record factual information and to support their opinion with reasons. They show a sound grasp of form when writing for a variety of purposes. They use punctuation and paragraphs to produce well organised and clear written work. Pupils have quite a sound grasp of syntax and the work has a Welsh tone. The work is legible and effectively presented.

Level 8

Pupils' writing maintains the reader's interest through their choice of vocabulary, phrases and constructions when developing descriptions and ideas for a variety of purposes. They begin to uphold arguments, providing evidence to support their opinion and they use punctuation and paragraphing to produce a clear, well organised and structured text. They have quite a sound grasp of correct syntax and natural Welsh idiom. The work is legible and effectively presented.

Exceptional Performance

Pupils write confidently in a range of forms, developing characters and situations sensitively and organising their ideas coherently. They construct their arguments providing evidence consistently. Pupils use punctuation and paragraphing to produce complete passages that are clear, well organised and skilful in structure and their use of vocabulary and accurate, natural Welsh syntax reflects the demands of the tasks. The work is legible and effectively presented.

Welsh second language at Key Stage 4

At Key Stage 4, learners build on the skills, knowledge and understanding acquired during Key Stage 3. Progress is achieved through an integrated programme of oracy, reading and writing. Learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study.

Learners become effective and confident oral communicators. They are reading more demanding and stimulating texts, including authentic material, which promote interest and enthusiasm. They write in a range of forms, matching their writing to purpose and audience. Their work becomes increasingly accurate, and they reflect upon and evaluate their own achievements and the achievements of others.

Learning Pathways 14–19


For learners at Key Stage 4, Welsh second language will be part of each individual's learning pathway. The course of study followed should be designed to encourage both the abilities of young people as learners and their desire to access future learning opportunities. In particular, the course should contribute as widely as possible to the four aspects of learning as identified in the 14–19 Learning Core.



Oracy




Skills

Pupils should be given opportunities to:

1. observe and listen carefully responding orally, in written work and non-verbally extracting the main points
2. respond expansively by:
 - asking detailed questions and offering comments
 - examining the opinions of others
 - making and using notes based on their enquiries
3. communicate in an appropriate language:
 - clearly and confidently
 - by showing an awareness of the audience and purpose
 - by using appropriate pronunciation and intonation when speaking Welsh
4. respond appropriately and politely establishing and developing a relationship when conversing 
5. reinforce Welsh syntax by using a wider variety of:
 - vocabulary
 - phrases
6. use language accurately, clearly and confidently:
 - using words and patterns that are suitable for the situation
 - identifying the differences between spoken language in different areas and written language
 - considering the ways in which formal and informal language varies according to its context and purpose
 - considering and promoting the accuracy of their language when speaking by:
 - a. using verb forms (tense and person)
 - b. forming negative sentences
 - c. using prepositions
 - d. mutating appropriately
 - e. differentiating between similar words
 - f. using the gender of nouns
7. evaluate their own oracy and that of others and consider ways of improving.

Range

Pupils should be given opportunities to:


1. see and hear different people talking, including people with different dialects
2. experience a variety of audio, audio-visual, visual and written stimuli, ideas and texts, e.g. *DVDs, tapes, interactive white board material, newspaper headlines* 
3. communicate for a variety of purposes including:
 - asking detailed questions and offering extended comments
 - following sets of instructions
 - presenting personal/imaginative experiences and factual information
4. work independently, in pairs, in groups and as a member of a class
5. use a variety of methods to present ideas, e.g. *using ICT, holding a discussion, giving reports based on notes, role play* 
6. converse with a variety of audiences including teachers, peers and familiar adults 
7. increase their confidence in language use by drawing on their knowledge of Welsh and English and other languages.

Key Stage 4 Programme of Study

Reading

Skills

Pupils should be given opportunities to:

1. build on the reading skills outlined in the KS3 Programme of Study
2. read their own work and the work of others on paper and on screen:
 - confidently
 - meaningfully
 - fluently
 - accurately
 - with appropriate expression in order to sustain the audience's interest
 - with enjoyment
3. use different strategies to:
 - establish meaning
 - summarise
 - gather information
 - recognise that which is implicit in a variety of challenging and interesting texts
4. identify and discuss the characteristics of different genres in terms of organisation, structure and presentation; note how effects can be created by means of orthographical devices, sounds and words and note how to differentiate between factual information and opinions
5. discuss and respond both orally and in written work to the:
 - content
 - vocabulary
 - style
 - register
 - presentation
 - form,using evidence to support comments or opinions and using relevant terms
6. look for information by using all kinds of systems for organising information, e.g. *indexes, catalogues and ICT systems, libraries, web search engines* 
7. use the knowledge of language gained from reading a variety of challenging texts to:
 - reinforce their own language
 - develop their understanding of the structure of the language
 - understand how a range of punctuation helps to convey meaning
8. read, re-read and recall materials that have been read.

Range

Pupils should be given opportunities to:




1. develop as enthusiastic, independent and reflective readers
2. read in a variety of situations
3. experience a variety of texts and literary and/or factual forms.



Writing

Skills

Pupils should be given opportunities to:

1. use the characteristics of chosen forms effectively, adapting their style to the audience and purpose
2. link clauses and sentences in an intelligible and organised manner; use various Welsh constructions and paragraphs effectively to create coherent passages
3. use the full range of punctuation marks suitable for the purpose
4. choose and use appropriate and wide-ranging vocabulary; use language to create effects in an observant and sensuous manner
5. promote accuracy by:
 - using verb forms
 - forming negative sentences
 - using prepositions
 - mutating appropriately
 - using the gender of nouns
 - differentiating between similar words
 - differentiating between 'i', 'u' and 'y'
 - avoiding the unnecessary use of English words, phrases and patterns or those of an English nature
6. use a range of strategies to enable them to spell correctly; check spelling by using various methods, e.g. *technological spellcheckers* 
7. use appropriate vocabulary when considering and evaluating their own work and the work of others
8. draft and improve their work, using ICT as required, in order to:
 - prepare and plan
 - draft and redraft the content and the language
 - proofread
 - prepare a final copy
9. present their work appropriately by:
 - developing legible handwriting in accordance with convention
 - developing keyboard skills
 - using appropriate methods in terms of presentation and layout, including ICT.

Range

Pupils should be given opportunities to:

1. write for a variety of purposes including:
 - to amuse
 - to present information
 - to express opinions
 - to convey feelings and ideas
2. write for a wide variety both of real and imaginary audiences
3. write in a wide variety of factual and imaginative forms
4. write in response to a wide variety of audio, visual and audio-visual stimuli.

