

Key Stages 2–4

Welsh

in the National Curriculum for Wales



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Audience	Teachers, headteachers and governing bodies of maintained schools in Wales; local education authorities; initial teacher training providers; 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 requirements for Welsh in the national curriculum for Wales. It is issued pursuant to the powers contained in Section 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Assembly Government.
Action required	Teachers, headteachers and governing bodies of maintained schools must ensure that the legal requirements set out in this document are implemented in line with the dates specified in the Foreword.
Further information	Enquiries about this document should be directed to: Curriculum and Assessment 3–14 Division Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Floor 10, Southgate House Wood Street Cardiff CF10 1EW Tel: 0800 083 6003 Fax: 029 2037 5496 e-mail: C&A3-14.C&A3-14@wales.gsi.gov.uk
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

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Foreword

This document sets out the revised national curriculum for **Welsh** in Wales.

The structure of the national curriculum

The national curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of three key stages, which are broadly as follows*:

	Pupils' ages	Year groups
Key Stage 2	7–11	3–6
Key Stage 3	11–14	7–9
Key Stage 4	14–16	10–11

In Wales, the following subjects are included in the national curriculum at the key stages shown:

Key Stage 2	English, Welsh, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music and physical education.
Key Stage 3	As at Key Stage 2, plus a modern foreign language.
Key Stage 4	English, Welsh, mathematics, science and physical education.

For each subject, in each of the key stages listed above, programmes of study set out what pupils should be taught and, for Key Stages 2 and 3, attainment targets set out the expected standards of pupils' performance.

At the end of Key Stages 2 and 3, standards of pupils' performance are set out in eight level descriptions of increasing difficulty, with an additional description above Level 8 to help teachers in differentiating Exceptional Performance.

At Key Stage 4, external qualifications are the main means of assessing attainment in the national curriculum. The Welsh Assembly Government publishes annually the list of qualifications that, under Section 96 of the Learning and Skills Act 2000, are approved for use with pupils of compulsory school age.

* The key stages are defined precisely in Section 103 of the Education Act 2002.

Including all learners

The revised national curriculum contains a section on including all learners which clarifies learner entitlement and schools' responsibilities.

Implementation dates

The revised programmes of study and attainment targets for **Welsh** become legal requirements by means of an Order made by the Welsh Assembly Government and come into effect on:

Welsh

- 1 August 2008 for Years 3, 4 and 5 and Years 7 and 8
- 1 August 2009 for Year 6 and Year 9
- 1 August 2010 for Year 10 in Key Stage 4
- 1 August 2011 for Year 11 in Key Stage 4

Welsh second language

- 1 August 2008 for Years 3, 4 and 5 and Years 7 and 8
- 1 August 2009 for Year 6, Year 9 and Year 10 in Key Stage 4
- 1 August 2010 for Year 11 in Key Stage 4.

From these dates the existing national curriculum for **Welsh** is superseded.

Welsh Assembly Government
January 2008

Including all learners

Responsibilities of schools

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action*, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum 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 and cultural identities of all learners 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 to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Schools should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support 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 English and Welsh through the curriculum. Schools should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. Schools should also encourage the use of learners' home languages for learning.

Learner entitlement

Schools in Wales should ensure that all learners are engaged as full members of their school communities, accessing the wider curriculum and all school activities and working wherever possible alongside their peers. Schools should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier phases or key stages within the curriculum. Schools should use 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 use the needs of the learner as a starting point and adapt the programmes of study accordingly. Sufficient flexibility exists within the curriculum to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disapplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning.

For more-able and talented learners working at higher levels, schools should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Schools should choose material 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.

Learners of all abilities should have access to appropriate assessment and accreditation.

Skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number 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 during the 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.

For 14–19 learners, the framework should provide the basis for making effective progress in these skills, which can be assessed through a range of qualifications, including Key Skills.

Developing thinking



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

In **Welsh**, learners explore, plan, develop and consider 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 of language to explain and predict; describe links and similarities in language; identify patterns and formulate rules; discuss how they learn language and evaluate their success.

Developing 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 evaluating 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.

Developing ICT



Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting 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.

Developing number



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

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

Learning across the curriculum

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

At Key Stage 4, learners' knowledge and understanding should be developed and applied within the contexts of their individual 14–19 pathways including the Learning Core.

Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)



Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. For 14–19 learners, this is part of their Learning Core entitlement and is a requirement at Key Stage 4.

Welsh contributes to the Curriculum Cymreig by giving learners an awareness of the literary and cultural heritage through the study of all kinds of texts, and it gives them the opportunity to use Welsh as a natural means of communication. It gives those learning Welsh as a second language an unique opportunity to learn the language of Wales and to become bilingual.

Personal and social education



Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

Welsh contributes to learners' personal and social education by developing their awareness of the role and differing contributions 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 cooperatively and respect the role of others. The exploration and appreciation of texts dealing with a range of themes can encourage the development of self-knowledge, emotional maturity and empathy with the human condition.

Careers and the world of work



Learners aged 11–19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

Welsh contributes to careers and the world of work by enabling learners to benefit from the increasing opportunities to work in areas where bilingual skills are required, and to take advantage of the expanding use of Welsh in the workplace. It also enables learners to interact in workplaces with those who are bilingual.

Progression in Welsh

Language, Literacy and Communication Skills in the Foundation Phase

Children are immersed in language experiences and activities. Their skills develop through talking, signing/communicating and listening. They should be encouraged to communicate their needs, feelings and thoughts, retell experiences and discuss individual and group play. Some children will communicate by means other than speech. Children refer to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media, and by building on previous experiences. They should be encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment and to a range of stimuli, including audio-visual material and ICT interactive software. They should have opportunities to choose and use reading materials, understand the conventions of print and books and be given a wide range of opportunities to enjoy mark-making and writing experiences. They should be helped to develop an awareness of Wales as a country with two languages, and to show positive attitudes to speakers of languages other than Welsh and English. Language skills learned in one language should support the development of knowledge and skills in another language.

Welsh at Key Stage 2

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. This 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. The experiences presented to them 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 language to suit purpose and audience. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements.

Welsh at Key Stage 3

At Key Stage 3, learners build on the skills, knowledge and understanding acquired at Key Stage 2. This 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. The experiences presented to them 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 literary, information and media texts. Learners write in a range of forms and styles. They adapt their language to suit purpose and audience using an appropriate level of formality. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements.

Welsh at Key Stage 4

At Key Stage 4, learners build on the skills, knowledge and understanding acquired at Key Stage 3. This 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 develop to become effective and confident oral communicators. They read fluently for pleasure and to extract for meaning. They adapt their language to suit purpose, audience and form. Their work becomes increasingly accurate, and they become reflective and evaluative in relation to their own and others' achievements.



Oracy




Skills

Pupils should be given opportunities to:

1. view and listen carefully, extracting the main points
2. respond extensively by:
 - recognising the main points
 - asking questions and offering comments
 - taking and making use of notes based on their enquiries
3. communicate:
 - clearly and confidently
 - in a manner that is suitable for the audience and purpose
 - using appropriate gesture and intonation
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 with accuracy
 - use language that is both refined and robust and an increasing range of vocabulary
6. use spoken language appropriately and:
 - avoid the unnecessary use of English words, phrases and patterns and those of an English nature
 - understand that there are differences between spoken and written language
 - identify differences in dialects
 - consider the ways in which formal and informal language varies according to context and purpose
 - develop accuracy by:
 - a. using verb forms (tense and person)
 - b. forming negative sentences
 - c. using prepositions
 - d. using mutations
 - e. differentiating between similar words
 - f. using noun gender
7. evaluate their own and others' talk and consider ways of improving by taking account of the way 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 those with different dialects
2. experience a range of audio, audio-visual, electronic, 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 members of a class
5. use a variety of methods to present ideas, including ICT, e.g. *drama techniques, simulations, holding a discussion* 
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, e.g. *phonics*, *word recognition*, as required in order to develop as readers
2. read their own and others' work:
 - confidently
 - meaningfully
 - fluently
 - with enjoyment
3. use different strategies to establish meaning and retrieve information in texts including:
 - skimming
 - scanning
 - detailed reading
 - predicting
 - using context and knowledge about language to understand that which is implicit in a text
4. identify the characteristics of different genres in terms of organisation, structure and presentation; note how effects are created by means of orthographical devices, sounds and words and differentiate between fact and opinion

5. respond intelligently, clearly and appropriately both orally and in writing 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 information organising systems, including ICT, e.g. *the alphabet*, *indexes*, *catalogues*



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
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 print




3. experience a variety of texts and forms including:
 - traditional and contemporary poetry and prose
 - material which is challenging
 - material that broadens horizons and expands the mind
 - material that presents information and reference material including media texts and computer material
 - extracts and complete texts
 - material with a variety of structural and organisational features.



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 sentences and clauses in an intelligible and coherent manner; use various Welsh constructions and use paragraphs effectively
3. use punctuation to convey 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. develop accuracy by:
 - using verb forms
 - forming negative sentences
 - using prepositions
 - using mutations
6. using noun gender
7. differentiating between similar words
8. differentiating between 'i', 'u' and 'y'
9. avoiding the unnecessary use of English words, phrases and patterns and those of an English nature
6. use a range of strategies which enables them to spell correctly; check spelling by using various methods, including ICT 
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 to:
 - prepare and plan
 - draft and redraft content and language
 - proof-read
 - prepare a final copy
9. present their work appropriately by:
 - developing legible handwriting in accordance with convention
 - using appropriate presentation and layout, including ICT.

Range

Pupils should be given opportunities to:

1. write for a variety of purposes including:
 - to entertain
 - to present information
 - to express opinions
 - to convey feelings and ideas
2. write for a variety of 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, activities and experiences in the classroom and elsewhere, television programmes, a statue.* 






Oracy




Skills

Pupils should be given opportunities to:

1. view and listen carefully, extracting the main points
2. respond extensively by:
 - recognising the main points
 - asking questions and offering comments
 - evaluating the opinions of others
 - considering the use of evidence, suggestion and that which is implicit in what is said
 - taking and making notes based on their enquiries
3. communicate:
 - clearly and confidently
 - in a manner suitable for the audience and purpose
 - using appropriate gesture and intonation
4. develop their awareness of the social conventions of conversation; discuss perceptively and extensively and move a discussion forward 
5. reinforce Welsh syntax by developing their ability to:
 - use a variety of sentence structures and vocabulary with accuracy
6. use spoken language appropriately and:
 - use language that is both refined and robust and a wide range of vocabulary
 - avoid the unnecessary use of English words, phrases and patterns or those of an English nature
 - understand that there are differences between spoken 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 context and purpose
 - develop accuracy by:
 - a. using verb forms (tense and person)
 - b. forming negative sentences
 - c. using prepositions
 - d. using mutations
 - e. differentiating between similar words
 - f. using noun gender
7. evaluate their own and others' talk and consider ways of improving by taking account of the way 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 those with different dialects
2. experience a variety of audio, audio-visual, electronic, 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
4. work independently, in pairs, in groups and as members of a class
5. use a variety of methods to present ideas, including ICT, e.g. *drama techniques, simulations, holding a discussion* 
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, e.g. *phonics*, *word recognition*, as required in order to consolidate their reading
2. read their own work and the work of others:
 - confidently
 - meaningfully
 - fluently
 - accurately
 - with appropriate expression in order to maintain the audience's interest
 - with enjoyment
3. use different strategies to establish meaning and retrieve information in texts including:
 - skimming
 - scanning
 - detailed reading
 - predicting
 - using context and knowledge about language to understand 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 are created by means of orthographical devices, sounds and words; differentiate between fact and opinion and come to recognise an author's viewpoint
5. discuss and interpret texts both orally and in writing by referring to the:
 - plot
 - events
 - characters
 - ideas
 - vocabulary
 - style
 - register
 - presentation
 - formwith evidence to support comments or opinions and using a variety of relevant terms
6. look for information by using all kinds of information organising systems including ICT, e.g. *the alphabet*, *indexes*, *catalogues* 
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 draw comparisons.

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
 - material which is challenging
 - material that broadens horizons and expands the mind
 - material which presents information and reference material, including formal, official and public material and media texts
 - extracts and complete texts
 - material with a variety of structural and organisational features.



Writing


Skills

Pupils should be given opportunities to:

1. use the characteristics of chosen literary forms, adapting their style to the audience and purpose
2. link sentences and clauses and in an intelligible and organised manner; use various Welsh constructions and use paragraphs effectively
3. use the full range of punctuation marks
4. choose and use appropriate vocabulary and refined robust language, and use a range of style techniques to create effects
5. develop accuracy by:
 - using verb forms
 - forming negative sentences
 - using prepositions
 - using mutations
 - using noun gender
 - 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, including ICT 
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 content and language
 - proof-read
 - prepare a final copy
9. present their work appropriately by: 
 - developing legible handwriting in accordance with convention
 - 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 entertain
 - to present information
 - to express opinions
 - to convey feelings and ideas
2. write for a wide variety 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, articles, speeches, soliloquies*
4. write in response to a wide variety of audio, visual and audio-visual stimuli, e.g. *stories, poems, their interests, activities and their experiences in the classroom and elsewhere, a television programme, a statue.* 

Attainment targets

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.

Attainment target 1: Oracy

Level 1

Pupils talk about familiar matters as individuals and in groups. Their speech is understandable 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 begin to show confidence, especially when talking about matters that are within their experience and interest. At times, they respond appropriately and include suitable details. They seek, understand and communicate simple information and respond to a wider range of stimuli. Their pronunciation and intonation is understandable as they develop and explain their ideas, and they use an increasing range of vocabulary and patterns that are usually accurate.

Level 3

Pupils talk with some confidence in different contexts about experiences and events showing some awareness of order and progression. They listen carefully to others, respond appropriately and begin asking appropriate questions. Pupils begin to adapt their talk according to the needs of the audience. They express an opinion simply and talk with some accuracy, with appropriate pronunciation and intonation, varying vocabulary and register. They communicate simple, personal and factual information clearly, varying their sentences purposefully. They begin to realise that there is variety in the language they hear around them.

Level 4

Pupils talk confidently in a variety of contexts. They present information, talk about experiences, respond in detail and show an awareness of order and progression. They express opinions clearly, giving reasons at times. They show an awareness of the needs of an audience by beginning to vary voice, intonation and gesture. In discussion, they listen carefully and respond by asking questions and making comments that are responsive to the contributions of others. They speak with ease and with coherence, and use an increasing variety of phrases and sentence patterns with a good measure of accuracy.

Level 5

Pupils talk confidently in a wide variety of contexts. They pay close attention to what others say, by enquiring in order to elicit ideas and make contributions that take account of others' views. They show an increasing awareness of progression by developing their talk purposefully. They maintain the interest of listeners by varying their talk to suit the purpose using voice, intonation and gestures according to the context's demands. When expressing an opinion, they consistently provide reasons to support their views. They present information clearly and effectively, and show a fairly good grasp of the natural syntax of the spoken language.

Level 6

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

Level 7

Pupils adapt their talk purposefully and use appropriate language in a variety of contexts. They communicate clearly and organise their talk, showing some initiative. They express opinions selecting evidence to support their viewpoints. In discussion, pupils make sensitive and thoughtful comments when evaluating others' ideas. 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 discussions on different subjects with a variety of listeners. They deal with information from various sources and use evidence in a balanced way to justify opinion. They communicate ideas coherently and vary their language according to purpose and audience. In discussion pupils make subtle and sensitive comments, evaluating others' ideas before contributing in a way that will move the discussion forward. Their language is accurate and assured.

Exceptional Performance

Pupils partake in a variety of contexts, confidently and are consistently effective. They initiate and sustain discussions on wide ranging topics, reasoning with perception and confidence, demonstrating an independent and mature mind. They listen with concentration before responding in an articulate and perceptive manner to complex contributions by others. Pupils have a high standard of accurate and robust spoken language, and they vary style and register according to purpose and audience.

Attainment targets

Attainment target 2: 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 establish meaning. They respond to poetry, stories and factual material by identifying aspects they like.

Level 2

Generally, pupils read simple texts accurately. They show an understanding of major events or ideas in stories, poems and factual material and express opinions about them. They use a range of strategies in reading unfamiliar words and establishing meaning.

Level 3

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

Level 4

Pupils read clearly and expressively. In responding to a wide variety of texts they show an understanding of the main ideas, events and characters. They refer to the text when expressing opinion, and begin to show an understanding of what is implicit in the material read. Pupils gather information on a specific topic from more than one printed source and use it effectively.

Level 5

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

Level 6

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

Level 7

In reading and discussing a wide variety of texts, pupils show understanding of the ways in which meaning is conveyed and information presented. They express opinions skilfully and analyse reading material by referring to content, themes, structure, language and style. They gather, collate 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 conveyed. They analyse style in detail and form opinions by balancing evidence. They select, collate and analyse ideas and information, and discuss the ways in which these are presented in different texts.

Exceptional Performance

Pupils respond confidently and with maturity to challenging texts using critical analysis and evaluation and presenting detailed and perceptive comments on how meaning is communicated and information presented. They discuss texts shrewdly, considering audience, purpose, style and form, cross-referencing effectively.

Attainment targets

Attainment target 3: Writing

Level 1

Pupils communicate by writing words, phrases and occasional sentences and they begin to show an awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated. They begin to understand the different purposes and functions of written language.

Level 2

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

Level 3

Pupils writing is clear and organised in both creative and factual forms, and on a variety of subjects. They show some grasp of form and progression, developing their ideas sensibly, varying their sentences to some extent and at times, adapt their work to the purpose of the reader. They begin to create effects by selecting words that are suitable for the purpose. Pupils produce basic constructions and sentences which are fairly accurate and, on the whole, punctuation – capital letters, question marks, apostrophes and full stops – is accurate. They spell most structure and basic words of the subjects under discussion accurately. Handwriting is legible and work is appropriately presented.

Level 4

Pupils write thoughtfully and imaginatively and show a fairly sound grasp of form. They express opinions simply and often sustain and develop ideas in an interesting way. Vocabulary choices are often original and words and phrases are chosen for effect. They use more varied and complex constructions fairly accurately. Pupils organise their work into paragraphs and in progression for the purpose of the reader. They spell most of the words within their experience correctly, writing words in their standard written form where appropriate and mutating correctly at times. They use capital letters, question marks and full stops accurately and they begin to use punctuation within sentences using apostrophes and quotation marks when necessary. Handwriting is legible, and they write with ease, and where appropriate presentation is adapted according to the task.

Level 5

Pupils write clearly, in a varied and interesting way for a variety of purposes, showing perception, imagination and a sound grasp of form. They express opinions supported by some reasons. They are often original in their choice of words and phrases, considering subject, purpose, and the nature of the audience. Their work is organised into paragraphs and includes a range of constructions and phrases that are fairly accurate and Welsh in flavour. Pupils usually use punctuations and mutations correctly. They use their knowledge of the rules of spelling to spell correctly. Work is legible and effectively presented.

Level 6

The pupils' written work engages and sustains the reader's interest through the deliberate choice of vocabulary, phrases and sentence forms when developing descriptions, ideas and arguments. They present information for different purposes and express opinions, developing some points in support of a point of view. They make appropriate use of style, language and register suitable to the form. They have a fairly sound grasp of accurate syntax and natural Welsh idiom. They use mutations and spelling is generally accurate, including that of irregular words. A range of punctuation marks is used to clarify meaning and ideas are organised in paragraphs. Work is legible and effectively presented.

Level 7

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

Level 8

The pupils' writing shows depth, flair and originality. They demonstrate the ability to use most creative forms effectively and confidently, varying style and register according to the purpose of the task. In narrative writing, they develop characters and situations, and in factual writing their ideas are well organised, coherent and subtle. They structure their arguments, providing evidence consistently. Their language is rich and accurate and they have a clear grasp of grammar, punctuation, spelling and paragraphing. Work is legible and effectively presented.

Exceptional Performance

Pupils write perceptively and subtly, showing skilful use of a range of styles and forms and maintaining the reader's interest. They develop and sustain 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 that are used accurately and with maturity to ensure the fluency of their style. The paragraphs are carefully structured and linked, adding to the clarity and organisation of the writing as a whole. Work is legible and effectively presented.

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.

Foundation Phase	National Curriculum
Foundation Phase Outcome 1	National Curriculum Outcome 1
Foundation Phase Outcome 2	National Curriculum Outcome 2
Foundation Phase Outcome 3	National Curriculum Outcome 3
Foundation Phase Outcome 4	National Curriculum Level 1
Foundation Phase Outcome 5	National Curriculum Level 2
Foundation Phase Outcome 6	National Curriculum Level 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 discussions and small group discussions and role-play activities, and listen to stories for increasing periods of time.

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 particular sounds and may link these sounds 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.

Key Stage 4

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.

Welsh at Key Stage 4

At Key Stage 4, pupils build on the skills, knowledge and understanding acquired at Key Stage 3. This 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 suit their writing to purpose, audience and form. Their work becomes increasingly accurate, and they become reflective and evaluative in relation to their own and others' achievements.



Oracy




Skills

Pupils should be given opportunities to:

1. view and listen carefully to complex information, extracting the main points
2. respond extensively by:
 - asking detailed questions and offering extended and perceptive comments
 - evaluating other people's opinions
 - considering the use of evidence, suggestion and that which is implicit in what is said
 - taking and making use of notes based on their enquiries
3. communicate using appropriate language:
 - clearly and confidently
 - in a manner suitable to the audience and purpose
 - using gesture and intonation appropriately
4. develop further their conversation skills, discussing extensively and perceptively and move a discussion forward 
5. reinforce Welsh syntax by developing their ability to:
 - use a wider variety of sentence structures and vocabulary with accuracy
 - use language that is both refined and robust and a wide range of vocabulary
6. use spoken language appropriately and:
 - understand that there are differences between spoken and written language and consider those differences
 - identify differences in the dialects and accents of different areas and identify words borrowed from English
 - consider the ways in which formal and informal language varies according to context and purpose
 - develop accuracy by:
 - a. using verb forms (tense and person)
 - b. forming negative sentences
 - c. using prepositions
 - d. using mutations
 - e. differentiating between similar words
 - f. using noun gender
7. evaluate their own talk and others' talk and consider ways of improving by taking account of the way 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 those with different dialects
2. experience a variety of audio, audio-visual, electronic, 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
 - giving and 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, including ICT, e.g. holding a discussion, 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.



Reading

Skills

Pupils should be given opportunities to:

1. build on the reading skills set out in the Key Stage 3 Programme of Study
2. read their own work and others' work on paper and on screen:
 - confidently
 - meaningfully
 - fluently
 - accurately
 - with appropriate expression in order to maintain the audience's interest
 - with enjoyment
3. use higher order reading skills to:
 - establish meaning
 - summarise
 - retrieve information
 - identify prejudice
 - recognise that which is implicit in challenging and complex texts
4. identify and discuss the characteristics of different genres in terms of organisation, structure and presentation; note how effects are created by means of orthographical devices, sounds and words, register; differentiate between fact and opinion, and respond to authors' different viewpoints
5. discuss and analyse texts orally and in writing, compare texts and express an opinion on them by referring to the:
 - content
 - form
 - stylewith evidence to support comments or opinions, using the full range of relevant terms
6. look for information by using all kinds of information organising systems including ICT, e.g. *indexes, catalogues, 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 draw comparisons.

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 sentences and clauses in an intelligible and organised manner; use various Welsh constructions and use paragraphs effectively to create coherent pieces of work
3. use the full range of punctuation marks suitable for the purpose
4. choose and use appropriate wide-ranging vocabulary, refined and robust language; use a range of style techniques to create effects in a perceptive, sensitive and succinct manner
5. develop accuracy by:
 - using verb forms
 - forming negative sentences
 - using prepositions
 - using mutations
 - using noun gender
 - 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, including ICT 
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 content and the language
 - proof-read
 - prepare a final copy
9. present their work appropriately by
 - developing legible handwriting in accordance with convention
 - 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 entertain
 - to present information
 - to express opinions
 - to convey feelings and ideas
2. write for a wide variety 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. 

Progression in Welsh second language

Welsh Language Development in the Foundation Phase

During the Foundation Phase, children should learn to use and communicate in Welsh to the best of their ability. Children should listen to Welsh being spoken and respond appropriately in familiar situations, using a range of patterns. They should be encouraged to communicate their needs in Welsh and should be increasingly exposed to Welsh. Skills are developed through communicating in a range of enjoyable, practical planned activities, and using a range of stimuli that build on and increase children's previous knowledge and experiences, in safe and stimulating indoor and outdoor learning environments. The children's oral experiences should be used to develop their reading skills and they should be encouraged to choose and use Welsh reading materials. They should listen to a range of stimuli, including audio-visual material and ICT interactive software in Welsh. Children should be given a range of opportunities to enjoy mark-making and develop their writing skills in Welsh. Language skills learned in one language should support the development of knowledge and skills in another.

Welsh second language at Key Stage 2

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. This 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. The experiences presented to them include opportunities to take part in drama and role-play activities. They develop as active and responsive listeners, and experience a wide range of texts, including authentic materials, as they develop as 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 become reflective and evaluative in relation to their own and others' achievements.

Welsh second language at Key Stage 3

At Key Stage 3, learners build on the skills, knowledge and understanding acquired at Key Stage 2. This 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. The experiences presented to them 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. They are able to present personal opinions about their reading material, responding appropriately to content and style. Learners write in a range of forms and styles, adapting their writing to suit purpose and audience and using increasingly accurate sentence patterns. They work with increasing accuracy and they become reflective and evaluative in relation to their own and others' achievements.

Welsh second language at Key Stage 4

At Key Stage 4, learners build on the skills, knowledge and understanding acquired at Key Stage 3. This 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 develop to 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, adapting their writing to suit purpose and audience. They show increasing accuracy in their work, and they become reflective and evaluative in relation to their own and others' achievements .



Oracy

Skills


Pupils should be given opportunities to:



1. view and listen carefully responding orally, in writing and non-verbally
2. respond by asking questions and offering comments
3. communicate clearly and confidently and use intelligible Welsh pronunciation and intonation
4. respond courteously and begin to establish a relationship when conversing 
5. reinforce Welsh syntax by the accurate use of a variety of:
 - vocabulary
 - phrases
 - questions
 - sentence patterns

6. use accurate and clear language and words and patterns that are appropriate for the situation, e.g. *the correct use of 'ti' and 'chi'*, and develop accuracy by:
 - a. using verb forms (tense and person)
 - b. forming negative sentences
 - c. using prepositions
 - d. using mutations
 - e. differentiating between similar words
7. evaluate their own talk and that of others and consider ways of improving.

Range

Pupils should be given opportunities to:


1. see and hear different people talking, including those with different dialects
2. experience a variety of audio, audio-visual, electronic, 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 straightforward factual information

- expressing opinions and offering a brief explanation
 - reporting back using notes
4. work independently, in pairs, in groups and as a member of a class
 5. use a variety of methods to present ideas, including ICT, e.g. *drama techniques, simulations, holding a discussion* 
 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, e.g. *phonics*, *word recognition*, as required in order to develop as readers
2. read their own and others' work
 - confidently
 - meaningfully
 - with enjoyment
3. use different strategies to establish meaning and gather information in texts including:
 - skimming
 - scanning
 - detailed reading
 - predicting
 - using context and knowledge of language
4. identify the characteristics of different genres in terms of organisation, structure and presentation, and differentiate between fact and opinion
5. respond orally and in writing to:
 - ideas
 - vocabulary
 - style
 - register
 - presentationanswering questions, offering some comments or opinions and using relevant terms, e.g. *story*
6. look for information by using all kinds of information organising systems including ICT, e.g. *the alphabet*, *indexes*, *catalogues* 
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 print
3. experience a variety of texts and forms including:
 - traditional and contemporary poetry and prose including some material written specifically for learners
 - material which is challenging
 - material that broadens horizons and expands the mind
 - material that presents information and reference material including media texts and computer material
 - extracts and complete texts
 - material with a variety of structural features.



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 Welsh syntax and using paragraphs as appropriate
3. use punctuation to convey 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. develop accuracy by:
 - using verb forms (tense and person)
 - forming negative sentences
 - using prepositions
 - using mutations
 - using noun gender
6. spell simple words correctly, check spelling by using various methods, including ICT 
7. consider their own and others' work
8. draft and improve their work, using ICT as required to: 
 - prepare and plan
 - draft and redraft content and language
 - proof-read
 - prepare a final copy
9. present their work appropriately by: 
 - developing legible handwriting in accordance with convention
 - using appropriate presentation and layout, including ICT.

Range

Pupils should be given opportunities to:


1. write for a variety of purposes including:
 - to entertain
 - to present information
 - to express opinions
 - to convey feelings and ideas
2. write for a variety of 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*
4. write in response to a variety of audio, visual and audio-visual stimuli, e.g. *stories, poems, their interests, activities and experiences in the classroom and elsewhere, a television programme, a statue.* 



Oracy




Skills

Pupils should be given opportunities to:

1. view and listen carefully responding orally, in writing and non-verbally
2. respond extensively by:
 - asking questions and offering comments
 - taking and making use of notes based on their enquiries
3. communicate:
 - clearly and confidently
 - by beginning to show awareness of audience and purpose
 - by using appropriate Welsh pronunciation and intonation
4. respond appropriately and courteously, 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:
 - questions
 - sentence patterns purposefully and accurately
 - using words and patterns suitable for the situation
 - identifying some elements of dialect
 - developing accuracy by:
 - a. using verb forms (tense and person)
 - b. forming negative sentences
 - c. using prepositions
 - d. using mutations
 - e. differentiating between similar words
 - f. using noun gender
7. evaluate their own and others' talk and consider ways of improving.

Range

Pupils should be given opportunities to:


1. see and hear different people talking, including those who have different dialects
2. experience a variety of audio, audio-visual, electronic, 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 a series 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, including ICT e.g. *drama techniques, simulations, holding a discussion,* 
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, e.g. *phonics*, *word recognition*, as required in order to consolidate their reading
2. read their own work and the work of others:
 - confidently
 - meaningfully
 - fluently
 - with enjoyment
3. use different strategies to establish meaning and retrieve information in texts including:
 - skimming
 - scanning
 - detail reading
 - predicting
 - using context and knowledge of language to establish meaning and understand that which is implicit in a text
4. identify the characteristics of different genres in terms of organisation, structure and presentation; note how effects are created by means of orthographical devices, sounds and words, and differentiate between fact and opinion

5. respond clearly and appropriately, orally and in writing to:
 - ideas
 - vocabulary
 - style
 - register
 - presentation
 - formoffering comments or opinions and using relevant terms
6. look for information by using all kinds of systems for organising information, including ICT, e.g. *the alphabet*, *indexes*, *catalogues* 
7. use the knowledge of language gained from 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 print




3. experience a variety of texts and forms including:
 - traditional and contemporary poetry and prose including some material written specifically for learners
 - material which is challenging
 - material that broadens horizons and expands the mind
 - material which presents information and reference material including media texts and computer material
 - extracts and complete texts
 - material with a variety of structural and organisational features.



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 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. develop accuracy by:
 - using verb forms (tense and person)
 - forming negative sentences
 - using prepositions
 - using mutations
 - using noun gender
 - differentiating between similar words
 - differentiating between 'i', 'u' and 'y'
6. spell correctly and check spelling by using various methods, including ICT 
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 content and language
 - proof-read
 - prepare a final copy
9. present their work appropriately by: 
 - developing legible handwriting in accordance with convention
 - 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 entertain
 - to present information
 - to express opinions
 - to convey feelings and ideas
2. write for a wide variety 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, activities and experiences in the classroom and elsewhere, a television programme, a statue.* 

Attainment targets

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.

Attainment target 1: Oracy

Level 1

Pupils show that they understand words and phrases spoken clearly by a familiar voice, and respond to them non-verbally or in short spoken phrases. They speak with understandable pronunciation and intonation when imitating and using simple words and phrases. With support, they communicate simple information, ask and answer questions.

Level 2

Pupils show that they understand short items spoken in a familiar voice, and respond non-verbally or in short spoken phrases. They ask for, understand and communicate simple information and respond to a range of stimuli. When speaking, their pronunciation and intonation is understandable and there is some variation in vocabulary and patterns.

Level 3

Pupils show that they understand 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 opinions simply and make some statements voluntarily. When speaking, their pronunciation and intonation is understandable and they use an increasing range of vocabulary and patterns which are usually accurate.

Level 4

Pupils adjust to a variety of voices, showing an understanding of the main points of matters introduced to them in familiar contexts. They respond non-verbally and by using short spoken phrases or in writing. They present information and talk about some experiences, asking and responding and volunteering some comments. When expressing opinions, they give various reasons. Their pronunciation and intonation is understandable and they use an increasing variety of phrases and sentence patterns with some accuracy.

Level 5

Pupils show understanding in familiar situations and respond to them. When speaking, they initiate conversation and show more confidence, with some awareness of order and progression. When expressing opinions, they give reasons to explain their ideas. Their speech is understandable and quite fluent and they use a variety of phrases, sentence patterns and verb forms with a good measure of accuracy.

Level 6

Pupils show that they understand spoken language used in a range of familiar situations by selecting specific details. In discussion they listen carefully to what others say and respond by asking questions and making relevant comments. When expressing opinions they agree or disagree, providing reasons to support their views. They speak fluently and use an increasing variety of phrases and sentence patterns and usually varying verb tense, and person, accurately.

Level 7

Pupils show that they understand, and respond to, a range of spoken language which includes simple and complex sentences in a variety of contexts. In discussion, they pay close attention to what is said by asking questions to elicit ideas and make contributions that take account of other views. They show awareness of progression by developing their conversation purposefully. They express opinions using evidence at times. They speak fluently and reasonably accurately in different situations and contexts and show a fairly good grasp of the natural syntax of the spoken language.

Level 8

Pupils understand the most common features of the spoken language used in a wide range of contexts, by summarising meaning and responding to what they hear. In discussion they consider others' contributions carefully, thinking about how and when to respond. They grasp others' attention by varying their expression and vocabulary. They express opinions by selecting evidence to support their viewpoints. Overall, they speak fluently and with accuracy, showing quite a sound grasp of the natural syntax of the spoken language, and they vary vocabulary and expression according to register.

Exceptional Performance

Pupils show that they understand the spoken language used in a wide range of contexts and respond appropriately and confidently to what they hear. In discussion, pupils make substantial, thoughtful and sensitive contributions. They communicate clearly and in an organised manner, varying their expression according to the demands of the situation. They balance evidence to justify their opinions, using a wide range of language resources and showing a sound grasp of the syntax of the spoken language.

Attainment targets

Attainment target 2: Reading

Level 1

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

Level 2

Pupils recognise simple and familiar words and phrases within their experience and begin to show an interest in written material by reading some simple passages. They show an understanding of what is 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 aspects they like. They begin reading independently and choose some texts voluntarily.

Level 4

Pupils read familiar passages clearly and with some expression. They show 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 with expression. They respond to a variety of suitable texts showing an understanding of the main ideas, events and characters. They select relevant information from texts and express opinions simply. They read independently.

Level 6

Pupils read with increasing expression and confidence. They show an understanding of suitable texts, including some authentic texts, and they select the main points. They express opinions on the content, giving reasons to support their views. 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 in a meaningful and confident manner. 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 opinions and refer to plot, characters and some aspects of style, selecting words, phrases, sentences and relevant information to support their views. 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 showing an understanding of what is implicit by drawing conclusions where appropriate. They express opinions 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 show an understanding of a wide range of authentic and challenging texts. They show understanding by recognising different layers of meaning and providing comments on their significance and effect. They express opinions effectively, analysing content, themes, structure, language and style. They gather, collate and present information from various sources in an organised manner.

Attainment targets

Attainment target 3: 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 clearly shaped and correctly orientated. They begin to understand the different purposes and functions of written language.

Level 2

Pupils communicate by writing words, phrases and occasional sentences, using familiar patterns to communicate factual and personal information that is within their experience. They use capital letters and full stops with some consistency. Simple words are usually correctly spelt. In handwriting, the letters are accurately formed, consistent 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, on the whole, punctuation – capital letters, question marks, apostrophes and full stops – is accurate. Handwriting is legible and work is appropriately presented.

Level 4

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

Level 5

Pupils write linked sentences, developing their ideas sensibly and showing a grasp of form and progression, when writing for a variety of purposes. They select words and phrases suitable for the purpose, varying their sentences to some extent and producing constructions and sentences that are fairly accurate. Pupils express opinions simply. They usually spell accurately. They use capital letters, question marks and full stops accurately and they begin to use punctuation within sentences, using apostrophes and quotation marks when necessary. The work is legible and effectively presented.

Level 6

Pupils select words and phrases suitable for purpose and begin to create effects in their writing. They show a fairly sound grasp of form when writing for a variety of purposes and begin to elaborate according to the demands of the task. They express opinions using some reasons. Their work is organised into paragraphs and includes a range of fairly accurate constructions and phrases. Pupils spell most of the words in any text they write accurately and usually use punctuation appropriately. Work is legible and effectively presented.

Level 7

Pupils use language deliberately to expand on familiar experiences and events, to record factual information and support their opinions 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 flavour. Work is legible and effectively presented.

Level 8

Pupils' writing sustains the reader's interest through the 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 opinions and they use punctuation and paragraphing to produce clear, well organised and structured texts. They have a fairly sound grasp of accurate syntax and natural Welsh idiom. 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 and provide consistent evidence. 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 demand of the tasks. Work is legible and effectively presented.

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.

Foundation Phase	National Curriculum
Foundation Phase Outcome 1	National Curriculum Outcome 1
Foundation Phase Outcome 2	National Curriculum Outcome 2
Foundation Phase Outcome 3	National Curriculum Outcome 3
Foundation Phase Outcome 4	National Curriculum Level 1
Foundation Phase Outcome 5	National Curriculum Level 2
Foundation Phase Outcome 6	National Curriculum Level 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 attempt to imitate some simple words and expressions spoken by a familiar voice and begin to display an understanding of some of them. They attempt 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 show an understanding of some simple everyday instructions in class responding appropriately at times. Pupils listen and respond to familiar rhymes and texts.

Outcome 3

Pupils imitate and say some simple words and expressions intelligibly and show some understanding of instructions, questions and the everyday language of the classroom. They respond non-verbally and at times attempt to respond orally in single words.

Reading

Outcome 1

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

Outcome 2

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

Outcome 3

Pupils look at books and show an interest in the content. They begin to differentiate between text* and pictures, and in familiar texts they understand that the content represents meaning.

*text/multimedia stories, songs, etc.

Writing

Outcome 1

Pupils begin to make marks on paper.

Outcome 2

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

Outcome 3

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

Key Stage 4

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.

Welsh second language at Key Stage 4

At Key Stage 4, learners build on the skills, knowledge and understanding acquired at Key Stage 3. This 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 read more 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 become reflective and evaluative in relation to their own and others' achievements.



Oracy

Skills

Pupils should be given opportunities to:


1. view and listen carefully, responding orally, in writing and non-verbally, extracting the main points
2. respond extensively by:
 - asking detailed questions and offering comments
 - evaluating the opinions of others
 - taking and making use of notes based on their enquiries
3. communicate:
 - clearly and confidently
 - by showing an awareness of audience and purpose
 - by using appropriate pronunciation and intonation
4. respond appropriately and courteously, establishing and developing a relationship when taking part in a discussion 
5. reinforce Welsh syntax by using a wider variety of:
 - vocabulary

- phrases
- questions
- sentence patterns purposefully and accurately



6. use language accurately, clearly and confidently:
 - using words and patterns suitable for the situation
 - identifying the differences between the spoken language in different areas and of written language
 - considering the ways in which formal and informal language varies according to its context and purpose
 - developing accuracy by:
 - a. using verb forms (tense and person)
 - b. forming negative sentences
 - c. using prepositions
 - d. using mutations
 - e. differentiating between similar words
 - f. using noun gender
7. evaluate their own and others' talk and consider ways of improving.

Range

Pupils should be given opportunities to:

1. see and hear different people talking, including those with different dialects
2. experience a variety of audio, audio-visual, electronic, 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
 - giving and following a series of instructions
 - presenting personal/imaginative experiences and factual information in detail

- expressing opinions effectively, giving reasons and evidence in support in order to be persuasive or defend a viewpoint
- reporting back on discussions


4. work independently, in pairs, in groups and as a member of a class
5. use a variety of methods to present ideas, including ICT, e.g. *holding a discussion, 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.



Reading

Skills

Pupils should be given opportunities to:

1. build on the reading skills stated in the Key Stage 3 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 fact and opinion
5. discuss and respond orally and in writing to:
 - content
 - vocabulary
 - style
 - register
 - presentation
 - formusing evidence to support comments or opinions and using relevant terms
6. look for information by using all kinds of information organising systems, including ICT, e.g. *indexes, catalogues, libraries, web search engines* 
7. use the knowledge of language gained from reading a variety of challenging texts to:
 - reinforce the language introduced 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.

Range




Pupils should be given opportunities to:

1. develop as enthusiastic, independent and reflective readers
2. read in a range of situations
3. experience a range 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 a variety of Welsh constructions and paragraphs effectively to create coherent pieces of work
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 a perceptive and sensitive manner
5. develop accuracy by:
 - using verb forms (tense and person)
 - forming negative sentences
 - using prepositions
 - using mutations
 - using noun gender
 - differentiating between similar words
 - differentiating between 'i', 'u' and 'y'
 - avoiding the unnecessary use of English words, phrases and patterns and those of an English nature
6. use a range of strategies to enable them to spell correctly; check spelling by using various methods, including ICT 
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 content and language
 - proof-read
 - prepare a final copy
9. present their work appropriately by:
 - developing legible handwriting in accordance with convention
 - 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 entertain
 - to present information
 - to express opinions
 - to 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. 

Notes