

# Supporting triple literacy

Language learning in Key Stage 2  
and Key Stage 3



Llywodraeth Cymru  
Welsh Government

[www.cymru.gov.uk](http://www.cymru.gov.uk)



## Supporting triple literacy: Language learning in Key Stage 2 and Key Stage 3

<b>Audience</b>	Schools, local authorities, learners and school governors; literacy coordinators, primary school teachers and secondary teachers of English, Welsh, Welsh second language and modern foreign languages.
<b>Overview</b>	This guidance provides information for all involved in the teaching of languages. Local authorities and schools should find it useful in developing literacy policies and strategies. It provides practical ideas for teaching and learning for all primary teachers and secondary language teachers so they can enable learners to make connections across their language learning and to support improved literacy in all languages.
<b>Action required</b>	For use in developing literacy policies and strategies and supporting language learning and developing skills in all languages.
<b>Further information</b>	Enquiries about this guidance should be directed to: Curriculum Division Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 5752 e-mail: <a href="mailto:assessment@wales.gsi.gov.uk">assessment@wales.gsi.gov.uk</a>
<b>Additional copies</b>	This document is only available on the Welsh Government website at <a href="http://www.wales.gov.uk/skillsandeducation">www.wales.gov.uk/skillsandeducation</a>
<b>Related documents</b>	<i>Developing higher-order literacy skills across the curriculum; Guidance on the teaching of writing skills; Guidance on the teaching of higher-order reading skills</i> (Welsh Assembly Government, 2010); <i>Supporting learners' higher-order literacy skills</i> (Welsh Assembly Government, 2009)

## Contents

<b>Introduction</b>	<b>2</b>
<b>Developing skills across languages</b>	<b>4</b>
<b>Triple literacy in the primary setting</b>	<b>7</b>
<b>Building on prior learning in languages</b>	<b>10</b>
<b>Working together across languages in Key Stage 3</b>	<b>12</b>
<b>Literacy in all languages</b>	<b>19</b>
<b>Using a common terminology</b>	<b>24</b>
<b>Getting started</b>	<b>25</b>
<b>A checklist for triple literacy</b>	<b>27</b>
<b>Appendix A: Key Stage 2 – Skills and language learning across languages</b>	<b>29</b>
<b>Appendix B: Key Stage 3 – Skills and language learning across languages</b>	<b>30</b>
<b>Appendix C: Glossary of terms</b>	<b>31</b>
<b>Appendix D: Useful resources and websites</b>	<b>39</b>
<b>Acknowledgements</b>	<b>40</b>

## Introduction

**'As a bilingual nation, we start from a positive position because we provide education through the medium of English and Welsh. Both languages are embedded in our education and training system. Our young people therefore have a head start by developing language and literacy skills that they can readily apply to other European and world languages. Conversely, the study of a foreign language can support learners' literacy in English and Welsh.'**

*Making Languages Count: Modern foreign languages in secondary schools and Learning Pathways 14–19* (Welsh Assembly Government, 2010)

*Making Languages Count: Modern foreign languages in secondary schools and Learning Pathways 14–19*, the action plan for modern foreign languages in Wales, commits to developing guidance on effective approaches to triple literacy so that the learning of a foreign language complements the wider development of literacy and skills in English and Welsh. This guidance therefore builds on and updates *Making the Link: Language learning 5–14* (ACCAC, 2003) which was developed in order to support learners' language skills across English, Welsh and modern foreign languages (MFL).

Between 2005 and 2007, CILT Cymru ran a Triple Literacy Action Research Project with a group of schools following the publication of *Making the Link: Language learning 5–14*. These schools worked on projects across languages which benefited learners' language learning and literacy. In its report *Improving modern foreign languages in secondary schools in Wales* (2009), Estyn recommends that secondary schools should 'develop common practices between the English, Welsh and modern foreign language departments to improve pupils' understanding of language concepts'.

This revised guidance takes into account developments in Wales including the focus on skills development and the *Skills framework for 3 to 19-year-olds in Wales* (Welsh Assembly Government, 2008), the revised national curriculum (2008), the Key Stage 2 primary languages pilot, developments in the Foundation Phase and the renewed focus on literacy in Wales.

This guidance supports language teachers by making links across languages, building on learners' other language experience and prior learning and supporting learners' progress in whatever languages they are studying.

The purpose of this guidance is to:

- show how connections can be made to support improved literacy in all languages
- highlight opportunities to develop language and literacy skills across English, Welsh and MFL
- give practical ideas for teaching and learning through case studies of good practice
- provide a common glossary of language terms in English and Welsh.

## Developing skills across languages

A focus on skills development underpins the whole curriculum in Wales. In English, Welsh and MFL, learners develop and apply their communication skills through the skills of oracy, reading, writing and wider communication.

In the Programmes of Study for Key Stages 2 and 3 there is a wide range of language skills and language learning activities that are common to English, Welsh and MFL. It is important that teachers recognise these common features so that learners can build on their skills and make connections across their language learning. Across languages, learners should be given opportunities to communicate accurately, with confidence, enjoyment and interest in an increasing range of contexts. They should be given opportunities to read, view and listen to a wide range of material and to respond in a variety of ways.

The skills and language learning grids in Appendix A and Appendix B map the common skills across the languages for Key Stage 2 and Key Stage 3.

The following case study shows how one English-medium secondary school decided to focus on developing a common approach to reading in Key Stage 3 in order to develop literacy skills in English, Welsh second language and French. This provided opportunities for learners to develop skills common to all three programmes of study and provided opportunities to: *develop the ability to read with fluency, accuracy, understanding and enjoyment; use the knowledge gained from reading to develop their understanding of structure, vocabulary, grammar and punctuation; read individually and collaboratively; experience and respond to a wide range of texts.*

### **A common approach to reading**

The school decided to develop reading skills and improve learners' strategies for spelling and punctuation. Time was set aside during registration periods for learners to read in English, Welsh or French. A set of new Welsh and French readers were bought for this purpose and a log sheet, already being used in the English department for recording books read, noting new vocabulary and opinions, was adapted for use in Welsh and French. Language lessons incorporate activities focusing on sound–spelling links so that when learners find new words through their reading, they are confident in their pronunciation.

The language departments also developed a 'Know your grammar!' chart for every learner as a reference for their written work. These charts have an explicit grammar focus and examples in English, Welsh and French.

Teachers produced a chart of spelling sounds and learners each have their own triple literacy vocabulary book, noting new words in all three languages. As a result of these strategies, learners generally read more and improved their English vocabulary. They developed their dictionary skills and learned to identify cognates and similarities in three languages. They now approach texts in Welsh and French with more confidence and enthusiasm and the focus on spelling and sounds has especially improved learners' confidence when reading aloud. Certificates and prizes are awarded every week to 'The Linguist of the Week'. Next steps included adding another language, and Italian is now also part of the reading and grammar strategy.

Date	Title and page	English word and meaning	French	Welsh
23rd November	Glubbslyme page 62	Triumphantly To be victorious or successful	Triomphale- ment	yn orfoleddus
25th November	page 76	Morsels small piece of food	le morceau	tameidiau
27th November	page 77	recoil to jerk back in horror	reculer	gwingo
1st December	page 77	colt - a young male horse	Poulain	ebol
1st December	page 77	postpone - to put off to a later date	renvoyer	gohurio
1st December	page 77	Sentimental - emotional	Sentimental	sentimental teimladwy

(Triple literacy vocabulary book)

## Know your grammar!

Term	Definition	English	Welsh	French
<b>Verbs</b>	They are doing words e.g. go /play/ think/ /do / watch			
<b>An infinitive (type of verb)</b>	The form of the verb you find in the dictionary -sometimes called the 'pure verb'	To play/ to go/ to think/ to eat	Chwarae, mynd, meddwl, bwyta	All infinitives in French end in either er /ir / re
<b>Present tense</b>	Actions or events going on now	I am watching I watch We are eating We eat	e.g. rydw i'n gwyllo  Rydyn ni'n bwyta	e.g. jouer / venir / vendre Knock off the er / ir / re and add the new endings. The endings are different for each type of verb. E.g. <u>er</u> verbs = regarder = je regarde /tu regardes etc.
<b>Past tense</b>	Actions or events that happened in the past	I watched We played We have eaten	If the infinitive ends in a vowel, ed, eg - drop. Add the appropriate ending for each person.  ais i - I      aist ti - you odd e / hi - he / she on ni - we      och chi - you on nhw - they rhedeg = to run - rhedais i - I ran	Use the present tense of avoir plus the past participle e.g. the end of <u>er</u> verbs changes to <u>é</u> so I watched = j'ai regardé / you watched = tu as regardé  (careful, 13 verbs use <i>être</i> instead of <i>avoir</i> - MRSVANDERTRAMP verbs e.g. Je suis allé(e) )
<b>Future tense</b>	Actions or events that will happen soon	I am going to watch We are going to visit We shall visit We will eat	I am going to - Rydw i'n mynd i .... Or use the future tense plus the infinitive. bydd i'n .... I will be bydd di'n - you will bydd e'n/h'i'n - he/she will byddwn ni - we will be byddwch chi'n - you will	Use the present tense of <i>aller</i> (to go) plus the infinitive. E.g. Je vais regarder

(‘Know your grammar’ chart)



## Triple literacy in the primary setting

In Wales, children aged 3–7 enter English- or Welsh-medium settings and schools and are immersed in language experiences and activities through their learning in the Language, Literacy and Communication Skills Area of Learning within the Foundation Phase. In English-medium settings, Welsh Language Development is a statutory Area of Learning within the Foundation Phase. Children develop an awareness of Wales as a country with two languages and are encouraged to show positive attitudes to speakers of languages other than English and Welsh.

In Key Stage 2 all children learn English and Welsh and many primary schools have also seen the value of teaching skills in a foreign language at an early age and have extended opportunities to learn a foreign language in Key Stage 2. As a result, an increasing number of learners are being introduced to a foreign language while in primary school. Language skills learned in one language can support progress and the development of skills and knowledge in another language.

### **Literacy in three languages**

Children develop a range of language skills from an early age and whatever their home language or the languages they are learning, their progress can be supported by teachers' recognition that many of the skills being developed are common across languages.

The non-statutory framework for MFL in Key Stage 2 encourages teachers to give opportunities *to compare and appreciate differences and similarities between English, Welsh and that of the target language, . . . developing triple literacy skills and confidence in language use*. Supporting learners to make connections can support their progress in all languages. A coordinated approach involving similar activities, using common terminology and helping learners make the links across their learning themselves will reinforce their language and literacy skills and help learners understand how language works.

Although it is recognised that not all primary schools offer a modern foreign language in Key Stage 2, opportunities to develop these skills can be supported through the teaching of English and Welsh by including other languages through international links, home languages in the school other than English or Welsh and using teachers' knowledge of other languages. Schools could also hold language days or events with the support of the secondary school as a transition activity. English, Welsh and literacy coordinators can plan how to best support each others' work and liaise with those delivering MFL if appropriate.

### **Whole-school activities might include:**

- establishing a common terminology across languages for language concepts, structures, etc. (see Appendix C: Glossary of terms)
- reviewing the programmes of study for all languages and planning complimentary activities, topics, themes such as fairy stories, local area, healthy eating
- using common strategies for helping learners memorise spellings
- encouraging all teachers to make explicit links across languages, e.g. through comparing, reflecting on and discussing language
- creating multilingual wall displays across the school
- developing multilingual frames to support writing and speaking.

### **Identifying differences and similarities in Key Stage 2**

One primary school looked at the programmes of study for English and Welsh second language and the non-statutory framework for Key Stage 2 modern foreign languages and developed a coordinated approach towards teaching themes such as weather and days of the week so that during lessons learners could be encouraged to make comparisons between the languages and recognise cognates.

Language teaching methodology was also a focus. The Year 6 class teacher and the visiting French peripatetic teacher observed each other, team-taught and shared language teaching resources. They drew up a list of common grammatical terminology, developed trilingual language displays in classrooms and communal areas around the school and produced a series of language games which they used in English, Welsh and French. Learners really enjoyed working across languages:

***I thought it was fun finding similarities between Welsh and French words.***

The trilingual vocabulary displays have proved to be a success and are a constant reminder and point of reference for learners.

The school has continued to broaden the use of games and other resources to promote a positive attitude towards language learning. This year learners wrote and performed a trilingual performance for an assembly where they used all three languages to describe themselves and their families in a short play.

**Classroom activities to consider in all languages might include:**

- games identifying sounds and listening games such as ‘Simon Says’
- learning greetings in English, Welsh and other languages, and using them when answering the register
- comparing sound–spelling links and reading aloud, including reading their own writing in different languages
- looking for simple similarities and differences in language and identifying rules
- using some common or linked themes and activities in English, Welsh and a modern foreign language
- using common methods for recording new words, learning spellings, using dictionaries
- finding information or reading in one language and responding in another
- storytelling or drama using the same stories or types of stories, e.g. fairy tales.

One school created a cognates game though a display of words for learners to work out the correct meanings in English, Welsh, French, Spanish and German.

English	Cymraeg	Français	Español	Deutsch
bridge	pont	riz	cocinar	brücke
cat	reis	cuire	arroz	fenster
window	ffenstr	fenêtre	ventana	reis
rice	cath	pont	gato	katze
to cook	coginio	chat	puente	kochen

(The cognates game)

## Building on prior learning in languages

Recognising common skills across languages can support transition and help teachers recognise and build on their prior learning. Although Key Stage 3 teachers of English and Welsh will often have a good knowledge of their learners' prior attainment it is often more difficult for teachers of MFL to build on the skills learners already have.

Whether learners have been taught a modern foreign language or not in their primary school, they all arrive in Key Stage 3 with at least two languages and a range of language skills and knowledge. Working together within and across settings can support learners' progress in all languages. All secondary language teachers should be aware of what language skills their learners have already acquired.

### **Activities to support transition might include:**

- joint triple literacy events involving primary and secondary schools
- developing a language record for learners across all languages highlighting skills and activities to take with them to their new school
- mapping language skills and activities across languages and key stages
- developing a triple literacy bridging unit of work.

### **Supporting transition through triple literacy**

A Welsh-medium secondary school delivers French in its feeder primary schools and the teachers in all the schools emphasise links across languages. On arrival in Year 7, the secondary school chose the theme 'Me and my area' for lessons in English, Welsh and French in order to target common linguistic elements across the three languages. A multilingual video was produced by the learners where they talked about their local area in all three languages.

The following year, the video was presented to the new Year 7 learners on their first day at the school during an afternoon of English, Welsh and French lessons. The fact that the learners are trilingual was emphasised and learners had the opportunity to complete a trilingual travel passport that included details about themselves and introduced them to their new teachers.

## Raising the profile of language learning in Year 6

A small bilingual secondary school decided to raise awareness in Key Stages 2 and 3 of how 'Languages Open Doors'. Learners in Year 7 were given a task to create a short drama production that would get this message across and to perform it to Year 6 learners in a grand tour of all feeder primary schools.

The English, Welsh and MFL departments focused on the similarities and differences between the languages, but the work also spanned other areas of the curriculum, including drama and PSE.

The production was performed to all the feeder primary schools in the summer term and an introductory video was produced by a group of boys in Year 7 discussing the importance of languages and their impressions of language learning. Teachers visit and deliver language lessons throughout the year to their feeder primaries as part of their transition plan and have a language buddy system in place to help new non-Welsh speakers to settle in.



(Greetings poster)

## Working together across languages in Key Stage 3

Where teachers are aware of their learners' experiences in other languages, they can build on and reinforce language learning throughout the school. This involves the English, Welsh and MFL departments working together to identify the best way forward for their learners.

### **Strategies for teachers working together might include:**

- joint meetings
- reviewing schemes of work
- joint projects focusing on a particular aspect of language learning
- identifying differences and similarities in learning and teaching
- establishing a common format for activities such as spelling logs, note taking and records of independent reading
- joint triple literacy displays around the school of key words, grammatical concepts and signs
- sharing and adapting resources, e.g. a common list of language games
- adopting common policies for presentation, marking, raising awareness of triple literacy, developing thinking, assessment for learning
- observing lessons and sharing good practice across languages
- ensuring whole-school literacy policies reflect triple literacy strategies.

### **Classroom activities to consider in all languages might include:**

- using a common format across languages for guided writing, redrafting, storyboards, making presentations and writing frames
- keeping spelling logs or making word lists in the same way across languages, e.g. using colour coding for gender, parts of speech, etc.
- establishing key words across languages and using them in lessons as appropriate
- making notes, using the internet for research, other research methods and dictionary skills

- using a common method of keeping records and reviews for independent reading
- using common strategies for memorising spellings across languages, e.g. look, say, cover, write, check
- identifying cognates and making comparisons across languages to become an established part of language learning and encouraging discussion about the form and function of language
- reading activities that provide opportunities to make links, e.g. focusing on linked themes, topics or types of text
- using common resources such as the triple literacy posters provided by the Welsh Government (also available at [www.ngfl-cymru.org.uk](http://www.ngfl-cymru.org.uk))
- developing common themes such as storytelling, biography, celebrities, film, creating multilingual drama productions, cross-curricular contexts, the news and media in different languages.

### Comparing texts

Find a recipe for a typical food related to the culture of the language studied, e.g. Scones, **Bara brith**, **Tarte aux pommes**, **Sachertorte**.

Learners can:

- identify differences and similarities in instruction language
- use different strategies to work out the meaning of words
- write the recipes in different languages
- make the recipes.

Similar work could be carried out on advertisements, brochures, traditional tales, etc.

A focused and joined-up approach to tackle specific literacy issues can have an immediate impact and can be replicated with all learners.

### **Improving literacy across the languages**

An English-medium high school decided to tackle literacy issues with some less able Year 7 learners through a focused triple literacy strategy. As well as the three language departments, planning also involved special educational needs (SEN) staff and the transition coordinator as well as learners and their parents/carers. Literacy was the focus of a whole school INSET and the English, Welsh and MFL departments worked together with SEN staff and sixth form volunteers. Schemes of work were analysed to highlight common features and strategies so that grammar could be taught in a truly cross-curricular way. Strategies included:

- learner self-assessment and reflection activities used in all languages
- the development of common reading, spelling and learning strategies
- opportunities for learners to discuss language
- creating explicit opportunities to compare languages and use learners' knowledge of one language to support skills in another
- using a common terminology for grammar
- teaching grammar through the development of thinking skills.

The English department became more aware of the impact of 'word and sentence level work' with learners and produced more MFL-style exercises to develop learners' literacy levels in English. Teachers also encouraged learners to give examples from Welsh and their modern foreign language to reinforce their understanding. In French and German lessons, learners discussed similarities with Welsh grammar and used their skills in dealing with texts in English to learn new vocabulary through text work in MFL. In Welsh, making links with English and MFL as well as introducing common activities increased learners' motivation and their awareness of how language works.

As a result of the benefits to literacy in all languages, it was decided to roll the programme out across the full ability range. The project has laid the foundations of an effective cross-curricular approach and highlighted the significant contribution Welsh and MFL can make in addressing literacy weaknesses in English. There has been a very positive response from staff in all three departments who feel they benefited greatly from working with each other on common goals.



Using the same kinds of activities and assessment strategies across languages can support learners' achievement in literacy as well as increase their motivation.

### **Teaching, learning and assessment**

With the aim of improving literacy across languages, a group of English, Welsh and MFL teachers met together to discuss building on, sharing and standardising good practice. Focusing on Year 7 learners, the first step was a series of mutual lesson observations agreed and planned with the senior management team. From these observations, which identified lots of good practice across the languages, some immediate joint strategies were agreed:

- using games in all languages
- using 'two stars and a wish' in peer assessment
- using common grammar terminology
- making explicit what happens in other languages.

In the longer term their aims were:

- the use of success criteria as a specific assessment for learning strategy
- that all language teachers would incorporate the new strategies and techniques into their work
- to begin linked visits to feeder schools
- to draft together the whole-school literacy policy
- to evaluate the impact, including the use of learner questionnaires.

The following year after a further round of observations and discussions, the outcomes were positive with consistent good practice across the three departments. The feedback from the questionnaires indicated that learners found the consistency supportive and enjoyed the common focus on group work and peer- and self-assessment. Next steps were to include a focused introduction of the strategies in Years 8 and 9.

A one-off event can inspire learners to make links and to use their language skills and other creative skills in a different and motivating context.

### **Making literacy across the curriculum fun**

A bilingual comprehensive school successfully accessed funding to run a project across the English, Welsh and MFL departments as well as art and IT. They used the money to pay for a French theatre company to perform *Les Trois Mousquetaires*. The play was seen in French by Years 7, 8 and 9. All the departments planned follow-up work related to the play.

- In French and German, Year 7 learners made presentations about the characters; Year 8 learners wrote descriptions of the costumes worn; Year 9 learners wrote critiques of the play in the past tense.
- In English and Welsh, learners wrote more extended and complex play reviews.
- In art, learners designed and built seaside peep boards.
- In IT, learners used software to create storyboards of the scenes of the play.

Teachers reported that the outcomes across all the activities were impressive and everybody really enjoyed the whole project.

The triple literacy posters, provided to all secondary schools by the Welsh Government, can support working together with their focus on specific features of language in English, Welsh and the MFL (French, German or Spanish). They are a colourful resource that can be used in A4 format (available on NGfL Cymru) for group work or as a focus in the classroom.

### **Using the triple literacy posters**

The language departments in an English-medium school in north Wales are using the triple literacy posters as a focus for working together and helping learners make links across their languages. The French department started with the 'Which language?' poster, showing cognates, verbs, numbers and other vocabulary items in the three languages.

They began by discussing the alphabet in English, Welsh and French – which letters were the same and which ones were not. Learners spelled out words in English, Welsh and French, and focused on pronunciation and the sound–spelling links by reading them aloud. They used the 'Look-Say-Cover-Write-Check' method that they are used to in English to support learning spellings in Welsh and French. Learners identified similarities in the French words to English and Welsh, patterns in numbers and days of the week, and infinitives in the three languages. They worked in pairs to put the words into categories and those who completed the task quickly were asked to think of other words they knew already and use a dictionary to find more.

They played word games using all three languages such as hangman, word lotto, odd one out, dominoes and other starter games. Learners then used their triple literacy skills for a purpose by creating posters describing an event for tourists with the event, date, time, price, place and activity all in the three languages. Similar activities were carried out in English, Welsh and German.

The 'Connectives' poster was used to help learners create a multilingual writing frame in order to produce extended sentences in their three languages. Using the 'Question words' poster, learners worked in pairs to produce questions based on the topic they were working on, again in all three languages.

Next steps include increasing cross-curricular themes with a triple literacy focus and to work across departments to agree a common terminology of grammatical terms. Staff discussed whether the posters should be on permanent display in the classrooms, but decided that they would have more impact if used to concentrate on particular linguistic features when they arose.

**Cysylltairiau    Mots de Liaison    Linking Words**

Gwnechw eich brawddegau'n hirach ac yn fwy ddiddorol – defnyddiwch **cysylltairiau**!  
Make your sentences longer and more interesting – use **linking words**!

**Er enghraifft / For example**

Rydwy i'n mynd i'r cinema <b>oherwydd</b> rydw i'n hoffi gwylu ffilmiau newydd.	Je vais au cinéma <b>parce que</b> j'aime regarder les nouveaux films.	I go to the cinema <b>because</b> I like to watch new films.
<b>Yn gyntaf</b> , rydw i'n mynd i'r caffi <b>yn gyntaf</b> i'r ffrindiau.	<b>En premier</b> , je vais au café <b>ensuite</b> mes amis.	<b>First</b> , I'm going to the café <b>with</b> my friends.

Cymraeg	Français	English
gyda	avec	with
oherwydd / achos / gan fod	car	because / since
a / ac	et	and
ond	mais	but
neu	ou	or
ble	où	where
oherwydd / achos / gan fod	parce que	because
yna	puis	then
pryd / pan	quand	when
prwy / sydd	qui	who / which
yn gyntaf	d'abord	first
wedyn	ensuite	afterwards
oherwydd / o achos / gan fod	à cause de	because of
o ganlyniad / felly	donc	therefore / so

**Cysylltairiau    Mots de Liaison    Linking Words**

**Pa iaith?    Welche Sprache?    Which language?**

**Wedi'i wneud! Think!**  
Both ydy'r pethau sy'n ddwy ar ymhlith y'n wahanol rhwyng wyloddi!  
What are the similarities and differences between languages?

canu    Mai    Architekt    zoo    blue  
John    mèl    Easter    Montag  
Pasg    to ride    blau    Johannes  
May    to sing    Llundain    Cymru  
sw    Wales    Monday    pensaer  
Honig    marchogaeth    singen    Zoo  
architect    reiten    honey  
Ioan    Ostern    Dydd Llun  
London    Mai    glas

**Pa iaith?    Welche Sprache?    Which language?**

**Pa iaith?    Quelle Langue?    Which Language?**

**Wedi'i wneud! Think!**  
Both ydy'r pethau sy'n ddwy ar ymhlith y'n wahanol rhwyng wyloddi!  
What are the similarities and differences between languages?

Mai    honey    Londres    blue  
lundi    Jean    May    to play  
Easter    bleu    miel    London  
mai    twenty three    vingt-trois    jouer  
John    Wales  
Monday    Pasg    Dydd Llun    Pâques  
glas    Ioan  
Pays de Galles    Llundain  
mèl    chwarae    dau ddeg tri

**Pa iaith?    Quelle Langue?    Which Language?**

**Cysyllteiriau    Conjunctiones    Linking Words**

Gwnechw eich brawddegau'n hirach ac yn fwy diddorol – defnyddiwch **cysyllteiriau**!  
Make your sentences longer and more interesting – use **linking words**!

**Er enghraifft / For example**

Rydw i'n mynd i'r cinema <b>oherwydd</b> rydw i'n hoffi gwylu ffilmiau newydd.	Voy al cine <b>porque</b> me gusta ver las películas nuevas.	I go to the cinema <b>because</b> I like to watch new films.
<b>Yn gyntaf</b> , rydw i'n mynd i'r caffi <b>yn gyntaf</b> i'r ffrindiau.	<b>Primero</b> , voy al café <b>con</b> mis amigos.	<b>First</b> , I'm going to the café <b>with</b> my friends.

Cymraeg	Español	English
gyda	con	with
oherwydd / achos / gan fod	porque	because / since
a / ac	y (e)	and
ond	pero	but
neu	o (u)	or
ble	donde	where
yna	entonces / luego	then
pryd / pan	cuando	when
prwy / sydd	que	who / which
yn gyntaf	primero	first
wedyn	después	afterwards
oherwydd / o achos / gan fod	debido a / a causa de	because of
o ganlyniad / felly	así que	therefore / so

**Cysyllteiriau    Conjunctiones    Linking Words**

## Literacy in all languages

Looking at a wide range of world languages through language awareness activities can support the development of intercultural understanding as well as an understanding of how language works. Celebrating other languages that learners bring to the classroom also supports an appreciation of speakers of other languages and raises awareness of other cultures, traditions and ways of life. A focus on different world languages can support links with other areas of the curriculum as well as complement any international partnerships and projects schools may have in place. For speakers of other languages, providing opportunities to develop literacy skills in their own language supports literacy across their other learning.

### Activities for the primary classroom

Here are some different activities that can be used with younger learners. Some are designed for incidental use, and others planned as part of learners' overall language experience, either over a period of time or as a one-off event. For learners with additional needs, many of these activities can support the development of their communication skills and provide a wider context to develop their language experience. Schools should also develop activities to build on the skills and knowledge of learners who speak other languages at home and where possible, support their literacy development in that language.

#### **Classroom activities to consider in all languages might include:**

- answering the register in different languages with greetings from around the world.
- comparing learners' names in different languages to find similarities
- making artwork or displays using languages with other scripts, e.g. welcome posters
- finding out which languages are spoken in different countries, how many people speak different languages and presenting information in graphs or charts
- introducing music and songs from other cultures and in other languages
- holding assemblies to celebrate different languages
- learning to count to ten in different languages, comparing numbers, days, months of the year in different languages and making multilingual calendars

- looking at the derivation of words, e.g. days of the week, or words that are 'borrowed' from other languages
- learning about different forms of communication, including sign language, pictograms and hieroglyphics
- using online resources to learn simple language such as greetings and introductions
- setting up a languages area in the classroom or library, including picture dictionaries, books about languages, stories in other languages
- inviting speakers of other languages into the school to teach 'taster' lessons
- planning specific whole-school activities to celebrate languages.



A joint project with a university enabled young learners to really immerse themselves in other languages and cultures at the same time as making real improvements in their English and Welsh.

### **A virtual world life in English, Welsh, Greek and Hungarian**

An English-medium primary school took part in a project with a university in Wales and other international partners to trial a virtual online language learning environment in a 3-D virtual world, designed to allow learners to learn from and practice their foreign language with learners in other countries using avatars. English, Greek and Hungarian were the focus languages; however the school used this opportunity to include Welsh language skills too.

The reactions of the learners and teachers to the project have been very positive. It encourages linguistic skills in a non-threatening way as the languages are delivered through a medium that is familiar to the learners.

Learners were set tasks such as shopping in the supermarket or clothes shop. These are information gap tasks so learners must use the language they have learned to obtain the information to complete the task. The learners who took part in Years 5 and 6 have developed empathy for speakers of English as a foreign language. They have developed enhanced oral fluency in Welsh and an analytical appreciation of languages as well as an interest in word roots. Learners were able to make connections between syntax and grammar in English, Welsh and Greek. They enjoyed comparing sentence patterns in English, Welsh, Greek and Hungarian.

In Key Stage 3, looking at languages other than those they are learning can support learners' global perspective and give them insights into how other languages work. This can inspire the study of other languages later in life. Many learners' home language is neither English nor Welsh. Activities involving these languages can raise self-esteem and enable other learners to see the value of knowing many languages. As these learners progress through the school, the development of literacy skills in their home language should also be supported through opportunities inside and outside school as well as the opportunity to achieve a qualification in their home language.

### **Activities for secondary schools might include:**

- events celebrating languages
- inviting speakers of other languages to give taster lessons
- involving parents/carers who speak other languages
- lunchtime language clubs
- online language learning of different world languages
- providing reading books in different languages
- creating a language area in the resource centre for all learners, but also where speakers of other languages can find resources in their language such as readers, dictionaries, magazines
- establishing e-mail links with schools abroad as well as building on existing international links and projects.

One secondary school supports its speakers of other languages through a reading circle that also provides opportunities for learners to share their language with others.

### **Multilingual reading circle**

An English-medium comprehensive school has established a multilingual reading circle which takes place once a week at lunchtime. Learners mainly from Years 7 and 8 together with sixth form volunteers meet to read books in their home languages, play games and socialise. Learners read either alone or with friends or a mentor who is often a sixth form volunteer. They have also taken part in creative activities such as making World Minibooks, designing posters to publicise a multicultural food festival and making short presentations about their home language or aspects of their culture. Learners from the reading circle have also delivered the Urdd messages of peace and goodwill in their home languages in annual assemblies.



Posters and leaflets advertising the multilingual reading circle are on display throughout the school and the project has clearly raised the profile of the many languages spoken in the school. The books that have been purchased or donated to the circle are kept in the school's learning resource centre. Staff comment that learners also read the books during their free time. The project organiser plans to use the school's Moodle to give learners online access to further texts, games and activities. The reading circle has also been publicised in the school's feeder primaries and among parents and carers who are very supportive of the initiative. Providing the reading books and a space to read them in is all that's required to replicate this project.

With its specific focus on reading in a social setting, the project is effectively succeeding in addressing key issues of literacy and motivating learners to read independently. It is raising the profile of community languages and the self-esteem of the learners involved. This focus on literacy means that learners read books that are available in their home language, developing skills that they can use in English, Welsh and their modern foreign language. Learners are very positive and comments have included the following.

**It's fun!**

**It's nice to find lots of other people with lots of other languages.**

**I enjoy coming to help younger children to read and appreciate their home language through stories.**

**I come because I want to let lots of other people know about Chinese.**

## Using a common terminology

Across languages learners repeatedly come across the same concepts, the same requirements and often the same or similar grammar rules. Using the same terminology for grammatical terms, spelling, language terms and skills can support consistency across languages, opportunities to build on prior knowledge in another language and the reinforcement of key concepts.

The glossary of terms (Appendix C) provides a list of some of the main terms that teachers can use, with simple definitions that can be expanded and exemplified for learners depending on the context of their learning.

The definitions have been written to reflect terminology used across English, Welsh and MFL. Some terms are therefore included which may not be appropriate to all languages, such as mutation.

Teachers of all languages in primary and secondary schools should consider how they can use this glossary and decide what steps can be taken to ensure consistency across languages.

### **A common approach to grammar**

In a Welsh-medium school where the majority of learners come from English-speaking backgrounds, the English, Welsh and MFL departments identified a need to improve accuracy across languages. They decided to adopt a common approach to grammar including a common and consistent use of grammatical terms. They identified that learners had difficulty transferring linguistic elements from one unit of work to another in Welsh and French. Learners needed to see that there are very similar linguistic elements in the three languages and that one language can support the understanding of the other languages. As a starting point, the teachers looked at the schemes of work for the three departments to see when different linguistic elements were introduced. They realised immediately that in Welsh and French there was a need to look at the most basic grammatical elements to ensure understanding. They decided to coordinate when they introduced some main grammar points and each department adapted the schemes of work to reflect this. It was agreed to focus on linguistic elements such as verbs or adjectives. To increase learners' awareness they used ICT and screens around the school to display animated features of language.

## Getting started

Schools that have developed triple literacy projects and strategies have seen clear benefits to learners' literacy in all languages. As a first step teachers need to know what happens in other language classrooms, the skills learners develop in their different language lessons and what their learners can do already regardless of which language they are using.

In one school a small group of teachers got together initially to see how they could work more closely across languages.

### **Getting started in Key Stage 3**

In the summer term a group of teachers from the English, Welsh and MFL departments at an English-medium secondary school decided to form a study group whose aims would be to:

- identify common skills and activities across the languages
- create shared resources
- trial shared teaching projects with the intention of improving learners' literacy.

As a first step they agreed a shared spelling and reading record, a spelling strategies document and vocabulary sheets designed to encourage learners to make links between the languages. These were included in the learner planners from September and also displayed in all language classrooms. A range of grammar-focused lesson starters and activities for use in all languages was developed and a football theme 'Languages United' was chosen as a way of linking all languages together.

Two teachers also created and trialled a shared storytelling project with Year 9 learners in English, Welsh and French. This project had the added challenge of being ICT-based and involved learners experimenting with new touch screen software. They retold well-known stories in their own words and studied techniques of story writing such as characterisation and plot through the medium of English, Welsh and French. They enjoyed the chance to use ICT and found the shared terminology and joint approach to be beneficial.

Other 'mini stand-alone' projects and grammar starters are currently being developed for use from next September.

Another school had a clear focus on raising levels of literacy and concentrated on grammar, spelling and language learning strategies.

### **Starting to work together**

#### **Getting together**

The head of MFL in a small English-medium comprehensive school was first inspired by the idea that the study of a foreign language can support learners' literacy in English and Welsh. She met with the head of English and head of Welsh to discuss triple literacy approaches to grammar, language learning strategies, and spelling and punctuation.

#### **What has been done so far**

They began by reviewing their list of grammar terminology to include examples of grammar terms in English, Welsh and French. They looked at one another's schemes of work to discuss when and how grammar is taught. The teachers each came up with a list of activities and games that they use to practise language and reinforce grammar and agreed to trial 'new' ideas.

#### **Next steps**

The three departments have agreed to develop a range of activities, for example a common marking policy, cross-departmental activities around films and books, and cross-departmental themes such as autobiography.

#### **A renewed vision**

The teachers' aim is that the outcomes of a triple literacy approach will:

- raise literacy levels throughout the school
- develop consistent grammar-teaching approaches
- develop cross-departmental teaching and learning
- encourage learners to use incidental language more frequently in Welsh and French.

## A checklist for triple literacy

The following checklist provides a range of questions schools, language departments and teachers can ask in order to develop triple literacy activities and shared strategies to make links between languages in their own school.

### **All teachers and literacy coordinators**

- Are we aware of the similar requirements across the national curriculum Orders for English, Welsh, Welsh second language and MFL?
- How can we use the language skills grids in this guidance?
- Do we already make any links across languages?
- Are there any links between language schemes of work?
- How can we develop activities across languages?
- Do we use a common terminology for grammar and other language features?
- How can we use the glossary of terms?
- How could we widen our learners' language learning experience and skills?
- Do we provide opportunities for language awareness activities?
- What resources do we have readily available to support triple literacy?
- What do we need to develop?
- How can we involve learners in triple literacy and develop their independence?
- What impact can these links have elsewhere in the school?
- What further support might be needed in implementing triple literacy strategies?

### **Secondary school English, Welsh, Welsh second language and MFL teachers**

- How do we build on language learning in Key Stage 2?
- Are we aware of what happens in other language departments?
- How can we meet together to plan?
- How could we benefit from observing one another's lessons?
- What key literacy issues do we need to tackle?
- How can we focus on these across languages?
- Which activities could we adapt easily in order to make some initial links across language departments?

- Which areas would we most like to develop further?
- What is the best way for us to keep joint planning and approaches under review?
- How can we measure the impact?

## Appendix A: Key Stage 2 – Skills and language learning across languages

Learners will develop their skills further in their first language and sometimes use different skills for learning a second or third language. However, all language learners develop a wide range of skills and take part in the range of activities that are common to all their languages. This is a summary of skills and activities that are common to the Programmes of Study for English, Welsh and Welsh second language; the non-statutory framework for MFL; and Developing communication across the curriculum.

Oracy	Reading	Writing
<ul style="list-style-type: none"> <li>listen and view attentively/caefully</li> <li>respond appropriately to different kinds of communication</li> <li>identify/recognise key points</li> <li>communicate clearly and confidently</li> <li>express opinions</li> <li>adapt talk to audience and purpose</li> <li>use a variety of sentence structures and vocabulary appropriately</li> <li>experience and respond to a variety of stimuli and ideas</li> <li>speak and listen individually, in pairs, in groups</li> <li>use a variety of methods to present ideas and language, including ICT</li> <li>present, talk and perform for different people/a variety of audiences</li> <li>increase confidence in language use by drawing on knowledge of English, Welsh and other languages and appreciate differences and similarities between them.</li> </ul>	<ul style="list-style-type: none"> <li>develop phonic, grammatical knowledge, word recognition and contextual understanding</li> <li>develop the ability to read aloud with fluency, accuracy, understanding and enjoyment</li> <li>read in different ways for different purposes, including: skimming, scanning and detailed reading, predicting, using context and knowledge of language</li> <li>use a range of appropriate information-retrieval strategies including ICT</li> <li>retrieve and collate information and ideas from a range of sources</li> <li>use the knowledge gained from reading to develop their understanding of the structure, vocabulary, grammar and punctuation of language and of how these clarify meaning</li> <li>read individually and collaboratively</li> <li>experience and respond to different kinds of texts.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of sentence structures</li> <li>use punctuation to clarify meaning, including full stop, exclamation and question marks, comma, apostrophe, bullet points, speech marks</li> <li>choose and use appropriate vocabulary</li> <li>develop and use a variety of strategies to enable them to spell correctly</li> <li>draft and improve their work, using ICT as appropriate</li> <li>present writing appropriately, developing legible handwriting using appropriate features of layout and presentation, including ICT</li> <li>write in a variety of forms for different purposes and audiences.</li> </ul>

## Appendix B: Key Stage 3 – Skills and language learning across languages

Learners will develop their skills further in their first language and sometimes use different skills for learning a second or third language. However, all language learners develop a wide range of skills and take part in the range of activities that are common to all their languages. This is a summary of skills and activities that are common to the Programmes of Study for English, Welsh, Welsh second language and MFL, and Developing communication across the curriculum.

Oracy	Reading	Writing
<ul style="list-style-type: none"> <li>listen and view attentively, responding appropriately to a wide range of communication</li> <li>identify key points and follow up ideas through question and answer and to learn through talk</li> <li>communicate clearly and confidently, expressing opinions, feelings and adapting talk to audience and purpose</li> <li>extend understanding of the social conventions of conversation and discussion</li> <li>develop the ability to organise and extend talk using an increasing range of sentence structures and vocabulary</li> <li>evaluate their own and others' talk, extending their understanding of how to improve</li> <li>experience and respond to a variety of stimuli and ideas</li> <li>speak and listen individually, in pairs, in groups and as members of a class</li> <li>use a variety of methods to present ideas, including ICT</li> <li>present, talk and perform for a variety of audiences</li> <li>increase confidence in language use by drawing on knowledge of and making comparisons with other languages.</li> </ul>	<ul style="list-style-type: none"> <li>consolidate phonic, graphic and grammatical knowledge, word recognition and contextual understanding</li> <li>develop the ability to read with fluency, accuracy, understanding and enjoyment</li> <li>read in different ways for different purposes, including: skimming, scanning, detailed reading, prediction, inference and deduction to gain meaning and enhance understanding</li> <li>consider what they read/view, responding orally and in writing</li> <li>use a range of appropriate information-retrieval strategies, including ICT</li> <li>retrieve, collate and synthesise information and ideas from a range of sources</li> <li>use the knowledge gained from reading to develop their understanding of structure, vocabulary, grammar and punctuation</li> <li>read individually and collaboratively</li> <li>experience and respond to a wide range of texts.</li> </ul>	<ul style="list-style-type: none"> <li>use the features of texts in their own writing</li> <li>use a range of sentence structures effectively to enhance their writing and develop the ability to use paragraphs effectively</li> <li>use punctuation in order to clarify meaning and create effect</li> <li>choose and use a range of vocabulary</li> <li>extend the range of strategies to support correct spelling</li> <li>consider and evaluate their own work and that of others</li> <li>draft, edit and improve their work, using ICT as appropriate</li> <li>use legible handwriting appropriate features of layout and presentation, including ICT</li> <li>write for a range of purposes and in a range of forms</li> <li>write in response to a wide range of stimuli.</li> </ul>



## Appendix C: Glossary of terms

### Grammar

#### adjective

#### *ansoddair*

A word which describes or modifies a noun. It may come before or after the noun, e.g. *the blue chair* or *the chair is blue*. There are different kinds of adjective: number or quantity, e.g. *few*; quality, e.g. *good*; possessive, e.g. *my*; interrogative, e.g. *which*; demonstrative, e.g. *this*.

#### adverb

#### *adferf*

A word which describes or modifies a verb, e.g. *she ran fast*; *he arrived late*.

#### agreement

#### *cytundeb*

Linked words agree with each other in terms of number, case, gender and person, e.g. *I say, he says* (person); *the girls carried their books* (number).

#### article

#### *bannod, y fannod*

A word linked to a noun. It may be definite – *the*, or indefinite – *a, an*. (There is no indefinite article in Welsh.)

#### clause

#### *cymal*

A distinct part of a sentence including a verb. There are two kinds: a main clause – *I will do my homework* – and a subordinate clause – *when I get home*. The main clause makes sense on its own, but the subordinate clause does not.

#### conditional

#### *amodol*

A tense of a verb which expresses the idea that what happens depends on something else. Conditional forms often involve conjunctions such as *if* or *then* and verb forms such as *would* or *may*.

#### conjunction

#### *cysylltair*

A word used to link sentences or clauses or to connect words in a phrase. They express different kinds of link: cause, e.g. *because*; opposition, e.g. *but*; addition, e.g. *and*; time, e.g. *until*.

#### exclamation

#### *ebychiad*

A sentence or phrase expressing emotion such as horror, surprise or wonder, e.g. *Oh no!*; *That is amazing!*

**future*****y dyfodol***

Tense of verb to express what will happen and in Welsh, what usually happens.

**grammar*****gramadeg***

The rules which govern the relationships between words in any language.

**impersonal*****amheronol***

When the writer does not specify who carries out an action, e.g. *it was necessary to . . .*

**infinitive (also called verb-noun)*****berfenw***

The form of the verb preceded in English by *to*, e.g. *to go, to throw, to watch*.

**mutation*****treigladd***

In Welsh, under certain conditions, one consonant is changed for another consonant at the beginning of a word.

**noun*****enw***

A word which names a thing or a feeling. The four types of noun are: common (general, e.g. *animal, chair*); proper (a specific name, e.g. *Bangor*); abstract (an idea or concept, e.g. *happiness*); collective (a group, e.g. *herd, crowd*).

**object*****gwrthrych***

The object or recipient of the action in a sentence, e.g. *she threw the ball*.

**paragraph*****paragraff***

A section of a piece of writing. A new paragraph indicates a change of time, place, subject or speaker in a dialogue and begins on a new line. Sometimes the writer also uses a one-line gap or an indent on the first line.

**participle*****rhangymeriad***

Forms of a verb, either present or past:

- present participle, usually describing something happening now, ends in *-ing*, e.g. *walking, talking, smiling*
- past participle, describing something which has already happened, ends in *-ed, -d, -en, -n*, and follows *has, have* or *had*, e.g. *Harry has helped*.

**past**

Tense of a verb to express what has already happened or what was happening.

**gorffennol****person**

A term to indicate part of a verb. First person *I*, second person *you*, third person *he/she/it*. Also plural *we, you, they* (see 'agreement').

**person****phrase**

One or more words which form a unit or part of a sentence.

**ymadrodd****plural**

A form of noun, verb or pronoun which shows that more than one is being indicated.

**lluosog****preposition**

Words which describe the relationship between two nouns or pronouns, e.g. *in, on, under, behind*.

**arddodiad****present**

Tense of a verb to express what is happening now or what usually happens.

**presennol****pronoun**

A word used instead of a noun or a noun phrase, e.g. *it, he*.

**rhagenw****punctuation**

A way of marking text to help the reader understand (see also 'Punctuation' section).

**atalnodi****sentence**

A unit of written language that makes sense on its own and is marked by a capital letter at the beginning and a full stop at the end. Sentences can be simple or complex and normally contain a verb.

**brawddeg****singular**

A form of noun, verb or pronoun which shows that only one is indicated.

**unigol****subject**

The who or what that carries out the action of the verb, e.g. *The dog ate the bone; She wrote the story.*

**goddrych**

**tense**

The form of the verb which tells us when something is happening, e.g. past, present, future or continuous.

**amser berfol****verb**

A word which expresses an action or state of being. Verbs can be in different tenses. Verbs can be active or passive: *Jenny drove the car* (active), *The car was driven by Jenny* (passive).

**berf****Spelling****abbreviation**

A word which is shortened, e.g. *phone* (from *telephone*).

**talfyriad****accent**

A sign over or under a letter which usually changes the pronunciation, e.g. *é, â, à, ö, ñ*.

**acen****acronym**

A word made up of the initial letters of a phrase, e.g. *NATO, RSPCA*.

**acronym****alphabet**

The list of letters used to form the words of a language.

**yr wyddor****cognate**

A word that is similar to a related word or word meaning the same in another language, e.g. *accent* (English) and *acen* (Welsh).

**gair cytras****compound word**

A word made up of two other words, e.g. *football*.

**gair cyfansawdd****consonant**

A sound which is produced when the speaker uses tongue and teeth. All letters of the alphabet except *a, e, i, o, u*.

**cytsain****glossary**

A list of words or phrases with their meanings explained.

**rhestr termau****onomatopoeia**

Words which sound like their meaning, e.g. *hiss, tinkle*.

**onomatopoeia****prefix**

A group of letters added to the beginning of a word to change its meaning, e.g. *unclear*.

**rhagddodiad**

**root word**

A word to which prefixes and suffixes may be added to make other words, e.g. the root word is *polite* in *politely*, *impolite*, *politeness*.

**gwreiddair****suffix**

A group of letters added to the end of a word to change its meaning e.g. *run* to *runner* or *walk* to *walked*.

**ôl-ddodiad****syllable**

Each beat in a word is a syllable.

**sillaf****vowel**

A letter sound produced without audible friction of the teeth or tongue – *a*, *e*, *i*, *o*, *u* and *w*, *y* in Welsh.

**llafariad****Punctuation****apostrophe '**

Used to show contraction, e.g. *haven't*, or possession, e.g. *the dog's basket*.

**collnod****asterisk \***

Used to organise text, e.g. to draw attention to a footnote.

**seren****colon :**

Used to introduce a list, a second clause or a quotation which expands or illustrates the first clause.

**colon****comma ,**

Used to separate parts of a sentence or list.

**atalnod****exclamation mark !**

Used at the end of a sentence to show emotion such as shock, humour, joy, anger.

**ebychnod****full stop .**

Used to indicate the end of a sentence.

**atalnod llawn****question mark ?**

Used at the end of a sentence to show that it is a question.

**gofynnod****semi-colon ;**

Used to separate a clause or phrase in a sentence. It is stronger than a comma, but not as strong as a full stop.

**hanner-colon**

**speech marks " "**

Sometimes called inverted commas, used to show direct speech in a text.

***dyfyn nodau*****Language terms****accent**

Variations in pronunciation and intonation according to the region or country a speaker comes from (see also 'Spelling' section).

***acen*****audience**

The people or readers to whom a written, moving image or media text is addressed.

***cynulleidfa*****character**

An individual in a story, poem or play.

***cymeriad*****colloquial**

Describes conversation or language used in informal or familiar contexts.

***llafar*****dialect**

Variations in grammar or vocabulary according to where the speaker comes from.

***tafodiaith*****fact**

Accepted or provable information supported by evidence.

***ffaith*****fiction**

Text which is invented by a writer or speaker.

***ffuglen*****formal**

Spoken or written language used in unfamiliar or formal contexts, e.g. addressing visitors, writing formal letters.

***ffurfiol*****idiom**

A phrase which is not meant literally, but is understood by the people who use it, e.g. *full of beans*, *under the weather*.

***idiom/priod-ddull*****imagery**

Use of language to create lively or sensory image, often visual.

***delweddaeth*****informal**

Language used in familiar contexts or with people known to the speaker or writer.

***anffurfiol***

**information text**

Text written to inform, e.g. a report, an explanation or an account.

**testun gwybodaeth****instruction text**

Text written to help the reader to do something, e.g. instructions, recipes.

**testun cyfarwyddo****intonation**

Tone of voice used by the speaker to convey meaning. Intonation varies in different languages.

**goslef****narrative text**

Text which retells events in chronological order. It may be fictional or include information.

**testun traethiadol****poem**

A text which uses rhythm, rhyme or syntax and vocabulary to convey ideas and meaning, often in a condensed form.

**cerdd****pronunciation**

Rules which govern the way groups of letters make sounds in spoken language. Pronunciation rules are different for different languages.

**ynganiad****rhyme**

Words which contain the same sound in the final syllable are said to rhyme, e.g. *game, name, became*.

**odl****slang**

Words or phrases used in an informal context, sometimes linked to a region or group of people.

**bratiaith****speech**

Spoken language. Direct speech is words actually spoken, indicated in written speech by speech marks, e.g. *"Sit down!" he said*. Indirect or reported speech is what a writer reports has been said, e.g. *He told her to sit down*.

**llefaru****text**

Language organised to communicate in spoken, written or electronic forms.

**testun**

## Language skills

### **comprehension**

### ***dangos dealltwriaeth***

Understanding of written or spoken text. Understanding can be demonstrated by verbal or non-verbal responses.

### **draft**

### ***drafft***

First or unfinished written form of a text. The process of working on a text is called drafting.

### **edit**

### ***golygu***

To amend or correct written or spoken text.

### **listening**

### ***gwrando***

To understand and respond to spoken language, spoken directly to the listener or recorded speech.

### **reading**

### ***darllen***

To understand and respond to written text, in printed, handwritten or electronic form.

### **redraft**

### ***aiddrafftio***

To amend, review or correct a first draft of a text.

### **speaking**

### ***siarad***

To express oneself orally.

### **writing**

### ***ysgrifennu***

To express oneself in the written form.



## Appendix D: Useful resources and websites

### **CILT Cymru**

[www.ciltcymru.org.uk](http://www.ciltcymru.org.uk)

### **Estyn**

*Improving modern foreign languages in secondary schools in Wales (2009)*

[www.estyn.gov.uk/uploads/publications/6543.pdf](http://www.estyn.gov.uk/uploads/publications/6543.pdf)

### **Network of schools**

Linking schools across Europe where minority languages are taught.

[www.networkofschools.org](http://www.networkofschools.org)

### **NGfL Cymru**

Triple literacy posters in French, German and Spanish as well as a range of resources.

[www.ngfl-cymru.org.uk](http://www.ngfl-cymru.org.uk)

### **Welsh Government**

The following resources can all be found on the Welsh Government's website at [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills) and follow the links through 'Schools', 'Curriculum and Assessment' then 'The school curriculum for Wales'.

*English in the national curriculum for Wales (2008)*

*Modern foreign languages in the national curriculum for Wales (2008)*

*Welsh in the national curriculum for Wales (2008)*

*Skills framework for 3 to 19-year-olds in Wales (2008)*

*Skills across the curriculum: Developing communication*

*A curriculum for all learners (2010)*

*Developing higher-order literacy skills across the curriculum (2010)*

*Guidance on the teaching of writing skills (2010)*

*Guidance on the teaching of higher-order reading skills (2010)*

*Supporting learners' higher-order literacy skills (2009)*

## Acknowledgements

The Department for Education and Skills (DfES) would like to thank CILT Cymru and the teachers and learners at the following schools for their valuable contributions and case study materials.

Alun School, Flintshire

Barry Comprehensive School, Vale of Glamorgan

Cardiff High School, Cardiff

Croesyceiliog School, Torfaen

Cymer Afan Comprehensive School, Neath Port Talbot

Dunvant Primary School, Swansea

Llanishen High School, Cardiff

Newbridge Comprehensive School, Caerphilly

Machen Primary School, Caerphilly

Ysgol Botwnnog, Gwynedd

Ysgol David Hughes, Anglesey

Ysgol Gyfun Bro Morgannwg, Vale of Glamorgan