

Languages, Literacy and Communication

Area of Learning and Experience

Frequently Asked Questions

Why are Welsh medium schools able to begin English at the age of 7?

Currently, Welsh-medium schools focus on language immersion in Welsh for their pupils before the age of 7, so that pupils become fluent in Welsh before they start learning English formally. This will not change with the advent of the new curriculum. The linguistic landscape of Wales is incredibly diverse. Whilst some contexts may have a variety of opportunities inside and outside of school to immerse themselves in Welsh language, others do not, and research suggests that this could hamper progress made by learners. Schools will need to demonstrate a clear, research-based rationale for their decisions and publish this on their website.

How do teachers of language fit together as leaders of learning within the Area of Learning and Experience for Languages, Literacy and Communication?

It is important to remember that teachers of English, Welsh and/or international languages are all teachers of Languages, Literacy and Communication, requiring an understanding and delivery of all Statements of What Matters within this AoLE. How these teachers/subject areas work together and plan for the learning together is a school level decision.

Will I need to restructure my school/faculties/departments?

There is no expectation that schools create a LLC department – decisions like that remain at school level. The principles that underpin this AoLE need to be clearly understood and developed by all practitioners whether they be English, Welsh, international/home language specialists. Collaboratively exploring this AoLE through effective collaboration is the aim in creating confident and capable learners of Languages, Literacy and Communication.

How does the LNF fit with the new LLC AoLE?

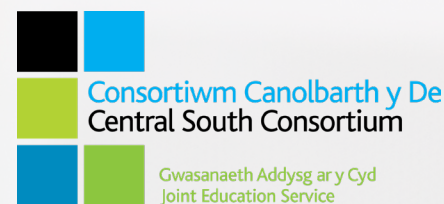
There are many elements of the literacy framework that have been incorporated into this AoLE because they are necessary to the progress of learners. The LNF has been updated to reflect this and will remain as non-statutory guidance for schools to use in designing their curriculum. Literacy remains a focus across the whole curriculum as a cross curricular skill alongside numeracy and digital competence – these are seen as the responsibility of all practitioners.

How will international languages be developed in primary settings?

All learners are expected to have experience of an international language in addition to English and Welsh within their school setting before they leave primary schools. How schools/clusters decide to do this is to be decided by each setting. It is important to remember that schools should choose which language/languages are explicitly taught in their settings. Many home and community languages may be spoken by learners, it would be sensible for schools to utilise the languages and skills of those within the school community to



ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission



maximise the understanding of the connections between languages, but this does not need replace the explicit teaching of an additional language in schools.

Why has listening now been separated from speaking?

Oracy has been a priority for many years within schools. However, this has often resulted in speaking overshadowing the development of high-quality listening skills. This AoLE seeks to rebalance this by separating speaking and listening into productive and receptive skills respectively. Learners need to be active receivers of language in order to make sense of the world in which they live, developing high quality listening skills are key to this aspect of language development.

What is translanguaging?

Translanguaging is the ability to use information in one language and use it to work in another language. For example, Welsh speakers may be listening in Welsh but write notes in English. For many EAL/WAL learners, this is often the start of developing their language skills. Learners may make sense of the language they are receiving in their home/community before responding in the target language. It is expected that learners become more cognitively aware of this skill as they progress in their language learning. Translanguaging is a very natural way of communicating for those with multiple language knowledge and skills, harnessing this will improve learners' communication skills and their ability to become multilingual.

Will teachers of English in secondary schools be teaching in Welsh or international languages?

The curriculum approach is a school-level decision. Through effective collaboration, practitioners can teach their own subject through the language most suitable to learners within their context. It is important that collaboration utilises the commonalities and links across and between languages taught in the school as well as other languages pupils may be familiar with at home and in their community. It is also important to note that English is a language as well as a subject area and the contributions made by all languages will help learners to become confident users and producers of language.

Any further questions or queries?

Get in touch with us!

communications@cscjes.org.uk

#TalkCurriculumCSC

@CSCJES @CSC_PL

@CSC_Literacy @CSC_Cymraeg

@SiarterlaithCSC