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Key Stages 2–4

Welsh second language

in the National Curriculum for Wales

Welsh second language in the National Curriculum for Wales

Audience

Teachers, headteachers and governing bodies of maintained schools in Wales; local 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 Government's requirements for Welsh second language 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 Government.

Action required

Teachers, headteachers and governing bodies of maintained schools must ensure that the legal requirements set out in this document are fully implemented.

Further information

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Additional copies

This document can be accessed from the Welsh Government's website at www.gov.wales/learning

Related documents

Modern foreign languages in the National Curriculum for Wales (2008)*; Physical education in the National Curriculum for Wales* (2008)*; Music in the National Curriculum for Wales* (2008)*; Art and design in the National Curriculum for Wales* (2008)*; Geography in the National Curriculum for Wales* (2008)*; History in the National Curriculum for Wales* (2008)*; Information and communication technology in the National Curriculum for Wales* (2008)*; Design and technology in the National Curriculum for Wales* (2008)*; Science in the National Curriculum for Wales* (2008)*; Curriculum for Wales: Programme of Study for English – Key Stages 2–4* (2015)*; Curriculum for Wales: Programme of Study for Welsh – Key Stages 2–4* (2015)*; Curriculum for Wales: Programme of Study for Mathematics – Key Stages 2–4* (2015).

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Foreword

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

The structure of the national curriculum

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

	Learners' 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, Welsh second language, 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, Welsh second language, mathematics, science and physical education.

For each subject, in each of the key stages listed above, programmes of study set out what learners should be taught.

At the end of Key Stages 2 and 3, standards of learners' 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 Database for Approved Qualifications for Wales (DAQW) includes all qualifications that Welsh Government has approved, under section 96 of the Learning and Skills Act 2000, for use with learners of compulsory school age.

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

Including all learners

Responsibilities of schools

Under the United Nations Convention on the Rights of the Child (UNCRC) and the Rights of the Children and Young Persons (Wales) Measure 2011, 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 second language**, 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 second language**, 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 second language**, 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 second language**, 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 second language 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 second language 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 second language 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 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

Learners 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

Learners 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

Learners 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 to establish meaning
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
   - presentation

   answering 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

Learners 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
   - aloud

   and listen while 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

Learners 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

Learners 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 learners, younger learners, teachers, family and friends*

3. write in a variety of forms, *e.g. stories, poems, scripts, leaflets, posters, advertisements, reports, diaries, notes, electronic texts, portrayals, instructions, questionnaires, reviews*

4. write in response to a variety of audio, visual and audio-visual stimuli, *e.g. stories, poems, their interests, activities and experiences in the classroom and elsewhere, a television programme, a statue*.

Oracy

Skills

Learners 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
- questions
- sentence patterns

purposefully and accurately

6. use language accurately, clearly and confidently:
- 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

Learners 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
- expressing opinions, giving reasons and evidence in support in order to be persuasive
- using notes to report back

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

Learners 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
   - detailed 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
   - form

   offering 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

Learners 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
   - aloud

   and listen while 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

Learners 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

Learners 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 learners, younger learners, 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*.

Level descriptions

The following level descriptions describe the types and range of performance that learners working at a particular level should characteristically demonstrate. In deciding on a learner's level of attainment at the end of a key stage, teachers should judge which description best fits the learner'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 learners 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 learners and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

Attainment target 1: Oracy

Level 1

Learners 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

Learners 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

Learners 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

Learners 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

Learners 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

Learners 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

Learners 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

Learners 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

Learners 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, they 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 target 2: Reading

Level 1

Learners 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

Learners 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

Learners 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

Learners 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

Learners 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

Learners 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. They gather information on a specific topic from more than one print source and use it appropriately. They read longer texts independently.

Level 7

Learners 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

Learners 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

Learners 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 target 3: Writing

Level 1

Learners 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

Learners 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

Learners 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

Learners 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

Learners 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. They 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

Learners 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. They spell most of the words in any text they write accurately and usually use punctuation appropriately. Work is legible and effectively presented.

Level 7

Learners 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. They have quite a sound grasp of syntax and the work has a Welsh flavour. Work is legible and effectively presented.

Level 8

Learners' 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

Learners 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. They 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 learners working below Level 1.

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

Oracy

Outcome 1

Learners 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. They listen to familiar rhymes and texts.

Outcome 2

Learners 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. They listen and respond to familiar rhymes and texts.

Outcome 3

Learners 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

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

Outcome 2

Learners 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

Learners 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

Learners begin to make marks on paper.

Outcome 2

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

Outcome 3

Learners 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

Learners 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

Learners 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

Learners 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
- form

using 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

Learners 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

Learners 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

Learners 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.