



AREA OF LEARNING AND EXPERIENCE

Languages, Literacy and Communication





“We must have a much broader attitude towards language learning if we want to see this new curriculum bringing us together.”

Professor Mererid Hopwood

Vision and philosophy

- A celebration of languages and cultures, embracing a bilingual Wales in an international context.
- Bringing together Welsh, English and international languages and literature for all.
- Develop ambitious, capable and confident language learners who communicate effectively using both Welsh and English as well as international languages across a variety of media.
- Stimulated learners developing knowledge, skills, positive attitudes and motivation through meaningful contexts.

The rationale for change

- The citizens of modern Wales speak various languages reflecting diverse cultures; we want to celebrate and build on this.
- Exploring identities and cultures through languages can connect learners with people, places and communities in bilingual Wales and the multilingual world.
- Reverse the decline of modern foreign languages through positive, motivating experiences at a young age.
- Language skill sets promote understanding and development in all languages.
- Remove artificial distinction between Welsh and Welsh second language so all learners are able to use Welsh as per the four purposes of the curriculum.
- Differentiated achievement outcomes reflect the different pace and depth of learning, allowing learners and teachers to recognise progression pathways.

How is it different?

- Focus on the importance of learning about languages, and the way they relate and reflect our cultures and identities.
- By the end of primary school, learners will experience different languages and make progress in Welsh, English and at least one international language.
- When learners leave school, they will be able to use Welsh, English and their other languages in a meaningful way.
- Oracy, reading and writing have equal prominence.
- Literature for all learners: opportunities to explore and create a range of literature in Welsh, English and international languages.

Which achievement outcomes do we follow?

			Bilingual schools	
Achievement outcomes	Welsh-medium school	English-medium school	Welsh stream in a bilingual school	English stream in a bilingual school
Welsh	✓		✓	
English	✓	✓	✓	✓
Welsh in English-medium		✓		✓
International language(s)	✓	✓	✓	✓

What Matters in Languages, Literacy and Communication

- Learning about identity and culture through languages prepares learners to be citizens of Wales and the world.
- Learners who listen and read effectively are prepared to learn throughout their lives.
- Learners who speak and write effectively are prepared to play a full part in life and work.
- Literature fires imaginations and inspires creativity.

How did we get here?

Approach

- Consideration of curricula in other countries.
- Consideration of the strengths and weaknesses of current programmes of study for Welsh, Welsh second language, English and modern foreign languages (MFL), as well as the literacy elements of the National Literacy and Numeracy Framework (LNF).
- Expert input on different aspects of languages, literacy and literature.
- Development of a framework of progression for any language from little or no language towards proficiency.
- Development of differentiated achievement outcomes to reflect different language learning contexts.

Expert input

Experts who supported the group include the following.

- Neil Mercer, Oracy Cambridge.
- Laurie Smith, Kings College, London.
- Enlli Thomas, Bangor University.
- Mererid Hopwood, University of Wales Trinity St David (UWTSD).
- Sioned Davies, Cardiff University.
- Dominic Wyse, UCL Institute of Education (IOE).
- Helen Prosser, National Centre for Learning Welsh.
- Josephine Moate, Jyväskylä University.
- Catherine Driver, English as an additional language (EAL) consultant.
- Diane Leedham, English as an additional language (EAL) consultant.
- Elen Roberts, Education Achievement Service (EAS).
- British Council.
- CAMAU.
- Cymru Wales Classics Hub.
- Estyn.
- Global Futures Steering Group.
- Literature Wales.
- National Deaf Children's Society.
- Qualifications Wales.

Considerations for schools

- How will your leaders, practitioners and networks be able to prepare for the next phase of co-construction and provide meaningful feedback?
- What, if any, are the resourcing implications (national and local)?
- How could you approach whole-school and/or inter-departmental approaches to both:
 - knowing **about** the new curriculum?
 - understanding **how to do** the new curriculum?

Considerations for schools

- What resource, professional learning and organisational implications arise from this area of learning, for example whole-school approach, Siarter Iaith?
- **English-medium:** How do we ensure schools are providing sufficient opportunities for learners to develop and use their Welsh?
- **Primary:** What model(s) could your school use in order to facilitate learning international languages, for example online resources, cluster school support, professional learning for staff?