

Language, Literacy and Communication Skills Area of Learning

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

Language, Literacy and Communication Skills



Strand: Oracy

Foundation Phase pedagogy

Children should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

Range of experiences

Children should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Children can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

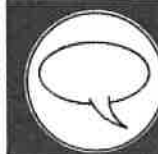
Within the table, text taken from the LNF will appear as normal text. Text that has been extended from the LNF or that is a specific Language, Literacy and Communication Skills Area of Learning skill will appear as bold. These skills are further identified by the following icons.

Extended skill ▲ **Area of Learning skill** ❖ When combined with the LNF statements, these skills form the Foundation Phase Language, Literacy and Communication Skills Area of Learning.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Language, Literacy and Communication Skills



Strand: Oracy

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Speaking	express some enjoyment or interest	express what they like and dislike	express an opinion on familiar subjects	express opinions, giving reasons, and provide appropriate answers to questions
		talk about, in simple terms, drawings, models and actions	talk about things they have made or done, adding some description ❖	talk about things they have made or done, explaining the process	talk in detail about things they have made or done, explaining the process ❖
		retell, in simple terms, an event or experience	talk about things from their experience and share information	include some detail and some relevant vocabulary to extend their ideas or accounts	extend their ideas or accounts by sequencing what they say and including relevant details
		use sentences with five or more words with some grammatical immaturities, e.g. leaving out some link words ❖	use words, phrases and simple sentences	build on previous experience, making themselves clear by: – organising what they say – choosing words deliberately ❖	build on previous experience, speaking confidently and making themselves clear by: – organising what they say – choosing words deliberately – including relevant detail ❖
		use newly learned vocabulary in and through play activities ❖	use appropriate, increasing vocabulary in and through play activities ❖	use an increasing range of appropriate vocabulary in play and structured activities ❖	use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add interest ❖
		speak clearly enough to be understood by adults and peers	speak audibly	speak audibly, conveying meaning to listeners beyond their friendship group	speak clearly to a range of audiences
		imitate real-life and make believe experiences within role play	contribute to role-play activities using relevant language	adopt a role using appropriate language	adopt a specific role, using appropriate language in structured situations
		respond, in simple terms, to drama they have watched and other creative stimuli ❖	respond with some detail to drama they have watched and other creative stimuli ❖	respond with increasing detail to drama and other creative stimuli ❖	respond to and give opinion on drama as well as a wider range of stimuli ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills

Strand: Oracy



Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Speaking	understand and use simple questions, e.g. 'Why?', 'How?' and 'Can I?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', to establish why things happen and to clarify understanding ❖	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖	prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ❖
		engage in sound and word play ❖	show an awareness of alliteration and rhyme ❖	use alliteration and rhyme ❖	use alliteration and rhyme in a range of contexts ❖
		recognise rhythm and rhyme in spoken words and join in with rhythmic activities ❖	recognise rhythm in spoken words and continue a rhyming string ❖	use rhythm and rhyme to create simple chants, rhymes and poems ❖	use rhythm and rhyme to create more detailed chants, rhymes and poems ❖
		use talk in symbolic play ❖	use talk to create a storyline in symbolic/imaginative play ❖		
		Welsh-medium statement: show awareness that some sounds change at the beginning of words through nursery rhymes and songs	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>dau gi, y gath</i>	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i>	Welsh-medium statement: use some mutations that have been practised orally, e.g. <i>y bêl, fy mag, i'r dref</i>
	Listening	listen and respond with growing attention and concentration	show that they have listened to others, e.g. <i>by drawing a picture</i>	listen to others, with growing attention, usually responding appropriately, e.g. <i>carrying out instructions</i>	listen to others with concentration, understanding the main points and asking for clarification if needed
		listen to and carry out a two step instruction ❖	listen to and carry out a three step instruction ❖	listen to and carry out increasingly complex instructions ❖	
		hear and discriminate general, environmental sounds and speech sounds ❖	isolate and identify initial sounds in spoken word ❖	isolate and identify medial vowels and final sounds in spoken words ❖	
				orally blend and segment words ❖	orally blend and segment polysyllabic words ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills



Strand: Oracy

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Listening	follow simple action words, e.g. <i>through games and songs</i> ❖	follow action words/commands ❖	follow more complex action commands ❖	follow and create their own action commands ❖
		listen and join in with songs, rhymes and stories	join in, repeat or memorise rhymes, songs and stories with some support	join in, repeat or memorise rhymes, songs, poems and stories ▲	join in with, repeat or memorise a range of stimuli including rhymes, songs and poems, including nonsense verse ❖
		in simple terms, retell a story or information that they have heard	in simple terms, retell narratives or information that they have heard ❖	retell narratives or information that they have heard using simple connectives ▲	retell narratives or information that they have heard, sequencing events correctly
		show understanding of basic concepts such as in, on, big, little, wet, dry, hot and cold ❖	show understanding of basic concepts to include over, under, behind ❖	show understanding of basic concepts including through, over ❖	demonstrate an understanding of prepositions within their play and structured activities ❖
		answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events ❖	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events ❖	answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events ❖	answer more complex questions relating to own experiences, stories or events ❖
		ask an appropriate question about something that has been said	ask questions about something that has been said	show understanding of what they have heard by asking questions to find out more information	show understanding of what they have heard by asking relevant questions to find out specific information
		Welsh-medium statement: imitate and use answers to questions using the correct formats ❖	Welsh-medium statement: begin to answer questions by using the correct formats, e.g. <i>Ydw? Ydy/Nac ydy</i> ❖	Welsh-medium statement: answer questions usually using the correct formats, e.g. <i>Oes? Oes/Nac oes</i>	Welsh-medium statement: answer questions by using the correct formats, e.g. <i>Ydy? Ydy/Nac ydy</i>

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills

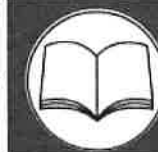


Strand: Oracy

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Collaboration and discussion	participate in discussions with other children and/or adults	exchange ideas in one-to-one and small group discussions, e.g. <i>with friends</i>	contribute to conversations and respond to others, taking turns when prompted	contribute to discussion, keeping a focus on the topic and taking turns to speak
		take part in activities alongside others,	take part in activities alongside others, with some interaction.	take part in activities with others and talk about what they are doing	share activities and information to complete a task
				intentionally use some non-verbal cues such as facial expressions and gestures. ❖	interpret, respond to and use non-verbal cues such as facial expressions and gestures. ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills



Strand: Reading

Foundation Phase pedagogy

Children should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

Range of experiences

Children should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Children can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

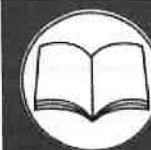
Within the table, text taken from the LNF will appear as normal text. Text that has been extended from the LNF or that is a specific Language, Literacy and Communication Skills Area of Learning skill will appear as bold. These skills are further identified by the following icons.

Extended skill ▲ **Area of Learning skill** ❖ When combined with the LNF statements, these skills form the Foundation Phase Language, Literacy and Communication Skills Area of Learning.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Language, Literacy and Communication Skills

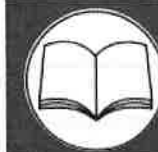


Strand: Reading

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Locating, selecting and using information	Reading strategies	choose different types of reading materials including books	choose reading materials including books	choose reading materials and explain what the text is about and why they like it	choose reading materials independently giving reasons for their choices
		hold books the correct way up and turn pages ❖	understand that print carries meaning and is read left to right, top to bottom ❖	talk about features of books such as contents page and titles ❖	use contents page and glossary within a range of texts ❖
		recognise differences and similarities in pictures, shapes, patterns and textures ❖	discriminate between letters in a range of contexts ❖		
		recall and talk about visual images and objects ❖			
		link picture cards or objects with spoken initial sounds ❖	link and identify a growing number of spoken sounds to letters ❖	link and identify spoken sounds to blends of letters and letter names ❖	
		recognise and differentiate between print and pictures ❖	recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – orally blend combinations of known letters – orally segment combinations of known letters ▲	recognise and use an increasing number of phonemes and their corresponding graphemes when blending and segmenting words of up to two syllables ❖	confidently use all phonemes and their corresponding graphemes when blending and segmenting polysyllabic words ❖
			apply the following reading strategies with support: – phonic strategies to decode simple words – recognition of high-frequency words – context cues, e.g. pictures, initial sound – repetition in text ❖	apply the following reading strategies with increasing independence: – phonic strategies to decode words – recognition of high-frequency words – context clues, e.g. prior knowledge – graphic and syntactic clues – self-correction, including re-reading and reading ahead	apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: – phonic strategies – recognition of high-frequency words – context clues, e.g. prior knowledge – graphic and syntactic clues – self-correction, including re-reading and reading ahead

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills

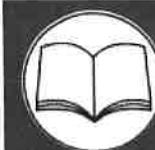


Strand: Reading

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Locating, selecting and using information	Reading strategies		use one-to-one correspondence between written and spoken word ❖	track print with eyes, finger pointing only at points of difficulty ❖	track a page of print with eyes without difficulty ❖
			read simple words such as consonant-vowel-consonant words	decode unknown words containing blended consonants and vowels by using strategies, e.g. <i>segmenting phonemes, onset and rime</i> ❖	decode text with unfamiliar content or vocabulary sustaining comprehension throughout ❖
		recognise familiar words, e.g. <i>own name</i> , and print in the environment, e.g. <i>logos</i>	read simple captions and texts recognising high-frequency words	read suitable texts with accuracy and fluency	read a range of suitable texts with increasing accuracy and fluency
			show an awareness of full stops when reading	read aloud with attention to full stops and question marks	read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace
				read aloud with expression, showing awareness of exclamation and speech marks	
			show an awareness of the difference between stories and information texts	identify simple text features such as titles and pictures to indicate what the text is about	identify and use text features, e.g. <i>titles, headings and pictures</i> , to locate and understand specific information
		make meaning from pictures in books, adding detail to their explanations	use pictures to aid understanding of text ❖	look for clues in the text to understand information	look for key words to find out what the text is about
			make meaning from visual features of the text, e.g. <i>illustrations, photographs, diagrams and charts</i>	understand the meaning of visual features and link to written text, e.g. <i>illustrations, photographs, diagrams and charts</i>	use the different features of texts to make meaning, e.g. <i>pictures, charts and layout</i>
		recognise and make meaning from pictures on-screen	recognise and make meaning from words and pictures on-screen	identify words and pictures on-screen which are related to a topic	identify key words to search for information on-screen, and modify search words as necessary

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills



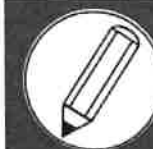
Strand: Reading

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Responding to what has been read	Comprehension	recall details of a story or text by answering open-ended questions or referring to picture prompts	retell familiar stories in a simple way, using pictures to support ▲	retell events from a narrative in the right order	recall and retell narratives and information from texts with some details
			identify information from a text using visual features and words	identify information related to the subject of a text	identify information from a text accurately and sort into categories or headings
				recall details from information texts	explain relevant details from texts
		begin to make links to own experiences when listening to or exploring books/texts	relate information and ideas from a text to personal experience	use personal experience to support understanding of texts	draw upon relevant personal experience and prior knowledge to support understanding of texts
		talk about 'what might happen next' ❖	predict an end to stories ❖	use prediction in stories, adding more detail ❖	refine and revise predictions in fiction and non-fiction texts ❖
	Response and analysis	show an interest in books and enjoy their content	show an interest in books and other reading materials and respond to their content	express a view about the information in a text	express views about information and details in a text, considering content, ideas, presentation, organisation and the language used ▲
		follow picture books and texts read to them and respond appropriately.	follow texts read to them and respond appropriately.	explore language, information and events in texts	show understanding and express opinions about language, information and events in texts
				make links between texts read and other information about the topic.	make links between texts read and new information about the topic.

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills

Strand: Writing



Foundation Phase pedagogy

Children should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

Range of experiences

Children should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Children can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that has been extended from the LNF or that is a specific Language, Literacy and Communication Skills Area of Learning skill will appear as bold. These skills are further identified by the following icons.

Extended skill ▲ **Area of Learning skill** ❖ When combined with the LNF statements, these skills form the Foundation Phase Language, Literacy and Communication Skills Area of Learning.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Language, Literacy and Communication Skills

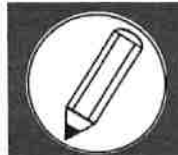


Strand: Writing

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Organising ideas and information	Meaning, purposes, readers	experiment with a range of mark-making instruments and materials across a range of contexts	mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences ❖	write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences ❖	extend their response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences ❖
		attribute meaning to marks, drawings and art work, e.g. adult annotation	produce pieces of emergent writing ❖	communicate purposefully in writing, e.g. may be supported by a drawing	write for different purposes
		communicate by using symbols and pictures	convey meaning through pictures and mark making	use pictures, symbols, letters in sequence and familiar words to communicate meaning	write text which makes sense to another reader, which may include details and pictures
		realise that the spoken word can be written down ❖	orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning ▲	talk about what they are going to write	use talk to plan writing
		begin to recognise the alphabetic nature of writing and understand that written symbols have meaning ❖	recognise the alphabetic nature of writing and understand that written symbols have meaning		
		write letters, numbers and/or symbols randomly	copy and write letters, words and phrases, e.g. from the environment or those modelled by the practitioner ▲	write words, phrases and simple sentences and read back own attempts	re-read and improve their writing to ensure that it makes sense
		use pictures to convey meaning on-screen	use pictures and symbols to compose writing on-screen	select letters, words and pictures to compose writing on-screen	experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily
		imitate act of writing within role-play activities ❖	use written language within role play and active learning ❖	use written language for different purposes or functions within play and active learning ❖	use written language for different purposes, audiences or functions within play and structured activities ❖

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖

Language, Literacy and Communication Skills



Strand: Writing

Elements	Aspects	↔	Nursery	↔	Reception	↔	Year 1	↔	Year 2	↔
			Children are able to:		Children are able to:		Children are able to:		Children are able to:	
Organising ideas and information	Structure and organisation				begin to sequence words, signs or symbols appropriately		sequence content correctly, e.g. <i>instructions, recipes</i>		follow a structure in their writing with support, e.g. <i>reports, lists</i>	
			orally contribute to a form modelled by the adult		contribute to a form modelled by the teacher, e.g. <i>through shared writing</i>		follow a form modelled by the teacher		follow and build upon a form modelled by the teacher	
							develop the use of a storyline within imaginative writing ❖		refine the use of a storyline within imaginative writing ❖	
							use a simple plan to support and organise writing, e.g. <i>story boards, thinking maps</i> ❖		organise writing with a beginning, middle and end	
			show an understanding, in simple terms, of different purposes and function of written language, e.g. <i>in role play</i> ❖		show understanding of different formats, e.g. <i>cards, lists, invitations</i>		understand different types of writing, e.g. <i>records of events, descriptions, narrative</i>		use different types of writing appropriate to purpose and reader	
Writing accurately	Language				use language associated with writing, e.g. <i>letter, word, sentence</i> ❖		use language associated with writing, e.g. <i>question mark, capital letter, exclamation mark</i> ❖		understand and use language appropriate to writing, e.g. <i>noun, verb, adjective</i> ▲	
							use specific words which relate to the topic of their writing		use simple subject-related words appropriately	
	Handwriting Grammar Punctuation Spelling		pick up small objects with finger and thumb and start to hold writing implements appropriately, using pincer grip		hold writing instruments appropriately		form upper- and lower-case letters that are usually clearly shaped and correctly orientated		form upper- and lower-case letters accurately and with consistent size	
			demonstrate an understanding of the directionality of written print		write from left to right					
			identify letter sounds through exploration of their shape using tactile letter forms and multi-sensory play activities.		discriminate between letters					

Key: Normal text: LNF statement Extended skill ▲ Area of Learning skill ❖