

Teacher assessment

Key stages 2 and 3

Welsh Second Language: learner profile

Level 5

Foreword

This profile is intended to help teachers see the type of evidence that can be used to take to a cluster meeting, in order to support the best-fit judgements made. It also clearly demonstrates that the evidence predominantly lies in a pupil's book and hence is what is already available to the teacher.

The profile also includes a detailed commentary which provides clarity on why the best-fit judgment was awarded. There is no suggestion or expectation that a learner profile is produced for every pupil in the cohort or that teachers write such an extensive commentary.

Dathlu

Task 1 Reading

Cartoon - True/False, Questions & Personal response

Completed Independently in the class.

Task 2 Writing

Conversation/Dialogue

Following drilling of 'Dathlu' Sentence structures over 2-3 lessons and the 'Pen-blwydd Kemal' reading tasks, pupils wrote their own conversation regarding 'Dathlu'. No prompts were used, but pupils were 'warmed up' following completion of reading tasks & drilling.

Task 3 Oracy (Pair Work)

Oral response to reading

This task was completed after reading and writing tasks based on 'Pen-blwydd Kemal'. Pupils had the questions in front of them as they completed the tasks in pairs. Leah is the second to speak

The pupil's work was based on Pen-blwydd Kemal (Peniarth). Permission is being sought to reproduce the extract as part of this material

PEN-BLWYDD KEMAL

1. Rho dic yn y bocs cywir i ddangos ydy'r frawddeg yn gywir

		Cywir ✓	Anghywir x	
1	Anrheg pen-blwydd oedd y <i>Guinness Book of World Records</i> .	✓		✓
2	Mae enw Kemal yn y <i>Guinness Book of World Records</i> .		✓	✓
3	Mae Kemal a'i ffrindiau'n chwarae pêl-droed.		✓	✓
4	Mae Casnewydd yn chwarae yn erbyn Wrecsam.	✓		✓
5	Mae Kemal yn prynu ffrwythau.		✓	✓
6	Mae Kemal wedi torri'r record am fwyta siocled.		✓	✓
7	Mae ffrindiau Kemal yn mynd i'r gêm.	✓		✓
8	Mae Kemal yn hoffi siocled.	✓		✓
9	Aeth Kemal allan gyda'i ffrindiau yn y bore.		✓	✓
10	Mae athro wedi ennill record y byd.	✓		✓

$\frac{10}{10}$

2. Ateba'r cwestiynau.

1) Beth oedd anrheg Nadolig Kemal?

Guinness book of world records.

2) Pwy sy'n mynd i gael pen-blwydd?

Kemal.

3) Beth mae Kemal eisiau cael ar ei ben-blwydd?

gweld enwyn Guinness Book of Records.

4) Pwy sy'n prynu siocled efo cnau a ffrwythau?

Kemal

5) Beth mae Kemal yn mynd i wneud ar ddiwedd y stori?

chwilio am y record.

3. Rho'r bocsys lliw yn y drefn gywir.

Mae Kemal eisiau
gwybod faint o
siocled ydy'r
record.

Mae'r ffrindiau'n
mynd i'r siop.

Mae Kemal
yn prynu
siocled.

Mae Kemal yn
mwynhau darllen y
llyfr.

Mae Kemal yn
cael anrheg.

Mae mam yn gofyn
i Kemal beth mae e
eisiau ar ei ben-
blwydd.

Mae ffrindiau
Kemal yn mynd i
weld y gêm.

1. Pinc ✓
2. Glas ✓
3. meilyn ✓
4. Gwyrdd ✓
5. Du ✓
6. oren ✓
7. coch ✓

7
7

A

Shwmae! Beth wyt t'n hokki
dathlu?

B

Shwmae! wel, dw i'n hokki dathlu
pen-blwydd achos dw i'n caru
bwyta teisen.

A

Dw i'n cytuno. Dw i'n hokki ~~mynd~~
pen-blwydd achos dw i'n hokki
agor anrhegion ond, dw i ddim
yn hokki pobl yn caru i fi, achos
mae'n gas 'darl' canu. Beth
wyt t'n ddim yn hokki dathlu?

B

Dw i ddim yn hokki dathlu pen-
blwydd priodas achos mae'n
wastraff amser a araf ddihas.
Mmm, dw i'n cytuno. Dw i'n
meddwl bod pen-blwydd priodas
yn ornodwy!

B

Beth ydy dy hokk a dy gas beth
di?

A

Fy hokk beth i ydy Nadolig achos
dw i'n caru cael partia cwrdd
teulu. A ti? a fy nghas
beth ydy Pasg diwrnod y Llyfr
achos dw i'n casu darllen.

B

Fy hokk beth i ydy Nadolig,
hefyd dw i'n dwlu ar bwyta
twra i fod yn onest a roedd
twra fy hokk beth. fy nghas
beth ydy dydd ffwl Ebrill

Fy hokk beth
i ydy twra.

B.....:

achos maen wastraff amser.

.....:

Beth wyt t'n peddwl o Pasg?

A.....:

Dw i'n meddwl bod pasg yn

.....:

anhygoel achos dw i'n hofki

.....:

siocled ond yn ankodys maen

.....:

gwneud imi deimion sâl. Da.

B.....:

Dw i'n cytuno, Dw i'n caru siocled

.....:

heryd, Dw i'n meddwl bod

.....:

y flwyddyn newydd yn gyfr-

.....:

rous achos dw i'n caru tân

.....:

gwylt. wyt t'n cytuno?

A.....:

Dw i'n cytuno!

B.....:

Beth am dy hrind?

A.....:

Enw ry hrind ydy Rhys. Mae

.....:

e'n mwynhau nason tân gwylt

.....:

ond dydy e ddim yn mwyn-

.....:

hau Calan Gaeaf achos maen

.....:

ofnus.

A.....:

Wela i di.

B.....:

Hwyl am y tro.

✓
Daiawn! Well set out - and

gofalus gyda phriflythrennau

(capital) + atal nodi (punctuation)

weithiau.

Good questions + reasons +

some ambitious reasons at times. 😊

4. Mewn grwpiau, defnyddiwch y blociau lliw i drafod. Cofiwch ymateb i'ch gilydd!

Wyt ti'n hoffi stori Kemal?

Beth wyt ti'n hoffi dathlu?

Beth ydy dy hoff beth di?

Beth wyt ti'n feddwl o Nadolig?

Beth ydy dy farn di o ddathlu?

Beth wyt ti'n feddwl o wisgo fyny?

Dw i'n cytuno/anghytuno
achos....

Wel...

A fi hefyd!

Trueni!

O diar!

Bois bach!

Mawredd Mawr!

Mae'n swnio'n wych/ofnadwy!

Diolch byth!

Dyna syniad da!

Pwynt da!

Wn i ddim

Cer o 'na!

Digoh teg

Y Ffair

Task 1 Reading

Poem & Worksheet

Completed independently in the class

Task 2 Writing

Facebook Message

Following a series of lessons on the 'Y Ffair', pupils wrote a Facebook message. Pupils were allowed to use the empty oracy language mat to assist them as they wrote the message, but had no other prompts.

Task 3 Oracy (Group Work)

Group discussion (with language mat)

Following reading the poem 'Y Ffair', learners completed reading and writing tasks before attempting the oracy task. The class had used the completed mat iaith to revise/learn key structures before embarking on the group task and were allowed to fill in the empty languages mat and use this as a prompt during the discussion.

The pupil's work was based on poem 'Y Ffair' by Nicholas Insall ('Poeth!', Ylolf). Permission is being sought to reproduce the extract as part of this material

cerdd a poem
yn y gerdd in the poem

Mynd i'r Ffair

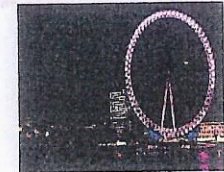
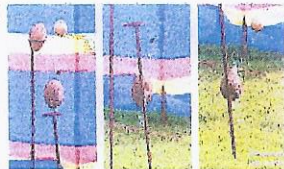
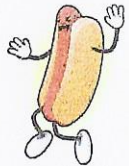
bardd poet
dy hoff beth your favourite thing

Darllena'r gerdd yna ateba'r cwestiynau:

1. Teitl y gerdd ydy ...y Fair (sp).....
2. Enw'r bardd ydy Nicholas Insall.....
3. Beth sydd yn y ffair? Dewisa un peth yr un o benillion 2-6 ac ysgrifenna dy atebion yn y balwnau.

4. Beth wyt ti'n hoffi yn y ffair sydd yn y gerdd?

Dw i'n hoffi ...cŵn poeth.....
Pam? ..achos maen nhw'n fiasus iawn a
dw i'n dwli ar saws coch.....
Rhysun da 😊



6. Beth ydy dy hoff beth yn y ffair sydd yn y gerdd? Pam?

Fy hoff beth i ydy pysgod a
sglodion achos dw i'n caru saws
coch. hefyd maen nhw'n fiasus.

7. Darllena'r gerdd yn uchel gyda phartner. Siaradwch am y gerdd.

.....
.....
.....

facebook

I:

Fy Ffrindiau Facebook

Pwnc:

Trip i'r Ffair

Neges:

Bore da, Leah ydw i. ✓

Dydd Sadwrn esi i'r ffair ym Magwyr. ✓

Roeddwn i'n teimlo'n gyffrous: a roedd
y tywydd yn grêt, diolch byth, achos
roeddwn neulog. ✓

Gwisgais i jîns glas a crys-T Gwyn. ✓
Es i ar y tren. Esi gyda fy ffrind.
gorau. ✓

yno. Gwelais i [▲] plant bach yn
chwarae. Aroglais i cŵn poeth a
sglodion. Prynaais i bwyd a bwyton
ni siocled a hufen iâ. Blasais i
candi ffios, trias i afal takki. ✓



facebook

I:

Fy Ffrindiau Facebook

Pwnc:

Trip i'r Ffair

Neges:

Ces i amser anhygoel achos dw i'n
caru reidiau a bwyta. Helyd bwytais
i sglodion.

Roedd y bwydyn flasus a roedd
y reidiau yn ^{anhygoel} anyghoel. Helyd i roedd
y trip yn hwyl dros ben.

Hwyl lawr!

Da iawn! Paragraffau clir + defnydd (use)
da or gorffennol (Past Tense).

Some nice phrases too, e.g.
'diolch byth', 'dros ben'. 9.2.2015



TRIP I'R FFAIR!



Ble est ti?

Es i i...
Es i i'r...



Sut est ti?

(Es i...)
yn y car
ar y bus
ar y trên
ar y beic
mewn awyren



Pryd est ti?

(Es i...)
dydd Llun

ym mis...
e.g.
ym mis Mai



Gyda pwy?
gyda
Mam / Dad /
fy chwaer /
fy mrawd /
fy ffrind
o'r enw...

gyda
Mam-gu / Tad-
cu / Anti... /
Ynci...

gyda'r teulu
gyda'r ysgol
gyda'r clwb rygbi
/ clwb pêl droed



Beth
welaist ti?

Gwelais
i...



Beth
brynaist
ti?

Prynais
i...



Beth wnest ti?

Gwisgais i...
Es i ar y...
Bwytais i...
Yfais i...
Blasais i...
Teimlais i...
Aroglais i...
Triais i...
Enillais i...

Sut oedd y tywydd?

Roedd hi'n
bwrw glaw / wyntog /
oer / heulog / niwlog
/ bwrw eira



diolch byth /
gwaetha'r modd

Gest ti amser da?

Do



Ces i amser da
Ces i hwy!

Gest ti amser da?

Naddo



Ces i amser ofnadwy

Pam?

achos e.g.



roedd digon i wneud
roedd y bwyd yn flasus
roedd pwll nofio mawr yno

Pam?

achos e.g.



roedd hi'n oer / bwrw glaw
roedd y siopau ar gau
roedd llawer o bobl yno
achos roedd e'n dwll o le!

Ble hoffet ti fynd?
Hoffwn i fynd i... / i'r...

Pam?
achos

dw i'n mwynhau...
hoffwn i weld...
mae e.g. pwll nofio yno



sêr
goleuadau
stondinau
meri-go-rownd

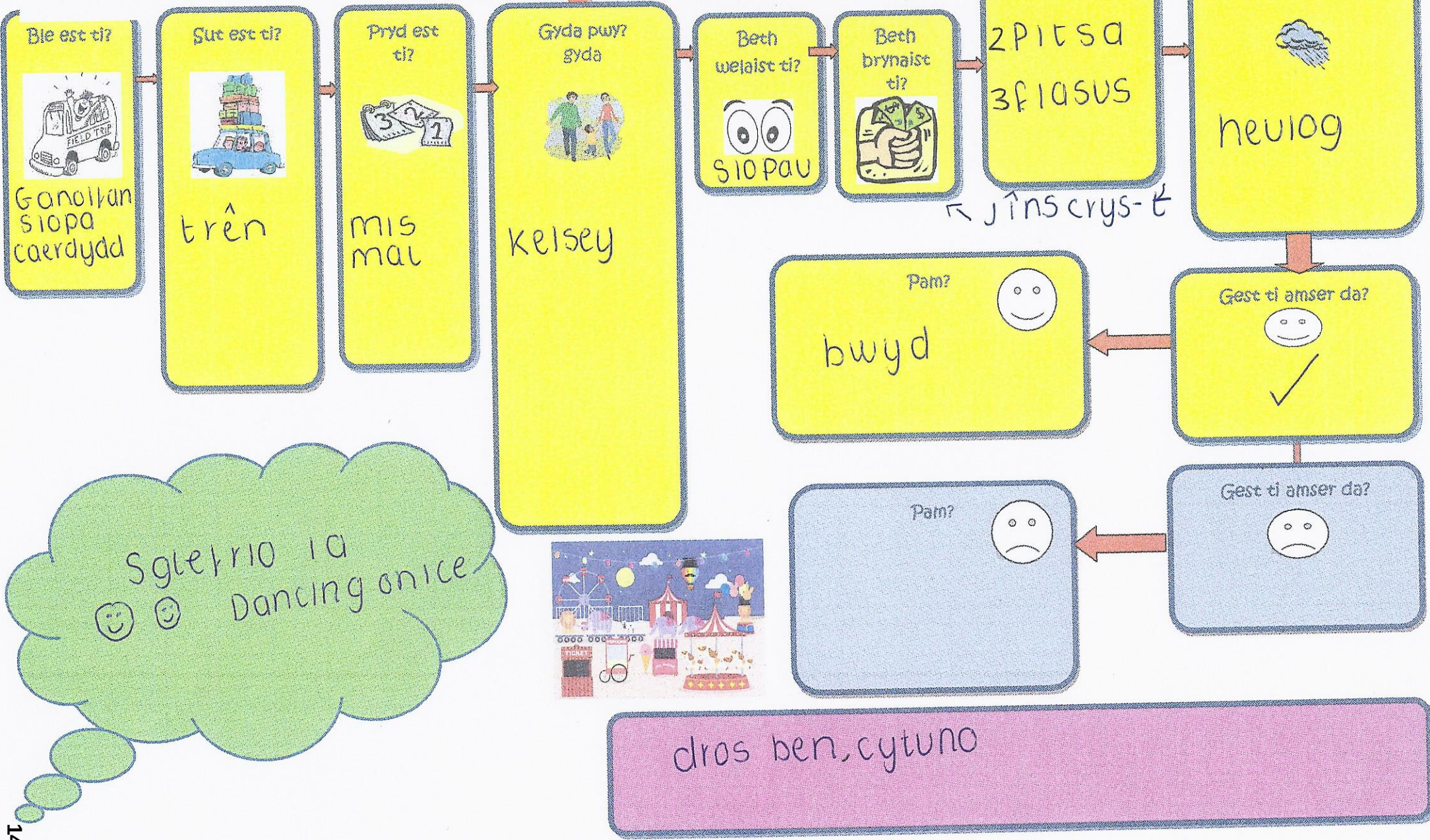
siocled
afalau taffi
cŵn poeth
Candi ffios

olwyn fawr
cymylau
peiriannau
nionod

pysgod a sgïodion
cheuen goco
bwa saeth
pysgodyn aur



TRIP IR FFAIR!



Newyddion Personol

Task 1 Reading

Blog & grid, questions & personal response

After reading the blog as a class, the class completed the reading questions independently (Without support)

Task 2 Oracy (Individual)

Presentation

'Blog Mr Urdd' was read in the class, as a whole class activity. The class completed reading tasks individually following this, for the teacher to assess understanding. The class was then given the oracy summary sheet and key patterns were recapped. Leah had the prompt sheet with 3 words written on it in front of her as she completed the tasks.

Task 3 Writing

Blog

This task was completed in the classroom following a recap of basic sentence patterns and reinforcement of 'Bocs Bendigedig'.

NEWYDDION PERSONOL

DARLLEN

Hei, Mistar Urdd ydw i. Logo yr Urdd ydw. Clwb i blant Cymru ydy'r Urdd. Triogl coch, gwyn a gwyrdd ydw i, fel baner Cymru. Dw i'n boblogaidd ac mae gyda fi lawer o ffrindiau hefyd.

01/10/10 - Dydd Gwener – Cwpan Ryder.

Es i i'r Celtic Manor, Casnewydd, i weld twrnament golff. Roedd hi'n braf, diolch byth. Gwisgais i sbectol haul trendi achos dw i'n ffasiynol iawn. Gwelais i Tiger Woods yn sgorio "birdie". "GWYCH, TIGER!!!!" Dw i'n mwynhau gwylio golff yn fawr iawn ond dw i ddim yn gallu chwarae golff o gwbl.

02/09/10 - Dydd Mercher – Parti Pen-blwydd Mistar Urdd.

Es i gyda fy ffrind, David Davies i Stadiwm Abergele. Ces i barti syrpreis yn y pwll nofio. Grêt!!! Mae David yn gallu nofio fel pysgodyn. Mae gyda fe fedal aur o'r Gemau Olympaidd. Canais i "Pen-blwydd Hapus i fi" a dawnsiais gyda plant Sir Fflint. Dw i wrth fy modd gyda cân Mistar Urdd achos mae'n hwyl. Ces i ben-blwydd bendigedig. Dw i'n lwcus iawn!

19/06/10 - Dydd Sadwrn, Penwythnos Glan Llyn.

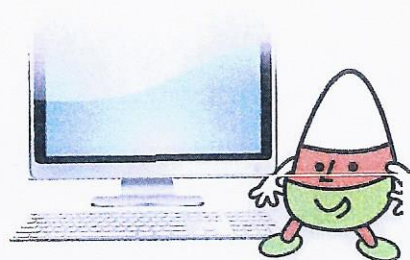
Es i i Wersyll yr Urdd, Glan Llyn, gyda plant Conwy. Ces i amser ffantastig! Yn y bore gwelais i Shane Williams yn sgïo. Mae e'n hoffi gwneud stynts. Mae e'n dalentog iawn! I ginio ces i sbageti blasus. Ces i smwddi banana achos mae bwyta'n iach yn bwysig. Wedyn, yn y prynhawn gwisgais i helmed liwgar ac es i ar y beiciau "quad". Ces i ras gyda Shane ac enillais i. Hwrê!!!!

12/06/10 - Dydd Sadwrn, Gêm Cwpan y Byd.

Es i i Dde Affrica achos dw i'n mwynhau pêl-droed. Es i i'r stadiwm i weld gêm Lloegr yn erbyn America. Roedd hi'n gêm gyffrous. Roedd Wayne Rooney yno. Clywais vuvuzelas swnllyd iawn.

10/12/09 - Dydd Iau, Pantomeim.

Yn y nos, es i gyda Dad i Theatr Clwyd, Yr Wyddgrug, i weld Cinderela. Roedd Myleen Klass a Derek Brockway, dyn y tywydd, yn y pantomeim. Dw i'n hoffi Myleen achos mae hi'n bert ac mae hi'n gallu canu fel aderyn. Mae Derek yn ddoniol iawn. Ces i hufen iâ mefus. lym! lym!



Llenwa'r grid ac ateba'r cwestiynau.

Pryd? When?	Ble? Where?	Tywydd? Weather?	Hoffi? Ddim yn hoffi?	Pam? Why?
01/10/10 Dydd Gwener	Celtic Manor casnewydd	Brat		mwynhau gwylio golff. Tiger woods.
02/09/10 Dydd Mercher	Stadiwn Abergele	—		ben- biwydd bendigedig
19/06/10 Dydd Sadwrn	Wersyll, yr urdd	—		Amser ffantastig
12/06/10 Dydd Sadwrn	^{Dde} Africa	—		Wayne rooney. Mwynhau Pêl-droed

Beth yn y Blog wyt ti'n hoffi? Pam?

Dw i'n hoffi pêl-droed achos mae'n dwin meddwl
bod wayne ~~Rooney~~ yn dalentog.
12/06/10 Gêm Cwpan y Bwyd

Beth yn y Blog wyt ti ddim yn hoffi? Pam?

Dw i ddim yn hoffi cwpan Ryder achos mae'n
golff yn wastraff amser.

NEWYDDION CYFLWYNIAD

1	Intro
	1)  2) 13/14. 3)  4) 😊 5) ☹️
2	Dydd Sadwrn
	1) Where, with who, how, when? 2) 😊 3) ☹️ 4) 
3	Bwyd
	1)  2)  3)  😊/☹️?
4	Tywydd
	1) ? 2) 😊/☹️?
5	Gweld
	1)  2) Ffrind 3) 😊/☹️?
5	Prynu
	1)  2) £ 3) 😊/☹️?
6	Mwynhau?
	1) 😊/☹️? 2) 



Shwmae! Croseo Blog Leah!

Dyma fy mhenwythnos! Roedd e'n gyfkrus dros ben!

Dydd Gwener:

yn y bore bwytais i brechdan a gmoeh a saws coch yn y prynhawn es i McDonalds gyda fy ffrind gorau.

Bwytais i sgloedion a coke yn y nos gwelais i ffilmiau nadolig gyda Carys, or Enw Home Alone. Roedd e'n ddoniol.

Dydd Sadwrn: yn y prynhawn Es i sglerio iâ gyda Carys yn Caerdydd.

Roedd y tywydd yn boeth, dloich byth i. Pryna i a poeth a saws coch.

Roedd y a poeth yn pedwar punt.

Drud iawn!

pedair punt (fennue)

yn y nos es i parti teulu gyda fy mam, fy mrawd a llys-tad. Roedd

yn hwyl! Mwynheuais i'r cerddoriaeth yn fodus.



Dydd sul:

yn y prynhawn es i i pantomeim,
gwelais i 'Dick Whittington' gyda
fy mam, fy mrawd, iys tad, ~~fy~~ iys
chwaer. Roedd e'n grêt! prynais i
sioded oren achos dwi'n caru blas.
yn y nos es i i bwyta allan am
fainio sul. Bwytais i tatws, moron,
^{pys?} pws, cyw iâr a bresych. Gwisgais i
siwmpwr a jîns. ces i dydd
arbennig achos dwi'n hoffi fy
nheulu.

Da iawn Leah!

Dechrau (start) da er blog -
a defnydd (use) da iawn o'r gorfennol
(past). Good reasons +
were organised. ☺

Level 5: Learner profile

The materials in this folder consist of a learner profile which is judged to show the characteristics of a learner's standards of attainment which, overall, are at level 5. The commentary should enable the reader to see why the learner profile has been given a best-fit level 5.

The level of detail exemplified here in the commentary is intended to give a good sense of how a best-fit level can be fully justified, in the case of learner profiles. For in-school awarding of best-fit levels at the end of a key stage and in-school moderation, it is still necessary for the teacher to justify that the range of work required is covered and the appropriate standard reached to award a best-fit level. How this is demonstrated is for each school to determine.

A learner profile will typically contain the work of one pupil from across the range of the subject and provide sufficient evidence to enable a judgement to be made on the level which best fits the standard represented in the profile. A learner profile should be as straightforward as the pupil's book or books which show evidence of the characteristics of levels and relevant attainment target(s). Other work which would give the complete picture of a pupil's standards might include a theme/topic book, audio visual recordings, reading record. A commentary on the learner profile will make clear how, on balance, the best fit judgement has been reached and why it is not at the level above or below if it is borderline. The commentary will signpost where the evidence of achievement at a particular level can be seen in the exercise book or other original material produced in the year.

Welsh second language: Learner profile

Level 5

All comments relate to characteristics of level 5 unless started otherwise.

This profile is a collection of tasks completed by a pupil rather than the full body of his work which, ideally, makes up a learner profile. To arrive at an accurate and fully evidenced best-fit judgement, the complete evidence base should be considered i.e. the learner's exercise book and any additional topic books and worksheets.

AT1: ORACY		
Comment	Source	Reference
Leah understands and responds to others in familiar situations. She responds successfully to questioning in 'Y Ffair' group task (<i>Ble? Sut? Pryd? Gyda pwy? Beth?</i> etc.) and in the 'Pen-blwydd Kemal' pair work she also responds to some questions e.g. <i>Wyt ti'n hoffi stori Kemal? Beth wyt ti'n feddwl o Nadolig?</i> Leah initiates conversation and shows more confidence. She keeps the presentation going as she talks about her weekend. She also initiates questions in the pair and group tasks when she talks about celebrating and talking about past events. She also shows enough confidence at times to extend answers. Leah is aware of order and progression in all three tasks. She uses her prompts successfully to lead her work. Leah gives reasons to explain her ideas in all three tasks e.g. <i>achos dw i'n hoffi darllen the Guinness World of records achos rydw i eisiau fy enw i yn y Guinness World of Records; hoffwn i fynd i sglefrio iâ achos dw i'n mwynhau Dancing on Ice.</i> Leah's speech is understandable and she is quite fluent in all three tasks. She trips over one or two words. Leah uses a variety of phrases, sentence patterns and verb forms with accuracy. e.g. in 'Y Ffair' task she uses <i>Es i i...Ble/Sut/Pryd? Gyda pwy est ti?, Aethon ni, Gwelon ni, Pryna i, Gwisgais i, Bwyton ni, Roedd e'n;</i> and in the Presentation; <i>Fy..ydy, Dw i'n, Dw i ddim, Mae'n gas/well 'da fi, Es I, Aethon ni, Gwelais, Bwyton, Roedd, Mae.</i> She uses a variety of sentence patterns (e.g. first person, negative, 3rd person,	1. Oral response to reading <i>Dathlu</i> text (pair work) Audio file Group work prompt sheet 2. Group discussion based on <i>Y Ffair</i> text Language mats Audio file 3. Individaul presentation (Newyddion Personol) Audio file Presentation plan	L5 Task 1 Oracy p.7 p.13 and 14 L5 Task 2 Oracy L5 Task 3 Oracy p.18

past tense, imperfect tense) and she uses most sentences accurately.		
AT2 Reading:		
Leah reads the first 4 verses of 'Y Ffair' clearly and with slight expression. She has shown the ability to respond to a variety of texts – a cartoon, a poem and a blog. In all three tasks, Leah shows an understanding of the main ideas and events e.g. main events and opinions in 'Manylion Personol' blog; what's in the fair in 'Y Ffair'; sequence of events and key information in 'Pen-blwydd Kamal'. Leah is able to select relevant information. In the 'Pen-blwydd Kemal' cartoon task, Leah selects the correct information to answer the questions and is also able to complete the true/false exercise. In 'Y Ffair', she selects relevant information from text e.g title, name of poet, what's in the fair. In 'Manylion Personol' blog, she is able to pick out the relevant information and slot them into the correct columns in the grid and has selected relevant information to answer the <i>Pryd? Ble? Tywydd? Hoffi neu Ddim yn hoffi? Pam?</i> Questions. She reads independently. The reading texts were introduced to the whole class, but the learners responded independently as they re-read the texts in order to complete the tasks. She is able to express opinions on the content, giving reasons to support views which is characteristic of L6.	1. Dathlu text Cartoon - True/False activity, questions & story in correct order. 2. Y Ffair poem & Worksheet (facts & response) & audio reading aloud Audio file 3. Blog-Newyddion Personol text information grid.	p.2 p.3-4 p.9-10 L5 Reading Task 2 (Audio file) p.16-17
AT3 Writing		
Leah writes linked sentences in all three tasks and ideas are developed sensibly, showing a grasp of form and progression e.g. the 'Dathlu' conversation/dialogue is set out appropriately; there is clear progression in the Facebook message, where she progresses from saying where/when she went to what she saw etc. Three different forms/purposes are demonstrated in the profile – conversation/dialogue, Facebook message and blog. The writing forms demanded information, opinions and use of 'Bocs Bendigedig' in order to give the writing a 'natural'/realistic feel. Some opinions are expressed simply in all three pieces. Leah often goes beyond the 'simple' opinions and also offers reasons which is characteristic of L6.	1. Conversation / Dialogue 2. Facebook message 3. Blog	p.5-6 p.11-12 p.19-20

There is a wide variety of sentence patterns across the three pieces of work e.g <i>Dw i'n hoffi, dw i ddim yn hoffi, mae'n gas 'da fi, dw i'n meddwl bod, fy...ydy..., mae'n gwneud i mi deimlo'n..., dydy e ddim, es i, roeddwn i'n, roedd...yn, gwisgais i</i>. There are also examples of Leah selecting words and phrases for the purpose, in order to make her writing more interesting e.g <i>Wel, dw i'n hoffi dathlu; roedd y tywydd yn gret, diolch byth, achos roedd hi'n heulog; Shwmae! Croeso Blog Leah! Dyma fy mhenwythnos! Roedd e'n gyffrous dros ben</i>. Most sentence structures are used accurately. There are only 2-3 examples of incorrect sentence constructions throughout the written work. Nearly all words are spelt accurately, although there are a few mistakes. Capital letters, question mark and full stops are used accurately most of the time, with no more than a handful of slips. The work is legible and all three pieces are effectively presented e.g. conversation / dialogue.		
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Best-fit level: Summary

Oracy Levels 5 and 6 considered. Leah is starting to display one or two characteristics of L6. When expressing opinions she agrees e.g. in the 'Y Ffair' group oral task and in 'Pen-blwydd Kamal' pair work. She uses an increasing variety of phrases and sentence patterns and usually varies the verb tense and person accurately. However, in order to progress to L6, Leah needs to be less reliant on prompts and needs to develop her ability to listen and respond to others; she also needs to become more fluent as she talks. Despite there being some characteristics of L6 in Leah's work, she demonstrates L5 characteristics clearly across the profile. L5 best-fits.

Reading Levels 4, 5 and 6 considered. L5 characteristics are the ones demonstrated clearly across the profile. Although L6 was briefly considered, Leah needs to develop her ability to read out loud with expression and confidence before she reaches a firm L6; she also needs to be able to read longer texts independently and be able to gather information from more than one print source and use it appropriately. She does express opinions on the content of all three reading texts, but her response remains fairly basic. L5 therefore best-fits

Writing Levels 5 and 6 considered. Although there are characteristics of Level 6 in Leah's work such as use of reasons and using words to create effects, Level 5 best-fits, as she tends to depend on warm-ups/reminders to support her written work. She also needs to start to elaborate in her work, by giving more details and developing her ideas further.

Overall level: 5

Leah's work clearly demonstrates characteristics of Level 5 across the three attainment targets. Although there are characteristics of the next level present in her work, Level 5 offers the best fit because the degree of independence and confidence required for L6 are not yet evident in her work.