

Languages, Literacy & Communication

Progression Steps for Welsh in English-medium schools

WMS1: Languages connect us

Descriptions of Learning

Languages connect us

Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging.	I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.	I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.	I can understand how languages can provide a sense of belonging to a local and global community. I can explore and analyse how languages impact upon identity and culture and understand that learning them offers enhanced opportunities in Wales and in international contexts.	I can show an open attitude towards learning about different languages and the different cultures of Wales and the world. Through learning about languages, I can articulate how the association between languages and culture is preparing me for Welsh and global citizenship.
I am beginning to understand that there are different languages in my environment. I am beginning to talk with my peers in the language of the setting/school.	I can understand that people use different languages.	I can communicate in a growing range of languages.	I can use my knowledge of how languages work to support further language learning.	I can communicate, interact and mediate in multiple languages and identify myself as multilingual .

WMS2: Understanding language is the key to
understanding the world around us

Welsh in English-medium settings/schools/streams



Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
I can produce many speech sounds accurately. I can choose to talk with my peers in Welsh.	I can speak with expression and gestures to communicate my ideas.	I can use and adapt familiar language, varying vocabulary and tone to suit the audience.	I can select and adapt the appropriate language for a range of audiences and purposes, conveying meaning effectively to the audience.	I can convey meaning convincingly in a range of contexts so that the audience <u>is fully engaged</u>.
I can communicate meaning through speech and gesture.	I can communicate using an increasingly varied vocabulary. I am beginning to use appropriate language to talk about events in the past and future.	I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself.	I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself.	I can make informed choices about vocabulary and grammar to enhance my communication skills.

Welsh in English-medium settings/schools/streams

Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
I can recognise and follow information and simple instructions about familiar topics and routines.	I can listen to, understand and later recall what I have heard. I can understand information about a variety of topics. I can use a variety of cues to predict the general meaning in a variety of spoken contexts.	I can understand the general meaning of what I hear and can communicate it in my language of choice. I can listen to and understand information about a variety of topics, recall it and summarise the main points in my language of choice.	I can listen and use cues to understand the general meaning of what I have heard and can summarise in my language of choice.	I can understand and evaluate what I hear and read in different contexts across a wide range of language.

	I can listen, understand and respond to a range of questions and multi-step instructions in a variety of familiar contexts.	I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts.		
I can listen to others with growing attention.	I can listen to others and understand that they may have a different perspective from my own.	I can listen and read empathetically, recognising the differing perspectives of others.	I can listen and read empathetically and reflect on different people's perspectives to help inform my own thinking.	I can listen and read empathetically respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.
I am beginning to recognise and read high-frequency words that I encounter. I can use context and pictures to help me understand words.	I can use grapheme-phoneme correspondences when reading. I can use a range of strategies to read with increasing fluency. I can read different texts using a range of strategies to make meaning.	I can read texts, choosing strategies which best help me understand them. I can compare different things I read.	I can read a range of texts, choosing strategies to understand them, and to improve my own expression and communication. I can employ a range of strategies to recognise and predict the general meaning across a wide range of texts.	I can employ a range of strategies to summarise, synthesise and analyse information to gain greater understanding of texts and to enhance my own expression and communication.

	I can find and use information from different materials that I read.			
	I can infer meaning from text and images.	I can use inference and deduction to understand a text.	I can use inference and deduction to understand more complex texts and can consider the reliability of what I read.	I can use inference and deduction to gain understanding of complex texts, and can evaluate the reliability and impact of what I read.
	I can read aloud with expression, paying attention to punctuation.	I can listen and read, showing awareness of how grammar and punctuation affect meaning.	I can listen and read to build on my understanding of how grammar and punctuation shape sentences and whole texts.	I can use my knowledge of word construction, grammar including syntax , and text organisation to support my understanding of what I hear and read.
I can experiment with <u>newly-learned</u> vocabulary.	I can develop my vocabulary and pronunciation through listening and reading, and can use these new words.	I can develop my vocabulary and pronunciation through listening and reading, and use new words and phrases in a variety of contexts.	I can listen and read to build my vocabulary, develop my pronunciation and sentence structures, and use these in my own communication across a range of contexts.	I can listen and read to consolidate and develop my vocabulary and sentence structures and use these accurately in my own communication across a wide range of contexts.

WMS3: Expressing ourselves through
language is key to communication

	I can review my work and am beginning to use a range of familiar strategies and tools to improve my speaking and writing.	I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication. I can explain in my language of choice where and why I have made any changes or corrections.	I can reflect on my use of strategies to improve the quality, accuracy and effects of my spoken, written and visual communication.	I can reflect critically on my use of language and can consider the effects of my spoken, written and visual communication objectively.
I am beginning to ask and answer questions.	I can adopt a range of roles and manage my contributions appropriately. I can change how I communicate, depending on where I am and with whom. I can use spoken language for different purposes. I can ask and answer questions and exchange ideas and information.	I can respond to others' points of view.	I can respond to others' points of view by seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.	I can respond to others' points of view, summarising and evaluating what I have heard, read or seen, structuring arguments and challenging what others say with confidence and sensitivity.

	I can spell high-frequency words correctly. I can use my knowledge of letter sounds and patterns to support my spelling.	I can attempt to spell <u>more difficult words</u> <u>plausibly using a range of strategies</u>.		
I can contribute to <u>shared writing</u> for different audiences and purposes. I am beginning to communicate using text, image, sound, animation and video.	I can talk in my language of choice to plan writing for different purposes and audiences.	I can plan and write for different purposes and audiences. I can organise my writing into a logical sequence.		
I am beginning to express my feelings.	I can share ideas, and express opinions and feelings using relevant vocabulary. I can describe events, building and extending my vocabulary.	I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.	I can share my thoughts, feelings and opinions with others using a range of techniques for different effect and showing empathy and respect.	I can communicate my thoughts, feelings and opinions in challenging and contentious contexts showing empathy and respect.

I can use familiar words and phrases and experiment with <u>newly-learned</u> vocabulary.	I can use an increasingly imaginative and varied vocabulary.	I can use familiar idiomatic language and appropriate register in my communication.	I can choose idiomatic language and appropriate register in my communication to enrich my expression.	I can use idiomatic language and appropriate register to enhance my expression in a range of contexts.
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WMS4: Literature fires imagination and
inspires creativity

Welsh in English-medium settings/schools/streams

Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
I have experienced literature. I can join in with familiar songs, rhymes, stories and poems.	I have experienced a range of literature. I can listen to and remember poetry, drama and prose.	I can listen to and remember poetry, drama and prose and can adapt them creatively.	I can use my knowledge of writing styles and the features of different literature to create my own work.	I can explore a wide range of literature experimenting with language choices and techniques for my own creative purposes.

I am beginning to respond to literature I hear and view.	I can retell stories. I can use my imagination to respond to and adapt literature.	I can retell stories creatively. I can use my imagination to respond to literature. I can respond to what I hear, read and view expressing opinions and showing my understanding in my language of choice.		
I can use familiar words and phrases and experiment with <u>newly-learned</u> vocabulary.	I can use my imagination to create my own literature.	I can use my imagination and can experiment with language to create my own literature.	I can use my imagination and can experiment with different creative forms and techniques to create my own literature.	I can experiment with and <u>craft</u> my own literature.
I am beginning to respond to what I hear and view.	I can respond to <u>what I hear, read and view and express opinions</u> in my language of choice. I am beginning to ask and answer questions to clarify my understanding.	I can respond to what I hear, read and view, asking questions to show my understanding. I can recognise the features of different types of literature and use appropriate language to talk about them.	I can consider the plot, character, theme and context of the literature I experience, supporting my ideas and opinions with evidence from the text. I can make connections between what I hear, read and view.	I can explore, analyse and compare key ideas using relevant terminology, supporting my views with relevant textual detail.

		I am beginning to show empathy with characters in literature.	I can show empathy when responding to literature and understand that others may have different views from my own.	I can appreciate literature showing empathy and understanding that literature can be interpreted differently.
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