



Llywodraeth Cymru
Welsh Government

Curriculum for Wales

Programme of Study for Welsh

Key Stages 2–4

Curriculum for Wales: Programme of Study for Welsh, Key Stages 2–4

Audience

Teachers, headteachers and governing bodies of maintained schools in Wales; local authorities; regional consortia; 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 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 implemented in line with the dates specified in the foreword.

Further information

Enquiries about this document should be directed to:

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Additional copies

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

Related documents

Curriculum for Wales: Programme of Study for English, Key Stages 2–4 (2016); *Curriculum for Wales: Programme of Study for Mathematics, Key Stages 2–4* (2015).

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Contents

Foreword	1
Key Stage 2 Programme of Study	2
Oracy	2
Reading	5
Writing	9
National curriculum outcomes	14
National curriculum level descriptions	14
Attainment targets	15
Key Stage 3 Programme of Study	18
Oracy	18
Reading	21
Writing	24
National curriculum outcomes	28
National curriculum level descriptions	28
Attainment targets	29
Key Stage 4 Programme of Study	32
Oracy	32
Reading	35
Writing	38

Foreword

This document sets out the national curriculum for **Welsh** 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.

Implementation dates

The revised programmes of study for **Welsh** become legal requirements by means of an Order made by the Welsh Government and come into effect on 1 September 2015.

From this date the existing national curriculum for **Welsh** is superseded.

Welsh Government
August 2015

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



Range of experiences

Learners should be given opportunities to:

- orally rehearse for writing
- respond orally to continuous and non-continuous texts
- see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard
- increase their confidence in language use by drawing on their knowledge of Welsh, English and other languages
- respond orally to a variety of stimuli and ideas, including written and dynamic texts, *e.g. paintings, music, film, still and moving images*
- communicate for a range of purposes and contexts, *e.g. recount and present information, instruct others and follow a series of commands, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
- present, talk and perform in formal and informal contexts and for a variety of audiences including younger/older learners, teachers, peers, familiar and unfamiliar adults
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of stimuli, *e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions*
- speak clearly in Welsh, using intonation and emphasis appropriately, *e.g. recitation, oral storytelling*
- use appropriate terminology suitable for the situation or purpose
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.

The programmes of study for Welsh and English have been developed side by side. Learners 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 is a specific Welsh Programme of Study skill will appear as bold. These skills are further identified by the following icon.

Programme of study skill ❖ When combined with the LNF statements, these skills form the Key Stage 2 Welsh Programme of Study.

N.B.

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



Strand: Oracy

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	explain information and ideas using relevant vocabulary	explain information and ideas using supportive resources, e.g. <i>on-screen and web-based materials</i>	explain information and ideas, exploring and using ways to be convincing, e.g. <i>use of vocabulary, gesture, visual aids</i>	express issues and ideas clearly, using specialist vocabulary and examples
		organise what they say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i>	organise talk so that different audiences can follow what is being said, e.g. <i>giving background information, providing a brief summary of main points</i>	speak clearly, using formal language and projecting voice effectively to a large audience, e.g. <i>event for parents/carers, presentation to visitors</i>	speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested
		use language appropriate to more formal situations, e.g. <i>during an assembly, talking to a visitor (and begin to use <i>tilchi</i>)</i>	adapt talk, showing understanding of the differences between informal talk with friends and more extended talk with a wider group, e.g. <i>using <i>tilchi</i></i>		
		keep in role and support others in role play	explore different situations through role play	explore issues and themes through role play	explore challenging or contentious issues through sustained role play
		begin to use language that is appropriate for formal and informal situations ❖	develop their ability to use language that is appropriate for formal and informal situations ❖	understand when to use language that is appropriate for formal and informal situations ❖	use language that is appropriate for formal and informal situations ❖
		develop their ability to use a range of natural Welsh syntax structures and vocabulary (including terminology) when speaking ❖	use and demonstrate some grasp of a range of Welsh syntax structures and vocabulary (including terminology) when speaking ❖	develop their ability to use a wide range of natural Welsh syntax structures and vocabulary (including terminology) when speaking ❖	use and demonstrate a grasp of a wide range of natural Welsh syntax structures and vocabulary (including terminology) correctly when speaking ❖
		begin to show accuracy in their talk, e.g. <i>begin to use standard forms of verbs that are suitable to the context and conjugate them, conjugate some prepositions and use noun genders within their experience</i> ❖	show accuracy in their talk, e.g. <i>use a variety of verbs and conjugate them (present, past and negative forms), conjugate prepositions and use noun genders</i> ❖	develop their ability to talk accurately, e.g. <i>use standard forms of a variety of verbs and conjugate them, use noun genders and conjugate prepositions</i> ❖	talk accurately, e.g. <i>use a variety of verbs and conjugate them, use the conditional tense and negate sentences correctly, conjugate prepositions and use noun genders</i> ❖
		use the most common mutations usually correctly, e.g. <i>ar ben</i>	use the most common mutations correctly, e.g. <i>fy nghalon</i>	mutate correctly after most prepositions and pronouns, e.g. <i>am funud, dy fam</i>	mutate correctly after prepositions and pronouns, becoming aware that not every letter follows the usual order, e.g. <i>y llinell</i>



Strand: Oracy

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Listening	listen carefully and make connections between what they are learning and what they already know	listen carefully to presentations and show understanding of main points	listen carefully to presentations using techniques to remember the main points, <i>e.g. making notes, summarising</i>	listen carefully to presentations and show understanding of the speakers' conclusions or opinions
		check understanding by asking relevant questions or making relevant comments	after listening, respond, giving views on what the speaker has said	listen to others, asking questions and responding to both the content and the speakers' viewpoints	respond to others with questions and comments which focus on reasons, implications and next steps
	Collaboration and discussion	contribute to group discussion, sharing ideas and information	contribute to group discussion and help everyone take part	contribute to group discussion, taking some responsibility for completing the task well, <i>e.g. introducing relevant ideas, summing up</i>	contribute purposefully to group discussion to achieve agreed outcomes
		express basic opinions about topics and written texts, e.g. discuss topics that are within their scope of experience or discuss a character in a story ❖	express opinions about topics and written texts, e.g. discuss topics that affect their school or discuss what they think about the ending of a story ❖	express opinions about topics and written texts and include some supporting reasons ❖	express opinions clearly about topics and written texts and include supporting reasons ❖
		use talk purposefully to complete a task in a group.	help a group to reach agreement, <i>e.g. considering reasons or consequences, keeping focus on the topic.</i>	build on and develop the ideas of others in group discussions, <i>e.g. by asking questions to explore further, offering more ideas.</i>	follow up points in group discussions, showing agreement or disagreement giving reasons.



Range of experiences

Learners should be given opportunities to:

- read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:
 - extracts and complete texts
 - information and reference texts
 - traditional and contemporary poetry and prose
 - graphic novels and picture books
 - drama, including drama in performance
 - texts that have challenging subject matter, which broadens perspectives and extends thinking
 - texts that extend learners' intellectual, moral and emotional understanding
 - texts with a variety of structures, forms, purposes, intended audiences and presentational devices
 - texts that demonstrate quality and variety in language use
 - texts that reflect individual choice of reading matter
 - texts with a variety of social, historical and cultural contexts
 - texts with a variety of tone, e.g. *humour, parody, word play*
 - texts that present challenge
 - texts that demonstrate the impact of technology on language use
- read individually and collaboratively, e.g. *paired reading, guided group reading, shared reading*
- read for different purposes, e.g. *for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding through re-reading; to identify language devices used by the writer in order to analyse purpose; to identify alternative readings of a text*
- develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. *authors, poets, peers*, in written and dynamic texts.

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become enthusiastic, independent and reflective readers.

The programmes of study for Welsh and English have been developed side by side. Learners 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 is a specific Welsh Programme of Study skill will appear as bold. These skills are further identified by the following icon.

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Strand: Reading

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
		read short information texts independently with concentration	read texts, including those with few visual clues, independently with concentration	read extended texts independently for sustained periods	read complex texts independently for sustained periods
		with support, begin to recognise and understand the basic features of continuous and non-continuous texts in terms of language, structure and presentation, e.g. story structure, the layout of a letter ❖	with support, recognise and understand the features of continuous and non-continuous texts in terms of language, structure and presentation, e.g. presentation of a script, presentation of a newspaper article ❖	recognise and understand the characteristics of an increasing range of texts (continuous and non-continuous) in terms of language, structure and presentation, e.g. the language of an autobiography, the language of a speech ❖	confidently recognise and understand the characteristics of a range of different texts (continuous and non-continuous) in terms of language, structure, theme and presentation ❖
		read aloud using punctuation to aid expression	use understanding of sentence structure and punctuation to make meaning	identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences	understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>Ces i gacen(,) siocled a chaws i de</i>
		skim to gain an overview of a text, e.g. topic, purpose	skim to gain the gist of a text or the main idea in a chapter	use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	use a range of strategies for finding information, e.g. skimming for gist, scanning for detail
		look for specific information in texts using contents, indexes, glossaries, dictionaries	scan for specific information using a variety of features in texts, e.g. titles, illustrations, key words		
		identify different purposes of texts, e.g. to inform, instruct, explain			



Strand: Reading

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points	identify how texts differ in purpose, structure, layout	scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams	read closely, annotating for specific purposes
		use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding	find information and ideas from web pages, using different search methods, considering which are the most efficient methods	identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality	use internet searches carefully, deciding which sources to read and believe
		locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows		use information from trusted sources, on-screen and on paper, selecting and downloading as necessary	
Responding to what has been read	Comprehension	accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text	accurately identify the main points and supporting information in texts	show understanding of main ideas and significant details in texts, e.g. mindmapping showing hierarchy of ideas, flowchart identifying a process	show understanding of main ideas and significant details in different texts on the same topic
		deduce ideas and information by linking explicit statements, e.g. cause and effect	deduce connections between information, e.g. sequence, importance	infer meaning which is not explicitly stated, e.g. <i>beth sy'n digwydd nesaf?, pam gwnaeth hilef hynny?</i>	infer ideas which are not explicitly stated, e.g. <i>writers' viewpoints or attitudes</i>
		take an interest in information beyond their personal experience	explore information and ideas beyond their personal experience	identify and explore ideas and information that interest them	identify ideas and information that interest them to develop further understanding
		begin to make links between continuous and/or non-continuous texts ❖	begin to identify similarities and differences between continuous and/or non-continuous texts ❖	independently identify similarities and differences between continuous and/or non-continuous texts ❖	identify and begin to explain similarities and differences between continuous and/or non-continuous texts in terms of language, form, structure, techniques and devices, characters ❖



Strand: Reading

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Responding to what has been read	Response and analysis	use information from texts in their discussion or writing	select and use information and ideas from texts	gather and organise information and ideas from different sources	collate and make connections, e.g. <i>prioritising, categorising</i> , between information and ideas from different sources
				identify what the writer thinks about the topic, e.g. <i>admires a historical figure, only interested in facts</i>	distinguish between facts, theories and opinions
					compare the viewpoint of different writers on the same topic, e.g. <i>rats are fascinating or a menace</i>
		develop their ability to read continuous and non-continuous texts with fluency and accuracy; enjoy responding to them orally and in writing ❖	develop their ability to read a range of continuous and non-continuous texts with fluency and accuracy; enjoy responding to them orally and in writing ❖	read an increasing range of continuous and non-continuous texts with fluency, accuracy, understanding and enjoyment; respond to them orally and in writing ❖	confidently read a range of continuous and non-continuous texts with fluency, accuracy, understanding and enjoyment; respond to them orally and in writing ❖
		with prompting, consider what they read/view, responding orally and in writing to the ideas, language and presentation ❖	consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation ❖	consider what they read/view, responding orally and in writing to the ideas, language, style, tone and presentation/organisation; begin to select evidence to support their views ❖	consider what they read/view, responding orally and in writing to the ideas, language, style, tone and presentation/organisation; select evidence to support their views ❖
		understand that texts change when they are adapted for different media and audiences, e.g. <i>a written text and a film/cartoon version</i> ❖	identify how texts change when they are adapted for different media and audiences ❖	begin to comment on how texts change when they are adapted for different media and audiences ❖	comment on how texts change when they are adapted for different media and audiences ❖
make links between what they read and what they already know and believe about the topic.	understand how something can be represented in different ways, e.g. <i>moving image, multi-modal and print</i> .	consider if the content is reliable, e.g. <i>are photographs more reliable than drawings?</i>	consider whether a text is effective in conveying information and ideas.		



Range of experiences

Learners should be given opportunities to:

- write for a variety of purposes, including to:
 - recount
 - instruct
 - inform
 - explain
 - argue/persuade
 - discuss/analyse
 - evaluate
 - narrate
 - describe
 - empathise
- write in a range of continuous and non-continuous texts in a variety of forms, *e.g. letters, diaries, articles, stories, reports, speeches, plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies*
- write for a range of authentic audiences, real or imagined, *e.g. peers, younger learners, teachers, family members, historical and fictional characters*
- produce poetic writing, using imagery and poetic devices, *e.g. rhyme and form*
- use a wide range of written and dynamic stimuli, *e.g. stories, picture books, images, poems, experiences, films, paintings, music*
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected.

The programmes of study for Welsh and English have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

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Strand: Writing

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	write for different purposes and readers choosing words for variety and interest	adapt what they write to the purpose and reader, choosing words appropriately, e.g. <i>descriptive and persuasive language</i>	write with a clear purpose, showing consideration for the reader, e.g. <i>by choosing appropriate vocabulary and presentational devices</i>	adapt writing style to suit the reader and purpose, e.g. <i>formal style for unknown reader, simple style for younger readers</i>
		use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate ❖	use the characteristic features of an increasing range of continuous and non-continuous texts in their writing, using imagination where appropriate ❖	use the characteristic features of a range of continuous and non-continuous texts in their writing, beginning to adapt their style to engage the reader, using imagination where appropriate ❖	use the characteristic features of a range of continuous and non-continuous texts creatively in their writing, adapting their style to engage the reader, using imagination where appropriate ❖
		include relevant details, information or observations in their writing	explain main idea(s) with supporting details, including observations and explanations where relevant	expand upon main idea(s) with supporting reasons, information and examples	write a comprehensive account of a topic or theme
		note down ideas to use in writing	gather ideas to plan writing	use techniques in planning writing, e.g. <i>mindmapping, sequencing, placemat activities</i>	use a range of strategies to plan writing, e.g. <i>notes, diagrams, flowcharts</i>
		use on-screen functions, e.g. <i>font, colour, cut, paste, size</i> , to present their work in ways to interest the reader and enhance meaning	explore and use appropriately the different forms of writing on-screen to interact with others, e.g. <i>websites, e-mails, blogs</i>	explore the layout of web pages to create material using available tools	explore different ways to present work and use them appropriately, e.g. <i>moving image, slides, voice-over</i>
		proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit ❖	proofread their own work and that of others, assessing and identifying ways to improve before editing ❖	proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression ❖	proofread their own work and that of others, assess and evaluate it and make clear recommendations for improvement; edit/redraft work to show progression ❖
		review and improve sections of their work	improve writing, checking for clarity and organisation	revise and improve writing, explaining why they have made changes	reflect on, edit and redraft to improve their writing



Strand: Writing

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Structure and organisation	use a basic structure for writing	use specific structures in writing, <i>e.g. tables, questionnaires</i>	use features which show the structure of the writing, <i>e.g. sub-headings, captions</i>	adapt structures in writing for different contexts, <i>e.g. reporting an event, investigation or experiment</i>
		write using an introduction to the topic and a conclusion	write an introduction, develop a series of ideas and a conclusion	write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion	write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion
		present processes, event or reports in a clear sequence	organise writing into logical sequences or sections by beginning to use paragraphs	use paragraphs, which have a main idea and related details	use paragraphs making links between them
		use visual information if relevant, <i>e.g. labelled diagrams</i>	use visual information, <i>e.g. illustrations, diagrams and graphs</i> , which is clear and relevant to the written text	use images, graphs and illustrations which are clear, relevant and appropriate	use features and layout which are constructed to present data and ideas clearly
Writing accurately	Language	use language appropriate to writing, including standard forms of Welsh	use language appropriate to writing, including standard forms of Welsh	use language appropriate to writing, including standard forms of Welsh	use language appropriate to writing, including standard forms of Welsh
		use vocabulary related to the topic or subject context	use subject-specific vocabulary independently	use appropriate vocabulary, including subject-specific words and phrases	use varied and appropriate vocabulary, including subject-specific words and phrases
		use an increasingly imaginative vocabulary ❖	choose and use words from an increasing range of imaginative vocabulary ❖	choose and use a wide range of adventurous and imaginative vocabulary with increasing precision ❖	choose and use a wide range of adventurous and imaginative vocabulary with precision ❖



Strand: Writing

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Writing accurately	Grammar Punctuation Spelling Handwriting	use natural Welsh syntax and sentence structures and begin to write accurately, e.g. <i>conjugate some verbs and prepositions, begin to differentiate between similar words and use noun genders within their experience</i> ❖	demonstrate some grasp of natural Welsh syntax and sentence structures and begin to write accurately, e.g. <i>conjugate some verbs and prepositions, differentiate between similar words and use noun genders</i> ❖	demonstrate a fairly good grasp of natural Welsh syntax and sentence structures and begin to craft their language and write accurately, e.g. <i>conjugate verbs and prepositions, differentiate between similar words and use noun genders</i> ❖	demonstrate a grasp of natural Welsh syntax and sentence structures and begin to craft their language and write accurately, e.g. <i>use an increasing variety of phrases and sentence structures correctly, conjugate verbs and prepositions, differentiate between similar words and use noun genders</i> ❖
		start sentences in a variety of ways	vary the order of words, phrases and clauses in sentences	use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. <i>cyn cychwyn ... , o wneud hyn, yna ...</i>	use varied sentence structures for emphasis and effect
		use adjectives and adverbs to expand simple sentences and phrases	use adjectival and adverbial phrases to add interest and precision	use conditionals to show hypotheses or possibilities, e.g. <i>pe bai, gallai</i>	
		use connectives for causation and consequence, e.g. <i>oherwydd, ar ôl</i>	use connectives to show links within sentences		
		use the standard form of the verb as relevant to the context	use the standard form of a variety of verbs, e.g. <i>present, past and negative forms</i>	use the standard form of a variety of verbs, e.g. <i>present, past and negative forms</i>	use the standard form of a variety of verbs, e.g. <i>present, past and negative forms</i>
		use past tense of verbs consistently, e.g. <i>consonant doubling (e.g. gofyn – gofynnodd)</i>			
		use the most common mutations usually correctly, e.g. <i>ar ben</i>	use the most common mutations correctly, e.g. <i>fy nghalon</i>	mutate correctly, especially after most prepositions and pronouns, e.g. <i>am funud, dy fam</i>	mutate correctly after prepositions and pronouns, becoming aware that not every letter follows the usual order, e.g. <i>y llinell</i>



Strand: Writing

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Writing accurately	Grammar Punctuation Spelling Handwriting	use full stops, question marks, exclamation marks and commas for lists	use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. <i>hoffi'r ysgol (i + yr)</i>	use the full range of punctuation to guide the reader in complex sentences, e.g. <i>commas, bullet points, speech marks and apostrophes for possession (e.g. llyfrau'r bechgyn)</i>	use the full range of punctuation accurately to clarify meaning
		use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. <i>most common polysyllabic words</i>	use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. <i>words with more complex patterns</i>	use a variety of strategies to spell words with complex regular patterns, e.g. <i>penderfynu, cystadleuaeth</i>	use strategies to spell correctly polysyllabic, complex and irregular words
		spell plural forms correctly in context, e.g. <i>-au, -ion</i>	spell more plural words correctly in context, e.g. <i>-iau, -i</i>	spell more plural words, e.g. <i>-oedd, -od, -ydd</i> , and words with double consonants, e.g. <i>cynnwys</i> , correctly in context	spell irregular plural words correctly, e.g. <i>car – ceir, plentyn – plant</i> , and words with double consonants, e.g. <i>pennod</i> , correctly in context
		spell all high-frequency words correctly			
		produce legible handwriting and present work appropriately joining letters in some words.	produce handwriting which is clear and legible and may be cursive.	produce legible, cursive handwriting with increasing fluency.	produce fluent and legible handwriting.

Key Stage 2 Welsh

National curriculum outcomes

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 understand and use objects of reference, symbols, signs or single words for familiar objects, events and feelings. They respond to simple requests which contain one or two key symbols, signs or words in familiar contexts.
- Outcome 2** Learners combine two or three key symbols, signs or words to communicate meaning to a range of familiar people. They respond to simple questions ('beth?', 'ble?') and follow instructions containing two or three key symbols, signs or words.
- Outcome 3** Learners use up to four key symbols, signs or key words to organise their thinking and communicate information or stories to others – including some who are less familiar. They ask and answer questions ('pwy?', 'pam?') and follow instructions which contain three or four key symbols, signs or words. They take part in one-to-one and small group discussions and role-play activities, and listen to stories for increasing periods of time.

Reading

- Outcome 1** Learners listen and respond to familiar stories and rhymes. They show some understanding of how books work (e.g. turning pages). They match objects to pictures and symbols.
- Outcome 2** Learners recognise symbols or words linked to their personal interests and begin to distinguish between these and pictures. They match letters and short words.
- Outcome 3** Learners follow a left-right sequence, join in rhymes and fill in gaps in familiar or repetitive narrative text. They recognise some letters of the alphabet (by shape, name or sound) and a growing number of everyday words and symbols. They understand the conventions of reading and know that print carries meaning. They begin to discriminate between particular sounds and may link these sounds to letter patterns.

Writing

- Outcome 1** Learners begin to understand that marks and symbols convey meaning. They make marks or symbols in their preferred mode of communication.
- Outcome 2** Learners produce some meaningful print or symbols linked to their own interests. They trace, overwrite, then copy lines and shapes and begin to produce recognisable letters or symbols, often linked to their own name.
- Outcome 3** Learners group letters and leave spaces between them, as though writing words. They begin to use pictures, symbols and familiar words in sequence to communicate meaning and show a growing awareness of the different purposes of writing. They write a few familiar words, usually using upper- and lower-case letters appropriately.

National curriculum 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 talk about familiar matters as individuals and in groups. Their speech is understandable and they respond appropriately to simple phrases, instructions and questions. With support, they communicate simple information, respond to stimuli and include some details.
Level 2	Learners begin to show confidence, especially when talking about matters that are within their experience and interest. At times, they respond appropriately and include suitable details. They seek, understand and communicate simple information and respond to a wider range of stimuli. Their pronunciation and intonation is understandable as they develop and explain their ideas, and they use an increasing range of vocabulary and patterns that are usually accurate.
Level 3	Learners talk with some confidence in different contexts about experiences and events showing some awareness of order and progression. They listen carefully to others, respond appropriately and begin asking appropriate questions. They begin to adapt their talk according to the needs of the audience. They express an opinion simply and talk with some accuracy, with appropriate pronunciation and intonation, varying vocabulary and register. They communicate simple, personal and factual information clearly, varying their sentences purposefully. They begin to realise that there is variety in the language they hear around them.
Level 4	Learners talk confidently in a variety of contexts. They present information, talk about experiences, respond in detail and show an awareness of order and progression. They express opinions clearly, giving reasons at times. They show an awareness of the needs of an audience by beginning to vary voice, intonation and gesture. In discussion, they listen carefully and respond by asking questions and making comments that are responsive to the contributions of others. They speak with ease and with coherence, and use an increasing variety of phrases and sentence patterns with a good measure of accuracy.
Level 5	Learners talk confidently in a wide variety of contexts. They pay close attention to what others say, by enquiring in order to elicit ideas and make contributions that take account of others' views. They show an increasing awareness of progression by developing their talk purposefully. They maintain the interest of listeners by varying their talk to suit the purpose using voice, intonation and gestures according to the context's demands. When expressing an opinion, they consistently provide reasons to support their views. They present information clearly and effectively, and show a fairly good grasp of the natural syntax of the spoken language.
Level 6	Learners adapt their talk according to the demands of a wide variety of contexts, and present information and experiences with increasing confidence. They engage the interest of others by varying their expression and vocabulary. In discussion they think carefully about what others say, and consider how and when to respond. They express opinions using evidence at times. They demonstrate a fairly sound grasp of the natural syntax of the spoken language and they vary vocabulary and expression according to register.
Level 7	Learners adapt their talk purposefully and use appropriate language in a variety of contexts. They communicate clearly and organise their talk, showing some initiative. They express opinions selecting evidence to support their viewpoints. In discussion, they make sensitive and thoughtful comments when evaluating others' ideas. They demonstrate a sound grasp of the natural syntax of the spoken language and draw on a wide variety of language resources.
Level 8	Learners contribute and show initiative in discussions on different subjects with a variety of listeners. They deal with information from various sources and use evidence in a balanced way to justify opinion. They communicate ideas coherently and vary their language according to purpose and audience. In discussion they make subtle and sensitive comments, evaluating others' ideas before contributing in a way that will move the discussion forward. Their language is accurate and assured.
Exceptional Performance	Learners partake in a variety of contexts, confidently and are consistently effective. They initiate and sustain discussions on wide-ranging topics, reasoning with perception and confidence, demonstrating an independent and mature mind. They listen with concentration before responding in an articulate and perceptive manner to complex contributions by others. They have a high standard of accurate and robust spoken language, and they vary style and register according to purpose and audience.



Attainment target 2: Reading

Level 1	Learners recognise familiar words in simple texts. When reading aloud they use their knowledge of letters and the relationship between sounds and symbols to read words and establish meaning. They respond to poetry, stories and factual material by identifying aspects they like.
Level 2	Generally, learners read simple texts accurately. They show an understanding of major events or ideas in stories, poems and factual material and express opinions about them. They use a range of strategies in reading unfamiliar words and establishing meaning.
Level 3	Learners read a range of texts. They read aloud accurately, fluently and with increasing emphasis. They use appropriate strategies to establish meaning. They extract the main facts from texts and respond to what they have read. They use their knowledge of the alphabet to locate books and find information.
Level 4	Learners read clearly and expressively. In responding to a wide variety of texts they show an understanding of the main ideas, events and characters. They refer to the text when expressing opinion, and begin to show an understanding of what is implicit in the material read. They gather information on a specific topic from more than one printed source and use it effectively.
Level 5	Learners show understanding of a variety of texts, selecting the main points and show understanding of what is implicit in them by drawing conclusions where appropriate. When responding to a wide range of texts they express opinion and refer to plot, characters and some aspects of style, selecting appropriate words, phrases, sentences and information to support their views. They gather, recall and organise information from various sources.
Level 6	In reading and discussing a wide variety of texts, learners recognise different layers of meaning and make comments on their significance and effect. They express opinions on a wide range of subjects and provide reasons for their comments referring to content, themes, structure and aspects of language and style. They gather, recall and summarise relevant information from various sources clearly.
Level 7	In reading and discussing a wide variety of texts, learners show understanding of the ways in which meaning is conveyed and information presented. They express opinions skilfully and analyse reading material by referring to content, themes, structure, language and style. They gather, collate and present information from various sources effectively.
Level 8	Learners respond thoughtfully to a wide variety of texts by analysing and evaluating how meaning is conveyed. They analyse style in detail and form opinions by balancing evidence. They select, collate and analyse ideas and information, and discuss the ways in which these are presented in different texts.
Exceptional Performance	Learners respond confidently and with maturity to challenging texts using critical analysis and evaluation and presenting detailed and perceptive comments on how meaning is communicated and information presented. They discuss texts shrewdly, considering audience, purpose, style and form, cross-referencing effectively.



Attainment target 3: Writing

Level 1	Learners communicate by writing words, phrases and occasional sentences and they begin to show an awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated. They begin to understand the different purposes and functions of written language.
Level 2	Learners' written work communicates meaning. They use appropriate and interesting vocabulary which shows some awareness of the reader and form. Often ideas are developed in a series of linked sentences. They use capital letters and full stops with some consistency. In handwriting, letters are accurately formed and consistent in size and used according to convention.
Level 3	Learners' writing is clear and organised in both creative and factual forms, and on a variety of subjects. They show some grasp of form and progression, developing their ideas sensibly, varying their sentences to some extent and at times, adapt their work to the purpose of the reader. They begin to create effects by selecting words that are suitable for the purpose. They produce basic constructions and sentences which are fairly accurate and, on the whole, punctuation – capital letters, question marks, apostrophes and full stops – is accurate. They spell most structure and basic words of the subjects under discussion accurately. Handwriting is legible and work is appropriately presented.
Level 4	Learners write thoughtfully and imaginatively and show a fairly sound grasp of form. They express opinions simply and often sustain and develop ideas in an interesting way. Vocabulary choices are often original and words and phrases are chosen for effect. They use more varied and complex constructions fairly accurately. They organise their work into paragraphs and in progression for the purpose of the reader. They spell most of the words within their experience correctly, writing words in their standard written form where appropriate and mutating correctly at times. 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. Handwriting is legible, and they write with ease, and where appropriate presentation is adapted according to the task.
Level 5	Learners write clearly, in a varied and interesting way for a variety of purposes, showing perception, imagination and a sound grasp of form. They express opinions supported by some reasons. They are often original in their choice of words and phrases, considering subject, purpose, and the nature of the audience. Their work is organised into paragraphs and includes a range of constructions and phrases that are fairly accurate and Welsh in flavour. They usually use punctuations and mutations correctly. They use their knowledge of the rules of spelling to spell correctly. Work is legible and effectively presented.
Level 6	The learners' written work engages and sustains the reader's interest through the deliberate choice of vocabulary, phrases and sentence forms when developing descriptions, ideas and arguments. They present information for different purposes and express opinions, developing some points in support of a point of view. They make appropriate use of style, language and register suitable to the form. They have a fairly sound grasp of accurate syntax and natural Welsh idiom. They use mutations and spelling is generally accurate, including that of irregular words. A range of punctuation marks is used to clarify meaning and ideas are organised in paragraphs. Work is legible and effectively presented.
Level 7	Learners write confidently and choose an appropriate style in a wide range of forms. They show a sustained ability to use the features and conventions of narrative and factual writing. In narrative, ideas and situations are developed and in factual writing ideas are well organised and coherent. They sustain arguments, providing evidence to support their opinions. Their use of vocabulary and correct, natural Welsh syntax reflects the demands of the task. They spell complex, irregular words accurately. Paragraphing, punctuation and grammar are usually correct and used to clarify progression for the reader. Work is legible and effectively presented.
Level 8	The learners' writing shows depth, flair and originality. They demonstrate the ability to use most creative forms effectively and confidently, varying style and register according to the purpose of the task. In narrative writing, they develop characters and situations, and in factual writing their ideas are well organised, coherent and subtle. They structure their arguments, providing evidence consistently. Their language is rich and accurate and they have a clear grasp of grammar, punctuation, spelling and paragraphing. Work is legible and effectively presented.
Exceptional Performance	Learners write perceptively and subtly, showing skilful use of a range of styles and forms and maintaining the reader's interest. They develop and sustain ideas and arguments rationally and clearly and treat imaginative and factual texts on extensive topics in a detailed and well organised fashion. They demonstrate a wealth of language resources that are used accurately and with maturity to ensure the fluency of their style. The paragraphs are carefully structured and linked, adding to the clarity and organisation of the writing as a whole. Work is legible and effectively presented.



Range of experiences

Learners should be given opportunities to:

- orally rehearse for writing
- respond orally to continuous and non-continuous texts
- see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard
- increase their confidence in language use by drawing on their knowledge of Welsh, English and other languages
- respond orally to a variety of stimuli and ideas, including written and dynamic texts, *e.g. paintings, music, film, still and moving images*
- communicate for a range of purposes and contexts, *e.g. recount and present information, instruct others and follow a series of commands, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
- present, talk and perform in formal and informal contexts and for a variety of audiences including younger/older learners, teachers, peers, familiar and unfamiliar adults
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of stimuli, *e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions*
- speak clearly in Welsh, using intonation and emphasis appropriately, *e.g. recitation, oral storytelling*
- use appropriate terminology suitable for the situation
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.

The programmes of study for Welsh and English have been developed side by side. Learners 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 is a specific Welsh Programme of Study skill will appear as bold. These skills are further identified by the following icon.

Programme of study skill ❖ When combined with the LNF statements, these skills form the Key Stage 3 Welsh Programme of Study.

N.B.

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Strand: Oracy

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, <i>e.g. expression, tone of voice, volume</i>	present topics and ideas coherently, using techniques effectively, <i>e.g. a clear structure, anecdote to illustrate, plausible conclusions</i>	present ideas and issues convincingly using a range of techniques for impact, <i>e.g. rhetorical questions, appeals to listeners, gestures</i>
		respond to listeners' questions and comments constructively and in detail	respond to others' views positively and appropriately when challenged	respond to how listeners are reacting by adapting what they say and how they say it
		argue a convincing case using subject knowledge effectively, <i>e.g. in role or debate</i>	defend a point of view with information and reasons, <i>e.g. in role or debate</i>	sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i>
		recognise and understand when to use formal and informal language appropriately ❖	recognise and understand with increasing confidence when to use formal and informal language appropriately ❖	confidently use formal and informal language in different situations ❖
		develop their ability to organise and extend their spoken language using an increasing range of natural Welsh syntax structures and precise and effective vocabulary (including terminology) that allows them to engage listener interest ❖	organise and extend their spoken language with confidence using an increasing range of natural Welsh syntax structures and precise and effective vocabulary (including terminology); make significant contributions to engage listener interest ❖	confidently organise and extend their spoken language using a range of natural Welsh syntax structures and precise and effective vocabulary (including terminology); make significant and well-thought-out contributions to engage listener interest ❖
		speak accurately, showing confidence orally, <i>e.g. use a range of verb forms (tense and person), negate sentences, conjugate prepositions and noun genders ❖</i>	speak accurately, showing confidence and a good grasp of oral language, <i>e.g. use a range of verb forms (tense and person), negate sentences, conjugate prepositions and noun genders ❖</i>	speak accurately, showing confidence and a good grasp of oral language, <i>e.g. use a range of verb forms (tense and person), negate sentences, conjugate prepositions and noun genders ❖</i>
		use a range of mutations (soft, nasal and aspirate mutations) correctly in context	use a range of mutations (soft, nasal and aspirate mutations) correctly in context	use a range of mutations (soft, nasal and aspirate mutations) correctly in context
	Listening	respond thoughtfully to others' ideas, asking pertinent questions	respond positively and thoughtfully to new ideas and alternative points of view	consider the relevance and significance of information and ideas presented to them
		listen to explanations of processes, sequences or points of view and identify the main points in order	listen to information and ideas (on-screen or live) and identify how evidence is used, <i>e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration</i>	listen to information and ideas and identify how they are presented to promote a particular viewpoint, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i>



Strand: Oracy

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Collaboration and discussion	make a range of contributions to discussions, <i>e.g. leading, encouraging and supporting others</i>	take a range of roles, <i>e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults</i>	take a range of roles in group discussion with greater autonomy, including in more formal situations, <i>e.g. chair, scribe</i>
		express opinions clearly about topics and written texts, supporting with reasons and some relevant evidence ❖	express opinions clearly about topics and written texts, supporting with reasons and relevant evidence ❖	express opinions confidently about topics and written texts, reasoning and supporting their own and others' ideas with relevant evidence ❖
		reach consensus and agree actions in groups, <i>e.g. agreeing a plan, weighing up reasons and evidence.</i>	discuss opposing viewpoints and negotiate ways forward.	recognise a range of options for action and reach agreement to achieve the aims of the group.



Range of experiences

Learners should be given opportunities to:

- read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:
 - extracts and complete texts
 - information and reference texts
 - traditional and contemporary poetry and prose
 - graphic novels
 - drama, including drama in performance
 - texts that have challenging subject matter, which broadens perspectives and extends thinking
 - texts with a variety of structures, forms, purposes, intended audiences and presentational devices
 - texts that demonstrate quality and variety in language use
 - texts that reflect individual choice of reading matter
 - texts with a variety of social, historical and cultural contexts
 - texts that extend learners' intellectual, moral and emotional understanding
 - texts with a variety of tone, e.g. *irony, parody, word play, innuendo and satire*
 - texts that present challenge
 - texts that show the impact of technology on language
- understand how texts evolve in response to social and technological changes
- read individually and collaboratively, e.g. *paired reading, guided group reading, shared reading*
- read for different purposes, e.g. *for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding through re-reading; to identify language devices used by the writer in order to analyse purpose; to identify alternative readings of a text*
- develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. *authors, poets, peers*, in written and dynamic texts.

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become enthusiastic, independent and reflective readers.

The programmes of study for Welsh and English have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

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Strand: Reading

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	use their knowledge of: <ul style="list-style-type: none"> – word roots and families – grammar, sentence and whole-text structure – content and context to make sense of words, sentences and whole texts	use their knowledge of: <ul style="list-style-type: none"> – word roots and families – grammar, sentence and whole-text structure – content and context to make sense of words, sentences and whole texts	use their knowledge of: <ul style="list-style-type: none"> – word roots and families – grammar, sentence and whole-text structure – content and context to make sense of words, sentences and whole texts
		use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information	use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information	use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information
		recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and presentation ❖	confidently recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and presentation ❖	independently recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and presentation ❖
		assess the quality and reliability of information on web pages, considering its origins and verifying accuracy	be selective about which internet sources to download or quote depending on their reliability and relevance	make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues
Responding to what has been read	Comprehension	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
		select the main points from texts and identify how information and evidence are used to support them	locate and selectively use additional information and evidence from different sources	follow up and use additional material in texts to extend understanding
		read between the lines using inference and deduction	use inference and deduction to understand layers of meaning	gain a full understanding of texts using inference, deduction and analysis
		identify how a text is organised, e.g. <i>logically or thematically</i> , to make the content clear and informative	make connections between texts, their themes and factual content, and identify any agreement and contradictions	compare and contrast themes and issues across a range of texts
		follow up initial ideas that interest them by further research	read around a topic that interests them and develop a broader understanding of it through research	research a wide range of sources to develop a full understanding of a topic or issue



Strand: Reading

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Responding to what has been read	Comprehension	identify and comment on the similarities and differences between continuous and/or non-continuous texts, e.g. <i>in terms of theme/topic, language, technique, structure, form, character</i> ❖	analyse the similarities and differences between continuous and/or non-continuous texts, e.g. <i>in terms of theme/topic, language, technique, structure, form, character</i> ❖	make careful comparisons between continuous and/or non-continuous texts, e.g. <i>in terms of theme/topic, language, technique, structure, form, character</i> ❖
	Response and analysis	collate and summarise relevant information, e.g. <i>pull together and sum up facts and ideas about an issue</i> , from different texts	summarise and synthesise information, e.g. <i>concise account of a broad topic</i> , using different sources	synthesise and analyse information to gain in-depth understanding, e.g. <i>of causes, consequences, patterns</i> , using different sources
		distinguish between facts, theories and opinions and use evidence to show the differences	distinguish between bias and objectivity and explain how they are different	distinguish between facts/evidence and bias/argument
		compare views of the same topic and consider which is most valid	identify different views of a topic and any areas of agreement and contradiction	identify different interpretations of facts and information and evaluate their relative merits
		confidently read and discuss a range of continuous and non-continuous texts, showing understanding and engagement through a personal and justified response ❖	confidently read and discuss a range of continuous and non-continuous texts, showing understanding and engagement through a personal and justified response ❖	confidently read and discuss a wide range of continuous and non-continuous texts, showing appreciation through personal and sustained interpretations ❖
		consider what they read/view, responding orally and in writing to the ideas, language, style, tone and organisation; use evidence to support their views ❖	consider what they read/view and respond orally and in writing to the ideas, language, style, tone and organisation; use apt evidence to support their views ❖	consider what they read/view, and respond orally and in writing to ideas, language, style, tone and organisation; use convincing evidence to support their personal or critical views ❖
		identify how texts change when they are adapted for different media and audiences and begin to consider the intended effect upon the reader/audience, e.g. <i>the novel and film version of Tân ar y Comin</i> ❖	consider how texts change when they are adapted for different media and audiences and discuss the intended effect on the reader/audience ❖	consider how texts are adapted for different media, analysing the purpose and intended effect on the reader/audience ❖
evaluate the content, presentation and appeal of a text.	evaluate texts in terms of quality and level of interest.	evaluate the usefulness and reliability of texts.		



Range of experiences

Learners should be given opportunities to:

- write for a variety of purposes, including to:
 - recount
 - instruct
 - inform
 - explain
 - argue/persuade
 - discuss/analyse
 - evaluate
 - narrate
 - describe
 - empathise
- write in a range of continuous and non-continuous texts in a variety of forms, *e.g. letters, diaries, articles, stories, reports, speeches, plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies*
- write for a range of authentic audiences, real or imagined, *e.g. peers, younger learners, teachers, family members, historical and fictional characters*
- produce poetic writing, using imagery and poetic devices, *e.g. rhyme and form*
- use a wide range of written and dynamic stimuli, *e.g. stories, picture books, images, poems, experiences, films, paintings, music*
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

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Strand: Writing

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose	adapt presentation of material according to intended meaning and effect, <i>e.g. choice of how much detail needed to be convincing</i>	use summary, discussion of issues, detailed explanations as appropriate to purpose
		use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing, adapting style and tone to sustain the readers' interest, using imagination where appropriate ❖	use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing, adapting style and tone confidently to sustain the readers' interest, using imagination where appropriate ❖	use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing showing control, coherence and a growing sense of personal style to sustain the readers' interest, using imagination where appropriate ❖
		explain ideas fully, showing implications and consequences	make connections and/or elaborate to ensure full coverage of topic	give due weight to evidence, sources, explanations and logic when covering a topic
		plan writing making choices about the best ways to present content for effect, <i>e.g. building a case for something, selecting details that help the reader understand</i>	in planning writing make choices about content, structure, language, presentation to suit the purpose	plan appropriately to develop writing for different purposes and audiences
		use the tools and conventions of ICT to present information and data and to structure writing	choose the best ways to present writing using ICT in order to communicate clearly and effectively, <i>e.g. continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes</i>	make imaginative choices about content and presentation of writing, using ICT with discrimination
		proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear recommendations for improvement; edit/redraft to show progression ❖	proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear and astute recommendations for improvement; edit/redraft to show progression ❖	proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear and astute recommendations for improvement; edit/redraft to show progression ❖
		identify areas for improvement in their writing, edit and redraft	use criteria to identify ways to improve and then redraft	improve writing through independent review and redrafting



Strand: Writing

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Structure and organisation	adapt structures in writing for different contexts, e.g. <i>describe outcome, outline process or discuss an issue</i>	use whole-text structure to support and communicate meaning, e.g. <i>putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters</i>	choose and use whole-text structures to support meaning and communication for effect, e.g. <i>what are the best structures to successfully describe, explain, persuade?</i>
		select and organise ideas and information to give a clear and full account	select, analyse and present ideas and information convincingly or objectively	select structures to organise writing using appropriate features effectively
		use paragraphs to organise longer pieces of writing into sections	organise longer pieces of writing making links within and between paragraphs	select, interpret and evaluate ideas and information convincingly or objectively
Writing accurately	Language	select and use words carefully from a wide range of adventurous and imaginative vocabulary ❖	select and use words carefully from a wide range of vocabulary to create effect ❖	select and use words carefully from a sophisticated vocabulary to create effect ❖
		use impersonal language to convey ideas and information, e.g. <i>mae'r llog yn cael ei gyfrifo gan ... , mae siswrn miniog yn angenrheidiol i ...</i>	use the third person to convey ideas and information, e.g. <i>yn ôl arbenigwyr ... , dywed ffynonellau fod ...</i>	use language to convey objectivity and impartiality, e.g. <i>mae sawl agwedd wahanol ar y pwnc hwn ...</i>
		use varied and appropriate vocabulary accurately, including subject-specific words and phrases	use technical terms, language and expression consistent with the subject content	use a wide range of technical terms, language and expression consistent with the subject content
	Grammar Punctuation Spelling Handwriting	demonstrate a good grasp of natural Welsh syntax and sentence structures crafting their language and developing accuracy when writing, e.g. <i>negate sentences, conjugate verbs and prepositions, differentiate between similar words and use noun genders</i> ❖	demonstrate a good grasp of natural Welsh syntax and sentence structures crafting their language confidently and developing accuracy when writing, e.g. <i>negate sentences, conjugate verbs and prepositions, differentiate between similar words and use noun genders</i> ❖	demonstrate a sound grasp of natural Welsh syntax and sentence structures crafting their language confidently when writing, e.g. <i>negate sentences, conjugate verbs and prepositions, differentiate between similar words and use noun genders</i> ❖
		use a wide range of sentence structures choosing connectives to make meaning clear	write with grammatical accuracy, varying the length and structure of sentences to make meaning clear	write simple, compound and complex sentences with grammatical accuracy in their writing
		write sentences ensuring that the verb tense and person is usually correct in context	write grammatically accurate sentences ensuring that the verb tense and person is usually correct in context	write grammatically accurate sentences ensuring that the verb tense and person is correct in context



Strand: Writing

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Writing accurately	Grammar Punctuation Spelling Handwriting	use a range of mutations (soft, nasal and aspirate mutations) correctly in context	use a range of mutations (soft, nasal and aspirate mutations) correctly in context	use a range of mutations (soft, nasal and aspirate mutations) correctly in context
		use the full range of punctuation accurately to clarify meaning, e.g. <i>demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</i>	use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons, quotation marks</i>	use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons and parentheses</i>
		use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
		produce fluent and legible handwriting.	produce fluent and legible handwriting.	produce fluent and legible handwriting.

Key Stage 3 Welsh

National curriculum outcomes

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 understand and use objects of reference, symbols, signs or single words for familiar objects, events and feelings. They respond to simple requests which contain one or two key symbols, signs or words in familiar contexts.
- Outcome 2** Learners combine two or three key symbols, signs or words to communicate meaning to a range of familiar people. They respond to simple questions ('beth?', 'ble?') and follow instructions containing two or three key symbols, signs or words.
- Outcome 3** Learners use up to four key symbols, signs or key words to organise their thinking and communicate information or stories to others – including some who are less familiar. They ask and answer questions ('pwy?', 'pam?') and follow instructions which contain three or four key symbols, signs or words. They take part in one-to-one and small group discussions and role-play activities, and listen to stories for increasing periods of time.

Reading

- Outcome 1** Learners listen and respond to familiar stories and rhymes. They show some understanding of how books work (e.g. turning pages). They match objects to pictures and symbols.
- Outcome 2** Learners recognise symbols or words linked to their personal interests and begin to distinguish between these and pictures. They match letters and short words.
- Outcome 3** Learners follow a left-right sequence, join in rhymes and fill in gaps in familiar or repetitive narrative text. They recognise some letters of the alphabet (by shape, name or sound) and a growing number of everyday words and symbols. They understand the conventions of reading and know that print carries meaning. They begin to discriminate between particular sounds and may link these sounds to letter patterns.

Writing

- Outcome 1** Learners begin to understand that marks and symbols convey meaning. They make marks or symbols in their preferred mode of communication.
- Outcome 2** Learners produce some meaningful print or symbols linked to their own interests. They trace, overwrite, then copy lines and shapes and begin to produce recognisable letters or symbols, often linked to their own name.
- Outcome 3** Learners group letters and leave spaces between them, as though writing words. They begin to use pictures, symbols and familiar words in sequence to communicate meaning and show a growing awareness of the different purposes of writing. They write a few familiar words, usually using upper- and lower-case letters appropriately.

National curriculum 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 is likely to be within the range of Levels 3 to 6, and by the end of Key Stage 3 within the range 4 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 talk about familiar matters as individuals and in groups. Their speech is understandable and they respond appropriately to simple phrases, instructions and questions. With support, they communicate simple information, respond to stimuli and include some details.
Level 2	Learners begin to show confidence, especially when talking about matters that are within their experience and interest. At times, they respond appropriately and include suitable details. They seek, understand and communicate simple information and respond to a wider range of stimuli. Their pronunciation and intonation is understandable as they develop and explain their ideas, and they use an increasing range of vocabulary and patterns that are usually accurate.
Level 3	Learners talk with some confidence in different contexts about experiences and events showing some awareness of order and progression. They listen carefully to others, respond appropriately and begin asking appropriate questions. They begin to adapt their talk according to the needs of the audience. They express an opinion simply and talk with some accuracy, with appropriate pronunciation and intonation, varying vocabulary and register. They communicate simple, personal and factual information clearly, varying their sentences purposefully. They begin to realise that there is variety in the language they hear around them.
Level 4	Learners talk confidently in a variety of contexts. They present information, talk about experiences, respond in detail and show an awareness of order and progression. They express opinions clearly, giving reasons at times. They show an awareness of the needs of an audience by beginning to vary voice, intonation and gesture. In discussion, they listen carefully and respond by asking questions and making comments that are responsive to the contributions of others. They speak with ease and with coherence, and use an increasing variety of phrases and sentence patterns with a good measure of accuracy.
Level 5	Learners talk confidently in a wide variety of contexts. They pay close attention to what others say, by enquiring in order to elicit ideas and make contributions that take account of others' views. They show an increasing awareness of progression by developing their talk purposefully. They maintain the interest of listeners by varying their talk to suit the purpose using voice, intonation and gestures according to the context's demands. When expressing an opinion, they consistently provide reasons to support their views. They present information clearly and effectively, and show a fairly good grasp of the natural syntax of the spoken language.
Level 6	Learners adapt their talk according to the demands of a wide variety of contexts, and present information and experiences with increasing confidence. They engage the interest of others by varying their expression and vocabulary. In discussion they think carefully about what others say, and consider how and when to respond. They express opinions using evidence at times. They demonstrate a fairly sound grasp of the natural syntax of the spoken language and they vary vocabulary and expression according to register.
Level 7	Learners adapt their talk purposefully and use appropriate language in a variety of contexts. They communicate clearly and organise their talk, showing some initiative. They express opinions selecting evidence to support their viewpoints. In discussion, they make sensitive and thoughtful comments when evaluating others' ideas. They demonstrate a sound grasp of the natural syntax of the spoken language and draw on a wide variety of language resources.
Level 8	Learners contribute and show initiative in discussions on different subjects with a variety of listeners. They deal with information from various sources and use evidence in a balanced way to justify opinion. They communicate ideas coherently and vary their language according to purpose and audience. In discussion they make subtle and sensitive comments, evaluating others' ideas before contributing in a way that will move the discussion forward. Their language is accurate and assured.
Exceptional Performance	Learners partake in a variety of contexts, confidently and are consistently effective. They initiate and sustain discussions on wide-ranging topics, reasoning with perception and confidence, demonstrating an independent and mature mind. They listen with concentration before responding in an articulate and perceptive manner to complex contributions by others. They have a high standard of accurate and robust spoken language, and they vary style and register according to purpose and audience.



Attainment target 2: Reading

Level 1	Learners recognise familiar words in simple texts. When reading aloud they use their knowledge of letters and the relationship between sounds and symbols to read words and establish meaning. They respond to poetry, stories and factual material by identifying aspects they like.
Level 2	Generally, learners read simple texts accurately. They show an understanding of major events or ideas in stories, poems and factual material and express opinions about them. They use a range of strategies in reading unfamiliar words and establishing meaning.
Level 3	Learners read a range of texts. They read aloud accurately, fluently and with increasing emphasis. They use appropriate strategies to establish meaning. They extract the main facts from texts and respond to what they have read. They use their knowledge of the alphabet to locate books and find information.
Level 4	Learners read clearly and expressively. In responding to a wide variety of texts they show an understanding of the main ideas, events and characters. They refer to the text when expressing opinion, and begin to show an understanding of what is implicit in the material read. They gather information on a specific topic from more than one printed source and use it effectively.
Level 5	Learners show understanding of a variety of texts, selecting the main points and show understanding of what is implicit in them by drawing conclusions where appropriate. When responding to a wide range of texts they express opinion and refer to plot, characters and some aspects of style, selecting appropriate words, phrases, sentences and information to support their views. They gather, recall and organise information from various sources.
Level 6	In reading and discussing a wide variety of texts, learners recognise different layers of meaning and make comments on their significance and effect. They express opinions on a wide range of subjects and provide reasons for their comments referring to content, themes, structure and aspects of language and style. They gather, recall and summarise relevant information from various sources clearly.
Level 7	In reading and discussing a wide variety of texts, learners show understanding of the ways in which meaning is conveyed and information presented. They express opinions skilfully and analyse reading material by referring to content, themes, structure, language and style. They gather, collate and present information from various sources effectively.
Level 8	Learners respond thoughtfully to a wide variety of texts by analysing and evaluating how meaning is conveyed. They analyse style in detail and form opinions by balancing evidence. They select, collate and analyse ideas and information, and discuss the ways in which these are presented in different texts.
Exceptional Performance	Learners respond confidently and with maturity to challenging texts using critical analysis and evaluation and presenting detailed and perceptive comments on how meaning is communicated and information presented. They discuss texts shrewdly, considering audience, purpose, style and form, cross-referencing effectively.



Attainment target 3: Writing

Level 1	Learners communicate by writing words, phrases and occasional sentences and they begin to show an awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated. They begin to understand the different purposes and functions of written language.
Level 2	Learners' written work communicates meaning. They use appropriate and interesting vocabulary which shows some awareness of the reader and form. Often ideas are developed in a series of linked sentences. They use capital letters and full stops with some consistency. In handwriting, letters are accurately formed and consistent in size and used according to convention.
Level 3	Learners' writing is clear and organised in both creative and factual forms, and on a variety of subjects. They show some grasp of form and progression, developing their ideas sensibly, varying their sentences to some extent and at times, adapt their work to the purpose of the reader. They begin to create effects by selecting words that are suitable for the purpose. They produce basic constructions and sentences which are fairly accurate and, on the whole, punctuation – capital letters, question marks, apostrophes and full stops – is accurate. They spell most structure and basic words of the subjects under discussion accurately. Handwriting is legible and work is appropriately presented.
Level 4	Learners write thoughtfully and imaginatively and show a fairly sound grasp of form. They express opinions simply and often sustain and develop ideas in an interesting way. Vocabulary choices are often original and words and phrases are chosen for effect. They use more varied and complex constructions fairly accurately. They organise their work into paragraphs and in progression for the purpose of the reader. They spell most of the words within their experience correctly, writing words in their standard written form where appropriate and mutating correctly at times. 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. Handwriting is legible, and they write with ease, and where appropriate presentation is adapted according to the task.
Level 5	Learners write clearly, in a varied and interesting way for a variety of purposes, showing perception, imagination and a sound grasp of form. They express opinions supported by some reasons. They are often original in their choice of words and phrases, considering subject, purpose, and the nature of the audience. Their work is organised into paragraphs and includes a range of constructions and phrases that are fairly accurate and Welsh in flavour. They usually use punctuations and mutations correctly. They use their knowledge of the rules of spelling to spell correctly. Work is legible and effectively presented.
Level 6	The learners' written work engages and sustains the reader's interest through the deliberate choice of vocabulary, phrases and sentence forms when developing descriptions, ideas and arguments. They present information for different purposes and express opinions, developing some points in support of a point of view. They make appropriate use of style, language and register suitable to the form. They have a fairly sound grasp of accurate syntax and natural Welsh idiom. They use mutations and spelling is generally accurate, including that of irregular words. A range of punctuation marks is used to clarify meaning and ideas are organised in paragraphs. Work is legible and effectively presented.
Level 7	Learners write confidently and choose an appropriate style in a wide range of forms. They show a sustained ability to use the features and conventions of narrative and factual writing. In narrative, ideas and situations are developed and in factual writing ideas are well organised and coherent. They sustain arguments, providing evidence to support their opinions. Their use of vocabulary and correct, natural Welsh syntax reflects the demands of the task. They spell complex, irregular words accurately. Paragraphing, punctuation and grammar are usually correct and used to clarify progression for the reader. Work is legible and effectively presented.
Level 8	The learners' writing shows depth, flair and originality. They demonstrate the ability to use most creative forms effectively and confidently, varying style and register according to the purpose of the task. In narrative writing, they develop characters and situations, and in factual writing their ideas are well organised, coherent and subtle. They structure their arguments, providing evidence consistently. Their language is rich and accurate and they have a clear grasp of grammar, punctuation, spelling and paragraphing. Work is legible and effectively presented.
Exceptional Performance	Learners write perceptively and subtly, showing skilful use of a range of styles and forms and maintaining the reader's interest. They develop and sustain ideas and arguments rationally and clearly and treat imaginative and factual texts on extensive topics in a detailed and well organised fashion. They demonstrate a wealth of language resources that are used accurately and with maturity to ensure the fluency of their style. The paragraphs are carefully structured and linked, adding to the clarity and organisation of the writing as a whole. Work is legible and effectively presented.



Range of experiences

Learners should be given opportunities to:

- orally rehearse for writing
- respond orally to continuous and non-continuous texts
- see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard
- increase their confidence in language use by drawing on their knowledge of Welsh, English and other languages
- respond orally to a variety of stimuli and ideas, including written and dynamic texts, *e.g. paintings, music, film, still and moving images*
- communicate for a range of purposes and contexts, *e.g. recount and present information, instruct others and follow a series of commands, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
- present, talk and perform in formal and informal contexts and for a variety of audiences including younger/older learners, teachers, peers, familiar and unfamiliar adults
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of stimuli, *e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions*
- speak clearly in Welsh, using intonation and emphasis appropriately, *e.g. recitation, oral storytelling*
- use appropriate terminology suitable for the situation
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.

The programmes of study for Welsh and English have been developed side by side. Learners 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 is a specific Welsh Programme of Study skill will appear as bold. These skills are further identified by the following icon.

Programme of study skill ❖ When combined with the LNF statements, these skills form the Key Stage 4 Welsh Programme of Study.

N.B.

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



Strand: Oracy

Elements	Aspects	Year 10	Year 11
		Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	present ideas and issues to meet the demands of different audiences	present ideas and issues to meet the demands of different audiences
		speak fluently, using a range of techniques, expressions and gestures	speak fluently and confidently, using a range of techniques, expressions and gestures
		confidently use formal language in a range of contexts	adapt their use of language for different purposes within a wide range of contexts
		respond to how listeners react, and adapt their use of language for different contexts and purposes	respond confidently to how listeners react, adapting their language in a wide range of contexts and for different purposes
		sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i>	speak from a range of convincing perspectives to meet the demands of different situations, contexts and purposes
		confidently explore challenging or contentious issues through sustained role play	confidently and consistently explore challenging or contentious issues through sustained role play
		structure their speech effectively using non-verbal features to meet the demands of a range of formal and informal contexts and purposes, and using natural Welsh syntax and sentence structures ❖	adapt their speech effectively using non-verbal features to meet the demands of a range of formal and informal contexts and purposes, and using natural Welsh syntax and sentence structures ❖
		confidently organise and extend their spoken language using varied syntax and adventurous vocabulary precisely (including terminology) to make sustained, well-thought-out contributions that engage listener interest ❖	confidently organise and extend their spoken language using varied syntax and adventurous vocabulary precisely (including terminology) to make sustained and considered contributions that engage listener interest ❖
		speak accurately showing a strong grasp of language, <i>e.g. verb forms (tense and person), prepositions, noun genders</i> ❖	speak accurately showing a strong grasp of language, <i>e.g. verb forms (tense and person), prepositions, noun genders</i> ❖
		use a range of mutations (soft, nasal and aspirate mutations) correctly in context	use a range of mutations (soft, nasal and aspirate mutations) correctly in context
	Listening	respond to the ideas of others in thoughtful and considerate ways, seeking clarification through appropriate questioning	respond with confidence and sensitivity to the ideas of others in different situations, reflecting on information and ideas and asking relevant questions
		listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view	listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view



Strand: Oracy

		↔	Year 10	↔	Year 11
Elements	Aspects		Learners are able to:		Learners are able to:
Developing and presenting information and ideas	Collaboration and discussion		adapt talk in a range of roles, including in more formal situations, contexts and purposes, e.g. <i>speaking to larger audiences in a formal debate</i>		adapt talk in a range of roles with increasing confidence, including in more challenging and formal situations, contexts and purposes, e.g. <i>presenting a pitch to an external/unfamiliar audience</i>
			develop and support their own and others' ideas with evidence; engage and respond in thoughtful ways to a wide range of increasingly challenging topics and written texts ❖		develop and support their own and others' ideas by reasoning; seek clarification and analyse others' responses to a wide range of increasingly challenging topics and written texts ❖
			use a range of options and strategies to enable the group to progress and reach agreement.		use a range of options and strategies to enable the group to progress and reach consensus.

Extension

Learners are able to:

- make a range of contributions to discussions in a wide range of contexts and in a range of formal and informal situations
- listen to complex information, giving relevant, cogent and engaging responses
- make effective presentations in a wide range of contexts, presenting complex information, ideas and views persuasively
- independently fulfil the demands of a range of roles and move discussions forward skilfully
- confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information and feelings in an engaging and creative manner.



Range of experiences

Learners should be given opportunities to:

- read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:
 - extracts and complete texts
 - information and reference texts
 - traditional and contemporary poetry and prose
 - graphic novels
 - drama, including drama in performance
 - texts that have challenging subject matter, which broaden perspectives and extend thinking
 - texts with a variety of structures, forms, purposes, intended audiences and presentational devices
 - texts that demonstrate quality and variety in language use
 - texts that reflect individual choice of reading matter
 - texts with a variety of social, historical and cultural contexts
 - texts that extend learners' intellectual, moral and emotional understanding
 - texts with a variety of tone, *e.g. irony, parody, word play, innuendo and satire*
 - texts that present challenge
 - texts that show the impact of technology on language
- understand how texts evolve in response to social and technological changes
- read individually and collaboratively, *e.g. paired reading, guided group reading, shared reading*
- read for different purposes, *e.g. for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding through re-reading; to identify language devices used by the writer to analyse purpose; to identify alternative readings of a text*
- develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, poets, peers*, in written and dynamic texts.

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become enthusiastic, independent and reflective readers.

The programmes of study for Welsh and English have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

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Strand: Reading

Elements	Aspects	Year 10	Year 11
		Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	use their knowledge of: <ul style="list-style-type: none"> – word roots and families – grammar, sentence and whole-text structure – content and context to make sense of words, sentences and whole texts	use their knowledge of: <ul style="list-style-type: none"> – word roots and families – grammar, sentence and whole-text structure – content and context to make sense of words, sentences and whole texts
		use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting on key ideas and themes	use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes
		evaluate the characteristics of a wide range of challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation ❖	evaluate the characteristics of a wide range of challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation ❖
		use the internet to search selectively, assessing the reliability and significance of what they find	use the internet to search selectively, assessing the reliability, significance and accuracy of what they find
Responding to what has been read	Comprehension	read and analyse a range of unseen printed and multi-modal texts with concentration and independence	read and analyse a range of unseen printed and multi-modal texts with concentration and independence
		analyse texts and subtexts, responding and conveying ideas clearly and appropriately	analyse and respond to texts and subtexts confidently, understanding and interpreting meaning
		gain a full understanding of texts using inference, deduction and analysis, understanding how the context of the text may influence the reader	gain a full understanding of texts using inference, deduction and analysis, understanding how the context of the text may influence the reader
		compare and contrast themes and issues across a range of texts and make text-to-text connections	compare and contrast themes and ideas across a range of texts confidently, exploring how they vary in purpose and effect
		independently research a wide range of sources to develop a full understanding of an unfamiliar topic or issue	independently research a wide range of sources to develop a full understanding of an increasingly complex topic or issue
		make careful comparisons and connections between continuous and/or non-continuous texts, e.g. through analysing theme/topic, language, technique, structure, form, character, intended effect on reader ❖	make sustained comparisons and connections between continuous and/or non-continuous texts, e.g. through evaluating theme/topic, language, technique, structure, form, character, intended effect on reader ❖



Strand: Reading

Elements	Aspects	Year 10	Year 11
		Learners are able to:	Learners are able to:
Responding to what has been read	Response and analysis	synthesise and analyse information to gain in-depth understanding from sources which may have conflicting views	synthesise and analyse information to gain a broad and balanced understanding from sources which may have conflicting views
		understand and distinguish between facts/evidence and bias/argument, commenting on both obvious points and inferences	understand and explore in detail how texts may be interpreted differently, distinguishing between facts/evidence and bias/argument
		comment on different interpretations of issues and ideas, using the text to support opinions	explore in detail different interpretations of issues and ideas, using the text to support opinions
		engage with and respond critically to a wide range of continuous and non-continuous texts, showing creative and sustained interpretations ❖	engage with and respond critically to a wide range of continuous and non-continuous texts showing imagination and originality in interpretations ❖
		consider what they read/view, responding orally and in writing to ideas, language and organisation/presentation, selecting textual detail to support and articulate their views ❖	consider what they read/view, responding orally and in writing to ideas, language and organisation/presentation, selecting textual detail to support, articulate and justify their views ❖
		evaluate how texts are adapted for different media, carefully considering the purpose and intended effect on reader/audience, e.g. <i>Kate Roberts' short story Te yn y Grug and the film version Mynydd Grug</i> ❖	confidently evaluate how texts are adapted for different media, carefully and critically considering the purpose and intended effect on reader/audience ❖
		evaluate the purpose, impact and reliability of texts.	confidently evaluate the purpose, impact and reliability of texts.

Extension

Learners are able to:

- select, analyse and evaluate information, ideas, opinions, purpose, implicit meaning and/or bias within a wide range of texts
- demonstrate a secure overview of challenging texts when gathering information, ideas, arguments and opinions for different purposes
- make cogent and critical responses and show originality in analysis and interpretation
- make assured and astute responses to key ideas and themes and use inference, deduction and analysis effectively
- summarise and synthesise information and ideas succinctly from different sources
- **respond personally, critically and persuasively to a variety of continuous and non-continuous texts, evaluating how details of language, grammar, structure and presentation affect the reader ❖**
- **identify and discuss writers' perspectives in description, narration, exposition, argumentation and transactional texts, choosing apt quotations; make telling comparisons and cross references that illuminate purpose and meaning. ❖**



Range of experiences

Learners should be given opportunities to:

- write for a variety of purposes, including to:
 - recount
 - instruct
 - inform
 - explain
 - argue/persuade
 - discuss/analyse
 - evaluate
 - narrate
 - describe
 - empathise
- write in a range of continuous and non-continuous texts in a variety of forms, *e.g. letters, diaries, articles, stories, reports, speeches, plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies*
- write for a range of authentic audiences, real or imagined, *e.g. peers, younger learners, teachers, family members, historical and fictional characters*
- produce poetic writing, using imagery and poetic devices, *e.g. rhyme and form*
- use a wide range of written and dynamic stimuli, *e.g. stories, picture books, images, poems, experiences, films, paintings, music*
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected.

The programmes of study for Welsh and English have been developed side by side. Learners 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 is a specific Welsh Programme of Study skill will appear as bold. These skills are further identified by the following icon.

Programme of study skill ❖ When combined with the LNF statements, these skills form the Key Stage 4 Welsh Programme of Study.

N.B.

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



Strand: Writing

		↔	Year 10	↔	Year 11
Elements	Aspects		Learners are able to:		Learners are able to:
Organising ideas and information	Meaning, purposes, readers		write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely, showing clear awareness of the reader or intended audience and purpose for writing		write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely, confidently adapting style and form for the reader or intended audience and purpose for writing
			show control, coherence and originality of style when writing in continuous and non-continuous forms, e.g. use convincing plot and character construction, pace, imagination and creativity, shape, detail and other devices, to achieve particular effects and to capture and hold the readers' interest ❖		show control, coherence and originality of style when writing in continuous and non-continuous forms, e.g. use convincing character and plot development, pace, imagination and creativity, shape, detail and other devices, to achieve particular effects and firmly sustain the readers' interest ❖
			construct responses that connect and develop ideas to fully cover the topic		construct detailed responses confidently, connecting and developing ideas to ensure full coverage of topic
			plan appropriately to develop writing for a range of different purposes and audiences		plan appropriately to develop writing for a challenging range of different purposes and audiences
			use the tools and conventions of ICT creatively and appropriately to communicate effectively in a range of contexts		use the tools and conventions of ICT creatively and appropriately to communicate in a range of increasingly varied and challenging contexts
			proofread their own work and the work of others with independence and confidence, editing carefully; use a wide range of peer- and self-assessment strategies to effectively evaluate and improve the text ❖		proofread their own work and the work of others with independence and confidence, editing carefully; use a wide range of peer- and self-assessment strategies to effectively and confidently evaluate and improve the text ❖
	Structure and organisation		improve the content, structure and accuracy of their writing through independent review and editing		improve the content, structure and accuracy of their writing through independent review and editing
			write independently in an appropriate form with increasing confidence, ensuring content is organised, detailed and relevant, e.g. <i>how best to present opinions, information and explanations</i>		write independently in an appropriate form with confidence, ensuring content is organised, detailed and relevant, e.g. <i>to explain a process, convey an argument</i>
			show clear awareness of different readers by selecting from a range of styles and structures, and adapting their use of language		show sustained awareness of different readers by selecting from a range of styles and structures, and adapting their use of language confidently
			organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections		organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently



Strand: Writing

Elements	Aspects	Year 10	Year 11
		Learners are able to:	Learners are able to:
Writing accurately	Language	use language to convey objectivity and impartiality, acknowledging that there may be more than one viewpoint, <i>e.g. use words such as 'gellid dadlau', 'gellid gweld bod ...'</i>	convey objectivity and impartiality on complex topics using a range of linguistic devices
		use a wide range of technical terms, appropriate vocabulary, and expression for different purposes and to create different effects, <i>e.g. to persuade, inform, entertain</i>	accurately use a wide range of technical terms, appropriate vocabulary, and expression to reflect the demands of the task and create different effects, <i>e.g. summarising an argument</i>
		use advanced vocabulary effectively and accurately to convey precise meaning and create deliberate effect ❖	use advanced vocabulary confidently and accurately to convey precise meaning and create deliberate effect ❖
	Grammar Punctuation Spelling Handwriting	demonstrate a sound grasp of the Welsh language and syntax, crafting their language carefully when writing, <i>e.g. use a range of verb forms purposefully, negate sentences, conjugate prepositions, differentiate between similar words and use noun genders correctly ❖</i>	demonstrate a sound grasp of the Welsh language and syntax, crafting their language confidently when writing, <i>e.g. use a range of verb forms purposefully, negate sentences, conjugate prepositions, differentiate between similar words and use noun genders correctly ❖</i>
		vary sentence structures to engage and sustain the readers' interest and write with grammatical accuracy	vary sentence structures to engage and sustain the readers' interest and write with grammatical accuracy
		use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects	use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
		use a variety of strategies and resources to accurately spell an increasing range of familiar, unfamiliar and subject-specific words	use a variety of strategies and resources to accurately spell an increasing range of familiar, unfamiliar and subject-specific words
		present their handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning	present their handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning
		write grammatically accurate sentences ensuring that the verb tense and person is correct in context	write grammatically accurate sentences ensuring that the verb tense and person is correct in context
		use a range of mutations (soft, nasal and aspirate mutations) correctly in context.	use a range of mutations (soft, nasal and aspirate mutations) correctly in context.



Extension

Learners are able to:

- write showing confident, assured control of a range of forms and styles appropriate to task and purpose
- write in an engaging manner, holding the readers' interest through logical argument, persuasive force or inspired originality
- use linguistic and structural features skilfully to sequence texts and achieve coherence
- write documents on complex subjects, concisely and clearly, logically and persuasively, including extended texts that communicate information, ideas and opinions effectively and persuasively
- use a wide range of accurate sentence structures to ensure clarity
- use an advanced vocabulary appropriately and with precision
- use correct grammar, punctuation and spelling
- **confidently use a wide range of peer- and self-assessment strategies.** ❖