Making the Link

Language learning 5–14

English
Welsh
Welsh second language
Modern foreign languages

Making the Link – Language learning 5 – 14

Executive summary

Following the launch of the Welsh Assembly Government's National Modern Foreign Languages Strategy, *Languages Count* in April 2002, ACCAC has worked with Estyn to produce guidance for schools that will:

- outline principles and recommendations common to language learning across English, Welsh, Welsh second language and modern foreign languages

- help teachers build on earlier learning and help foster greater co-operation between Welsh, English and modern foreign language departments.

The guidance covers Key Stages 1, 2 and 3 and is intended to support all teachers of languages as well as literacy co-ordinators where appropriate.

It aims to help all language teachers develop pupils' language learning skills (in English and/or Welsh) from the beginning of Key Stage 1 through to Key Stage 3. It also aims to build on these skills to support the learning of a modern foreign language in Key Stage 3 in order to encourage better uptake at age 14 and beyond.

The focus throughout is on how teachers can make links across languages, build on pupils' other language experience and prior learning, and support pupils' progress in language learning, whatever the language.

The guidance includes:

- good practice in language teaching and learning

- skills, contexts, activities and progression across languages

- practical ideas for the classroom

- suggestions for planning, evaluation, monitoring

- a glossary of language terminology.

Introduction

Languages Count, the Welsh Assembly Government's National Modern Foreign Languages Strategy was launched in April 2002. It aims to celebrate Wales as a bilingual country, to help to address the low take up of languages at the age of 14 and beyond, and to raise awareness of the importance of modern foreign languages (MFL) in general. The Welsh Assembly Government through its National Action Plan for a bilingual Wales *Iaith Pawb* also aims to encourage the growth of the Welsh language.

As part of the languages strategy, ACCAC was commissioned to work with Estyn to

'draw up guidance on language learning from Key Stages 1–3. This guidance will establish principles and recommendations common to English, Welsh and foreign languages. It will help teachers build on earlier learning and help foster greater co-operation between Welsh, English and modern foreign language departments.'

In Wales, pupils start to learn languages in school at different ages and different points of development. In Welsh and English, most pupils start Key Stage 1 already able to communicate orally in their home language. (Some pupils however, arrive in Welsh medium schools from English speaking home backgrounds and speaking no Welsh). Their oral communication in their home language can therefore support progress in other skills. Pupils who are learning Welsh as a second language in English medium schools, usually start to learn Welsh at the beginning of Key Stage 1. From September 2003 some primary schools will also be taking part in the Welsh Assembly Government's modern foreign languages at Key Stage 2 pilot projects. However, normally in MFL, pupils do not start to learn a foreign language until Key Stage 3, but by this stage they can already read and write in their other two languages.

Pupils therefore arrive in school with at least one language and may also bring proficiency in other languages from their home. Pupils' literacy and language skills from one language can and should be used to support the raising of standards in the other. Teachers of modern foreign languages in Key Stage 3 should also build on these language learning skills to develop a range of skills in the foreign language.

The purpose of the guidance is therefore to:

- highlight opportunities to develop language skills both across languages and over key stages

- identify some of the skills that are key to language learning, regardless of language

- show how links across languages can be made

- provide practical ideas for teaching and learning.

The guidance supports:

- the teaching of English, Welsh and Welsh second language in Key Stages 1, 2 and 3, showing how common skills, terminology and some jointly planned activities can support progression and interest in both languages

- the teaching of modern foreign languages in Key Stage 3, showing how building on skills developed in English and Welsh and some joint activities can support language development and motivation

- literacy across the curriculum by giving guidance on monitoring progress, pupil self-evaluation and whole school strategies.

School and department self-evaluation

Within the guidance are a number of checklist questions to help individual teachers, departments and schools evaluate and review their current practice and to support the planning and implementation of aspects of the guidance.

Good practice in developing pupils' language skills

In the teaching of language and literacy, good practice has been identified which can lead to sustained language development and progression across skills.

Pupils should be encouraged to communicate accurately, with confidence, enjoyment and interest in an increasing range of contexts. They should be given opportunities to read, view and listen to a wide range of material and to respond in a variety of ways.

In Wales there are also opportunities to build on pupils' dual language experience and to bring these language skills to the learning of a foreign language. Pupils for whom English or Welsh is not their first language, also bring language skills to the classroom.

Usually language skills will be integrated across different activities, however it is useful to identify the skills separately to ensure that the range of opportunities is provided. By developing the language skills outlined below, across languages, pupils' experiences in one language can support the development of a second and third language.

Developing language skills

In **oracy** (speaking and listening) pupils should:

- listen to a good model of oral language

- listen and view carefully in a variety of authentic situations

- listen, speak and engage in different activities including drama

- hear and perform a range of rhymes, poems, presentations

- adapt their speech to a wide range of contexts

- use correct pronunciation and intonation

- produce extended oral responses, including responses to questions, texts and other stimuli.

In **reading** pupils should:

- develop awareness of the sounds in spoken language and how these are represented in writing

- give attention to the way in which sentences are structured

- give attention to the context in which words are placed

- develop comprehension and more advanced reading skills across a range of different kinds of texts

- practise reading and discussing texts

- use research skills and ICT to develop independence.

In **writing** pupils should:

- organise and structure sentences grammatically

- use accurate punctuation, correct spelling and legible handwriting

- use a dictionary, thesaurus or glossary and other reference materials to help them with their writing

- plan their writing

- improve writing skills through proofreading and redrafting

- write frequently for a range of audiences and purposes

- write independently

- write creatively

- use ICT to support the above.

Possible questions for review and evaluation of practice

- Do we provide the opportunities identified in the good practice list?

- Are there skills that need further development?

- Is it possible to identify particular activities or areas of work that provide these opportunities?

- Do we provide opportunities for creativity and independence?

- Are these opportunities explicit in our scheme of work?

Developing language learning skills for a new language

In the early stages of learning a new language, pupils will need support and opportunities to develop language learning skills, which will also include:

- teaching pupils to listen and experiment with new sound patterns

- using a variety of listening material to train the ear to new language sounds

- ensuring pupils understand the relationship between the written word and the sound system of the new language

- teaching pupils the language of the classroom to meet their everyday needs

- teaching language learning strategies such as how to memorise language

- using multi-sensory approaches (visual, auditory and kinesthetic) to enhance learning

- training pupils to memorise new words effectively

- consolidating new vocabulary and structures regularly

- teaching pupils how to learn and record new items of language

- giving opportunities to use previously learnt language in different contexts

- building on and reinforcing prior language knowledge that has been learnt in other languages

- increasing the length of texts that pupils hear and read

- encouraging pupils to produce more extended language and to go beyond a minimum response both in speaking and in writing.

Possible questions for review and evaluation of practice

- How do we prepare pupils to learn a new language?

- Do we build on pupils' previous language learning skills and prior language knowledge?

- What skills might we need to develop further?

Towards bilingualism and transferring from one language to another

Bilingualism is the ability to speak, read and write in two languages. Whether schools teach largely through the medium of Welsh or the medium of English, the aim in the end is to enable pupils to play a full part in a bilingual society and to use both Welsh and English to the best of their ability. The Welsh Assembly Government's policy statement *A Bilingual Future* and the national action plan *Iaith Pawb* outline the importance of creating a bilingual Wales. Pupils in Wales have a unique opportunity in the UK to build on these dual language skills.

The Estyn discussion paper *Developing dual literacy* discusses how dual literacy can support language learning and prepare pupils for situations where they might need to transfer from one language to another. This transfer from one language to another can support the teaching and learning in Welsh and English and also MFL, by providing opportunities to make clear links across languages at all levels.

Although in all language learning the emphasis will usually be on using and

responding to the language being taught, there are nevertheless times when using two languages within one activity can provide motivating and valuable experiences. For example, pupils could respond in Welsh or a MFL to a film or television programme they have seen in English, or respond in English to more complex or authentic texts in Welsh or the MFL as appropriate.

When planning dual language activities however, teachers will need to consider pupils' level of language and skills in the language being taught. They will also need to be clear about the outcomes of the activity and how it will support pupils' language learning in both languages. The examples of possible activities below are targeted at a range of language development and demonstrate possible progression in how pupils might use two languages.

Examples of possible activities

In **oracy** activities (speaking and listening) pupils can be given opportunities to:

- listen to a story in one language and respond in another

- use personal or factual information heard in one language, to give the gist of it in another

- view something in one language and report back in another

- summarise in one language, information presented in another.

In **reading** pupils can be given opportunities to:

- read a story in one language and respond in another

- read different kinds of texts in both languages and compare them, e.g. instructions or tourist leaflets

- talk about similarities and differences between the language of texts in both languages

- use sources of information in both languages and summarise main points or opinions, orally or in writing

- read a text or part of a text in one language and complete a number of tasks on it in another language.

In **writing** pupils can be given opportunities to:

- respond simply in writing in one language to a story or something they have seen or heard in another

- communicate information, read or heard, from one language to the other in writing

■ summarise information received in one language and present it in writing in another language.

Possible questions for review and evaluation of practice

- Is it a good idea to develop some activities in two languages?

- Do we already do this?

- Which kinds of activities are most appropriate for our pupils' language learning?

- How could we develop these further?

Skills across languages

The National Curriculum programmes of study for English, Welsh, Welsh second language and MFL have many common requirements with regard to expectations, progression, language skills and language activities. Although pupils have different starting points and the programmes of study are taught over different key stages, there are many opportunities to consolidate skills across languages.

Many of the skills identified are transferable across languages and building on these can help to develop pupils' knowledge about language and understanding of how languages work. The sections below identify common features and show how teachers and departments can bring coherence to pupils' language learning experience.

Common skills in the programmes of study

Key Stage 1

Oracy (speaking and listening)

- In English, Welsh, and Welsh second language, emphasis is placed on listening and developing pupils' listening skills, encouraging pupils to listen carefully and to respond appropriately.

- Pupils are encouraged to speak with confidence, to express themselves clearly and to think about pronunciation and intonation. The conventions of conversation and social conventions, greetings and forming relationships are also emphasised across languages.

- Games identifying sounds and listening games such as 'Simon Says' can be played in English and Welsh and if appropriate, using both languages, to reinforce listening. Where appropriate, comparisons between greetings in English, Welsh and other languages can be made.

Reading

- In Welsh and English, pupils are developing phonic skills and grammatical understanding. They are encouraged to read aloud and to read their own writing. Research skills are beginning to be developed through the use of ICT and the use of dictionaries. For Welsh second language learners, phonic skills are also developed and pupils are also beginning to read aloud and report on what they have read, although this is likely to be more limited than in English and Welsh.

- Even at this early stage, where appropriate, comparisons can be made between languages and attention can be drawn to the similar skills required. Pupils can sometimes be given opportunities to move between languages by finding information or reading a text in one language and reporting or responding in the other.

Writing

- The skills of planning, drafting and the use of ICT are common to both English and Welsh. Opportunities for independence and creativity can start to be developed in both languages, including playing with language.

- Where both languages are taught, activities might also include looking for simple similarities and differences in languages, identifying rules and using similar activities to reinforce language skills such as checking spellings and creating personal wordlists or glossaries.

Possible questions for review and evaluation of practice

- Are we aware of the similar requirements across the National Curriculum Orders in Key Stage 1?

- Do we make any links?

- Where appropriate, do we plan for links between languages?

- Are there unplanned links that we can build on, including those with other languages pupils might speak?

- Are there links between schemes of work?

- Do we reinforce language skills in English, Welsh or both in other areas of the curriculum?

Key Stage 2

Oracy (speaking and listening)

- In Welsh, Welsh second language and English, the range of material that pupils listen to and view, is starting to widen. Pupils are required to start focusing on certain aspects and to respond appropriately.

- In speech, pupils are starting to organise what they say for different purposes: drama, role-play, presenting information and opinions.

- In order to reinforce listening across languages, pupils can sometimes listen to or view a stimulus in one language and respond in the other, or from a common stimulus, take part in follow up activities in both English and Welsh. Using some common or linked themes and activities in Welsh and English can also support the skill of structuring spoken language.

Reading

- Reading skills are being developed so that pupils can use what they read for different purposes, as well as reading for pleasure. For example in Welsh, Welsh second language and English, pupils are required to find information, make notes, skim and scan.

- Teachers can emphasise that pupils are using the same skills so that learning in one language supports learning in the other. Using the same kinds of conventions for notes, recording information, talking about what they have read, etc., can help pupils make the link.

Writing

- Pupils are now writing for a variety of purposes or in response to a wider range of stimuli. There is emphasis on spelling and building up banks of words which pupils can use accurately.

- Using common terminology (see appendix A) and some activities which use both English and Welsh can help to reinforce writing skills in both languages. Other activities, for example common methods of recording new words, learning spellings, using dictionaries can also support pupils' language learning skills.

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Possible questions for review and evaluation of practice

- Are we aware of the similar requirements across the National Curriculum Orders in Key Stage 2?

- Do we make any links?

- Do we plan for links between languages?

- Are there unplanned links that we can build on, including those with other languages pupils might speak?

- Are there links between schemes of work?

- Do we build on language learning in Key Stage 1?

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Key Stage 3

With the introduction of a modern foreign language, pupils in Key Stage 3 study at least three languages. Although pupils start in Year 7 at different stages of language development in English, Welsh or Welsh second language and the foreign language, the language skills that pupils are taught still have much in common.

However in Key Stage 3, as well as opportunities for all teachers to emphasise links and to build on common skills across languages, there is also a need for all teachers to build on the skills pupils have acquired in primary school. In particular MFL teachers should use the knowledge pupils have from learning English and Welsh or Welsh second language to support learning a new language.

Oracy (speaking and listening)

- Pupils across languages have to listen attentively and listen to a variety of stimuli. They are required to respond appropriately and to listen and view for information and interest.

- In speech there is an emphasis on correct choice of words, pronunciation and intonation. Pupils are required to ask and answer questions, express opinions and present information.

- In English and Welsh pupils also take part in drama activities, which Welsh second language and MFL teachers can also use as a vehicle for widening pupils' language experience and giving opportunities for creativity.

Reading

- In all languages there is an emphasis on a wide range of texts, including ICT and the skills of skimming and scanning and finding information.

- In Welsh and English there is also the requirement to study a range of literature.

- All these reading activities can give opportunities to make links, for example, opportunities for departments to work on linked themes, topics or types of text.

Writing

- Pupils are required to produce a variety of types of writing, to use ICT, to draft and redraft and to pay attention to accuracy. There is a requirement to use language imaginatively and creatively in MFL and for a range of purposes in Welsh and English.

- All languages can benefit from this range and the activities give many opportunities for cross-departmental collaboration.

Possible questions for review and evaluation of practice

- Are we aware of the similar requirements across the National Curriculum Orders?

- Do we make any links?

- Are we aware of what happens in other departments?

- Are there any links between schemes of work?

- Do we plan for links between languages?

- Are there unplanned links that we can build on, including those with other languages pupils might speak?

- Do we build on language learning in Key Stage 2?

Features of language

There are also structures and features of language that are common to all the programmes of study. Teachers can build on these so that knowledge about one language can be transferred to support the development of knowledge about other languages.

Key Stage 1 – English, Welsh, and Welsh second language

- the relationship between the printed word and sound patterns (MFL Key Stage 3)

- spelling patterns (MFL Key Stage 3)

- sentence structure (MFL Key Stage 3)

- verb endings and agreement (MFL Key Stage 3)

- simple punctuation

- handwriting.

Key Stage 2 – English, Welsh, and Welsh second language

- similarities and differences between spoken and written form

- linking sentences (MFL Key Stage 3)

- use of paragraphs

- terms to discuss text

- more complex sentence structures (MFL Key Stage 3)

- wider grammatical concepts, e.g. noun, preposition, conjunctions, adjectives, adverbs, gender (MFL Key Stage 3).

Key Stage 3 – English, Welsh, Welsh second language and MFL

- verb forms and tenses

- grammatical functions

- wide range of structures and vocabulary

- phrase, sentence, clause structure

- register.

Possible questions for review and evaluation of practice

- Do we explicitly teach the features listed?
- How do we teach them?
- Can we make links across languages in the way we teach them?
- What do we need to do to make these links?
- How will we ensure that pupils make the links?

Activities and contexts

Across the programmes of study and across the key stages there are a number of experiences and activities through which the language is taught and which are common for all languages. These can also include opportunities, for pupils to develop and apply the common requirements in particular: Curriculum Cymreig, Information Technology Skills, Creative Skills and of course Communication Skills.

Activities – pupils should be given opportunities to take part in:

- role-play

- pair work

- group discussion

- drama

- reading for a purpose

- independent research

- focused listening and viewing

- writing for different purposes

- using ICT to support language learning and development

- creative use of language

- narratives

- poetry.

Contexts – pupils should experience language in a range of contexts:

- personal

- formal and informal

- factual and imaginary

- reflecting their own culture and other cultures

- literary and non-literary

- contemporary and historical.

Possible questions for review and evaluation of practice

- Do we provide the opportunities for pupils to take part in the activities listed?

- Which activities do we not use? Is there a reason for this?

- What could we develop to widen our pupils' language learning experience?

- Do the contexts we use provide interest and motivation appropriate to our pupils' age and development?

- How could we link our delivery of the common requirements across languages?

- Are there opportunities for planning across languages?

Making links – planning and classroom activities

There are different levels of making links between the teaching of English, Welsh or Welsh second language and MFL. However, using similar or common approaches to language teaching will avoid pupils having a fragmented language experience and will increase their confidence in language use.

The links that can be made will vary in different key stages and their planning will depend on the number of teachers and languages involved. Initially, there might be a simple process of identification of features, leading to further planned and integrated approaches and activities. Planning for integrated or joint approaches does not mean however, that pupils will be taking part in identical activities at the same time in all their language work. Ensuring variety while making links is also important.

The ideas outlined below are intended to support teachers in planning joint approaches, followed by some practical ideas that can be used or adapted in the classroom. Some of them may be more applicable to a particular key stage whereas others can be used across key stages at different levels.

Appendix A 'Using a common terminology' provides a glossary of language terms to support teachers in emphasising and using common grammar, spelling and punctuation terms with pupils across languages. The definitions in the list are broadly consistent with those used in the DfES *National Literacy Strategy* materials, as used or adapted by many schools in Wales. They have been drafted to reflect terminology used across English, Welsh and modern foreign languages.

Initial links

Planning

The list below gives examples of approaches to making initial links across languages. It is not necessary to cover every possible link, but more important to look for those which will have the strongest impact on pupils' language learning and to plan how further links can be developed as appropriate. At this level identifying some common activities, emphasising links with pupils, making comparisons and using a common terminology (see Appendix A) are the kinds of links that can be made. Teachers can initially:

- identify areas of common practice by looking at schemes of work across languages so that incidental links and references can be made with pupils

- use the guidance to identify skills, language features, activities and contexts where links can be made

- establish agreed and common terminology where appropriate (see Appendix A)

- establish a common format for common activities such as spelling logs, note taking and keeping records of independent reading

- establish a time line of when language skills are taught or activities are introduced

so that initial introductions in one language can build on prior knowledge gained in another, including skills and activities from earlier key stages.

Classroom activities

Links can be made in the classroom by:

- using a common format across languages for guided writing, redrafting, story boards, writing frames and letter writing

- keeping spelling logs or making own wordlists in the same way across languages, even using colour coding for gender, parts of speech, etc.

- establishing key words across languages and using them at the beginning of lessons as appropriate

- linking language to every day signs and symbols across languages

- making wall displays to show key words such as paradigms, grammatical terms, punctuation, question words, etc. (see Appendix A)

- making notes, using the internet for research, other research methods and dictionary skills can be emphasised across languages in the same way

- using a common method of keeping records and reviews for independent reading

- using common strategies for memorising spellings, e.g. look, say, cover, write, check, across languages

- identifying cognates and making comparisons across languages to become an established part of language learning and encouraging discussion about the form and function of language

- establishing a list of word games that can be used across languages.

Next steps

Planning

More extended activities can be planned jointly across languages that are appropriate to support pupils in making links and also provide motivation and interest. These activities are likely to be short term, but will enable pupils to make clear links across languages. Joint planning might involve teachers in the following:

- reviewing schemes of work to agree appropriate timing for a particular activity

- identifying coverage of the programmes of study and possible levels of attainment

- agreeing resources, themes, activities and how to present them

- agreeing outcomes, e.g. presentation, display, assembly

- observing other teachers or co-teaching as appropriate

- reviewing and deciding whether to repeat the activity with other groups or how to plan further linked activities.

Classroom activities

The following activities are examples of the kinds of classroom activities that can be planned across languages to enable pupils to make links across languages. They might take place in one lesson or over a series of lessons.

- *Jingles, calligrams, englynion, haiku, raps,* and *shape poems* are all creative and more unusual ways of using and playing with language. Taking one of these language forms and exploiting them across languages can help pupils make links and they can all be exploited at different stages of language development. The end result can be oral, written or both. Pupils can make multi-lingual displays or take part in multi-lingual performances or recordings. These kinds of activities can also be developed in art, music and drama.

- Researching a particular topic in more than one language can result in different outcomes in different languages depending on the stage of language pupils have reached. Topics of immediate interest such as local area, music, clothes or sport can sometimes be taught at the same time across languages. Research in the home language might be quite complex for example in the case of local area could look at historical or geographical aspects. In a newer language, research might involve a simple survey about likes and dislikes or how often local facilities are used.

- Making presentations about a particular topic/theme in more than one language can also be done at different levels. This activity might be a follow up from a research task or a presentation of a personal interest such as their family, a hobby, their school or something they have seen or read.

- Carrying out a survey in one language and analysing and/or developing the results in another language. For example in a second language, pupils could carry out a survey about who does different activities around the house and the results could be analysed and reported in terms of gender and stereotypes in the home language.

- Choosing a topic for a week and planning different activities in different languages to exploit the topic. Topics could be to do with celebrations, local or national events or other one-off special occasions.

Developing more integrated links

Planning

This level of making links is more long term. It is likely to involve the kinds of links already suggested, but they will now be planned for over a year or a key stage. There

may also be some activities that are long term language projects that can be exploited in different ways and develop different skills, although it is also important that variety in the different languages is still preserved.

In planning for this kind of approach, teachers might consider the following:

- identifying links and adapting schemes of work to plan for them

- developing common policies across languages, e.g. marking, lesson planning

- building in short term activities and contexts ensuring balanced coverage across languages

- identifying and agreeing some longer term projects integrated into the schemes of work and ensuring National Curriculum coverage

- identifying assessment opportunities and progression across languages.

Classroom activities

The following are examples of some longer term projects to develop language skills across languages. Similar approaches could be taken to a number of activities and contexts:

- Biography and/or autobiography is a theme that can be developed at different levels across languages and key stages. Depending on the stage of language learning, the theme can involve listening, conducting interviews, making presentations, reading, reviewing and of course writing. In Key Stages 1 and 2, it can be linked to a famous person in history that the pupils are studying. Even when learning a new language one of the first things pupils learn is to talk about themselves and in later stages it can be a vehicle for talking about the past.

- Fairy tales, myths and legends are areas that can be studied across languages and at different levels. It is an area that younger pupils are familiar with from an early age; it has strong cultural and historical links and is still an area that can be explored with older pupils. All language skills can be developed, and there are opportunities for research, presentation, drama, creative writing and different literary forms. Teachers of MFL can develop the topic to practice description, sequencing, cultural links and comparisons with the country of the target language.

- For older pupils in Key Stage 3, the world of work is particularly relevant as they come to the stage where they have to make choices and it is an area where more factual language work can be carried out. Across languages different kinds of language can be looked at, in advertisements, letters of application, interviews, surveys, etc. Issues such as unemployment and employment opportunities locally and elsewhere in Wales and Europe can be explored through research and reading the press. The future tense can be introduced in MFL in the context of future plans.

Other activities that may be developed as longer term projects in a similar way include:

- planning and making a multi-lingual video about the school or local area

- examining the language of leaflets and publicity and pupils making their own, using ICT and even producing bilingual versions

- diaries

- exploiting particular features of language such as the language of instructions

- studying film, film reviews, creating posters, comparing reviews in different languages (Harry Potter has a website in a number of languages)

- the news and media.

Possible questions for review and evaluation of practice

- How could we start making links between languages?

- Do we already use any of the suggested activities?

- Do we plan appropriate activities to reinforce language learning for less able pupils and to extend more able pupils?

- At what level are we able to develop or plan for links?

- Which activities could we adapt easily in order to make some initial links?

- Which areas would we most like to develop further?

- What are our next steps to implement any of the suggestions?

Language awareness

This section outlines some language awareness activities, which can be another way of making links, raising pupils' awareness of languages other than those in their immediate experience and giving languages a more global significance.

A planned programme of language awareness can raise pupils' awareness of how language originated, how languages work and common features across a wide range of languages. Language awareness activities can bring opportunities to celebrate other languages pupils bring to the classroom apart from English, Welsh or more conventionally taught European languages. They can also help to raise the status of these languages and their speakers.

The activities outlined below can be supported in any language learning context. Some activities can be incidental or, more appropriately in Key Stages 1 and 2, can be part of pupils' everyday classroom routine. Other activities can be planned as part of pupils overall language experience over a period of time or can be a one off experience on a particular day, for example in celebrating the European Day of Languages or *Neges Ewyllys Da*. For pupils with additional needs across key stages, many of these activities can support the development of their communication skills and provide a wider context to develop their language experience.

Classroom activities

The following are likely to be more appropriate in Key Stages 1 and 2:

- answering the register in different languages, using for example greetings from around the world. Teachers can start by introducing two or three more well known languages, e.g. *Bonjour, Guten Tag, Hola* and allowing the pupils to practice in pairs. Once pupils have a command of two or three languages as well as English and Welsh, they can choose which language they want to answer the register in. Pupils can then find out more greetings by asking family and friends and gradually increase the classes' repertoire

- comparing pupils' names across languages to find similarities

- making artwork or displays using languages with other scripts, e.g. welcome posters

- make greetings cards, e.g. Christmas cards, in different languages

- learning about and making food from different countries and learning the names in the appropriate language

- finding out which languages are spoken in different countries, how many people speak different languages and presenting information in graphs or charts

- establishing a languages corner in the classroom with changing activities and languages and opportunities for pupils to make their own contributions

- introducing music and songs from other countries in other languages

- holding assemblies to celebrate different languages, as with *Neges Ewyllys Da,* including pupil demonstrations of language, songs, rhymes and artwork

- learning to count to ten in different languages

- comparing numbers, days, months of the years in different languages and making multi-lingual calendars

- looking at the derivation of words, e.g. days of the week or words that are 'borrowed' from other languages

- learning about different means of communication, including sign language, pictograms and hieroglyphics

- making up a language and establishing grammatical rules as well

- setting up a languages resource area in the library or resource centre, including picture dictionaries, books about languages, stories in other languages.

The following would be appropriate for all key stages:

- setting up e-mail links with schools in other countries

- inviting speakers of other languages into the school to teach 'taster' lessons in other languages

- planning specific whole school activities to celebrate languages.

> **Possible questions for review and evaluation of practice**
>
> - Do we already provide opportunities for language awareness?
>
> - What languages or language resources do we have readily available?
>
> - What would we like to develop further to raise pupils' awareness of other languages and language cultures?

Progression in language learning

There are key features that mark progression in language learning and development which are common to all languages. Early communication skills share many common features across languages. As pupils progress, in speaking and writing they start to produce responses of increasing length, with more complex and varied structures and in a widening range of contexts. They become more sensitive to register and audience and vary their responses accordingly. In listening, viewing and reading learners are able to deal with longer and a wider range of stimuli and respond in different ways, including expressing opinions.

However, pupils start to learn languages in school at different ages, at different stages of development in language skills and in different school contexts. For example, in Key Stage 1, pupils' oral skills in English will support progress in other skills. Pupils in Welsh medium schools in Key Stage 1 may not have Welsh as their home language, but will use Welsh for all their school experiences. Pupils learning Welsh as a second language in English medium schools in Key Stage 1 will have more advanced oral skills in English than they will have in Welsh. In MFL, pupils starting to learn a foreign language in Key Stage 3, can already read and write in English and Welsh. There will also be pupils arriving in schools who have neither English nor Welsh as their home language or pupils who have additional needs in relation to language development, whose progression in languages will be quite different.

The attainment targets and level descriptions recognise pupils' different starting points. In English and Welsh for example, (even though some pupils start with no Welsh at all in Welsh medium schools), the early level descriptions for Oracy, assume that pupils start their language learning with some speaking and listening skills. In Welsh second language, the early level descriptions for Oracy recognise that pupils are learning a new language in an English medium context and progression is slower. However across these three Orders, the early level descriptions for Reading and Writing are similar, as all pupils will be starting at a similar level of development. In MFL, the expected level of attainment at the end of Key Stage 3 is the same as in other subjects, even though pupils only start studying a foreign language at the age of 11. Therefore the early level descriptions across skills support accelerated progression through the lower levels. The level descriptions for MFL also recognise that pupils already have some language skills developed via their home or second language and can for example form letters, use punctuation, etc.

Nevertheless, the attainment targets are identical across Welsh, English and Welsh second language and very similar for MFL (Oracy is split into two attainment targets; Listening and Speaking). There are features of progression common to all languages and in their planning and measurement of progression, teachers can build on progress and prior attainment in one language to support the learning of another. Teachers can chart pupils' progress, individually or by group across languages.

The attainment targets are mapped across the language orders from Levels 1–7 in Appendix B so that teachers can compare progress and plan for progression across languages.

Appendix C also gives guidance to MFL teachers on grammatical and skill progression in Key Stage 3.

Possible questions for review and evaluation of practice

- Do we plan for progression taking into account pupils' prior language skills?

- Are we aware of our pupils' progress in other languages?

- Do we use that knowledge to plan the teaching and learning in our own language?

- How can we use the attainment target/level description 'map' to help us? (Appendix B)

Monitoring and evaluation

This last section looks at how pupils, teachers, departments and schools as a whole can evaluate whether making links across language learning is having an impact and what the implications might be for the whole school.

Pupils

It is important that pupils are aware of links across languages and how they can support their language learning. Confidence in their language skills should increase as a result of having a unified language experience where common skills are reinforced and where they can see how their prior knowledge is used across languages. Pupils can monitor their own experiences and progress, and any pupil self-assessment materials can also assist teachers in future planning

Pupils' awareness of their own progress across languages can be achieved in a variety of ways.

■ Pupils should be actively involved in making links across languages so that they can draw their own comparisons and recognise skills and concepts independently.

■ Pupils can actively track their own language experience and monitor their progress and achievements across languages. CILT (Centre for Information on Language Teaching and Research) has developed the European Languages Portfolio (www.nacell.org.uk/elp.htm), endorsed by the Council of Europe, for younger pupils for this purpose. Pupils can use the portfolio to map their experience and to show evidence of their achievement throughout their language learning.

■ Alternatively, teachers can make simple self-assessment records for pupils that suit their particular situation. For example, pupils can identify for themselves what they use different languages for, what experiences they have had in different languages and what skills they have acquired.

■ Picking out skills and making a checklist for pupils, e.g. an 'I can …' sheet can help them see what they can do and how the skills for language learning in different languages are often the same.

■ Pupils can keep a portfolio of their best work in languages to demonstrate their achievement across the languages they are learning.

■ Older pupils can keep their own grammar checklist across languages.

Teachers

Teachers can keep track of this collaborative approach to language learning and evaluate its effectiveness in a number of ways.

■ By keeping the links going and demonstrating a commitment to a shared language learning experience for their pupils, teachers can develop further ideas and keep their current strategies under review.

- By setting aside time, in meetings for example, teachers and departments can evaluate and keep shared approaches under review.

- Teachers should share good practice across languages, including observation of other language teachers where possible, in order to support the development of links across language teaching and learning.

- Through observation of pupils and the quality of the language they produce, teachers can review whether a shared approach has increased the motivation and interest of pupils.

- By developing a common approach to marking and assessment, teachers will have a firm base on which to compare their pupils' attainment across languages.

- By developing common approaches to pupils' involvement in their language assessment, teachers can raise pupils' awareness of what represents progress in language learning and how they can improve their language skills.

- By establishing ways of recording pupils' prior attainment and language knowledge – what they have experienced, what they can do – teachers can plan from one key stage to the next and from one year to the next and across languages.

Whole school

Where teachers and departments work together to improve pupils' language skills, this can only have a positive effect on the progress pupils make in other curriculum areas. If for example teachers are using common approaches to redrafting, to punctuation, to writing skills, this will have an impact on other areas where these same skills are used. Schools as a whole therefore need to be aware of such approaches in languages. Where schools already have a whole school literacy policy, they should ensure that what takes place in languages is supported by this.

To support a shared approach to language teaching, schools can do the following:

- ensure that language learning and language skills are seen to be important and to support the raising of awareness among pupils, other teachers, parents and governors

- help to create time for planning, resource development, evaluation and monitoring

- support planned and focused lesson observations across languages

- support INSET for language teachers both in school and out of school as appropriate

- ensure that teachers attending language INSET activities have the opportunity to feedback to all language teachers

■ ensure that the person(s) responsible for literacy and/or whole school language issues plays a supportive role in the development of cross-language initiatives

■ support the dissemination of good practice evolving from a shared approach to language teaching to the rest of school so that other subject areas can both benefit from improved language skills and reinforce common skills as appropriate.

Possible questions for review and evaluation of practice

- Has making links affected pupils' motivation and interest?

- How do we monitor what pupils can do across languages?

- How can we involve pupils in monitoring their own progress?

- What is the best way for us to keep joint planning and approaches under review?

- Are pupils making better progress than before across languages?

- What further support might be needed in implementing the links?

- Can making links have an impact elsewhere in the school?

Appendix A – Using a common terminology

Across languages pupils repeatedly come across the same concepts, the same requirements and often the same or similar rules. Using the same terminology for grammatical terms, spelling, language terms and skills can provide consistency across languages, the opportunities to build on prior knowledge in another language and to reinforce key concepts. The glossary of terms provides a list of some of the main terms that teachers can use, with simple definitions that can be expanded and exemplified for pupils within the context of their learning.

The definitions offered below are broadly consistent with those used in the DfES *National Literacy Strategy* materials, as used or adapted by many schools in Wales. They have been drafted to reflect terminology used across English, Welsh and modern foreign languages. Some terms are therefore included which may not be appropriate to all languages, e.g. mutation.

Teachers will need to plan how they will use the glossary and the following questions will help to guide that planning:

Possible questions for review and evaluation of practice

- Which terms do we already use regularly?

- How can we best use this glossary?

- What steps can we take to ensure consistency across languages?

Glossary of terms

Grammar

adjective   *ansoddair*

A word which describes or modifies a noun. It may come before or after the noun,
e.g. *the blue chair* or *the chair is blue.* There are different kinds of adjective:
number or quantity, e.g. *few;* quality, e.g. *good;* possessive, e.g. *my;* interrogative,
e.g. *which;* demonstrative, e.g. *this.*

adverb   *adferf*

A word which describes or modifies a verb, e.g. *she ran fast; he arrived late.*

agreement   *cytundeb*

Linked words agree with each other in terms of number, case, gender and person,
e.g. *I say, he says* (person); *the girls carried their books* (number).

article   *bannod, y fannod*

A word linked to a noun. It may be definite – *the,* or indefinite – *a, an.* (There is
no indefinite article in Welsh.)

clause   *cymal*

A distinct part of a sentence including a verb. There are two kinds: a main clause –
I will do my homework, and a subordinate clause – *when I get home.* The main
clause makes sense on its own, but the subordinate clause does not.

conditional   *amodol*

A tense of a verb which expresses the idea that what happens depends on
something else. Conditional forms often involve conjunctions such as *if* or *then*
and verb forms such as *would* or *may.*

conjunction   *cysylltair*

A word used to link sentences or clauses or to connect words in a phrase. They
express different kinds of link: cause, e.g. *because;* opposition, e.g. *but;* addition,
e.g. *and;* time, e.g. *until.*

exclamation   *ebychiad*

A sentence or phrase expressing emotion such as horror, surprise or wonder, e.g
Oh no!; That is amazing!

future   *y dyfodol*

Tense of verb to express what will happen and in Welsh, what usually happens.

grammar   *gramadeg*

The rules which govern the relationships between words in any language.

impersonal   *amhersonol*

When the writer does not specify who carries out an action, e.g. *it was necessary
to…*

infinitive (also called verb-noun) *berfenw*

The form of the verb preceded in English by to, e.g. *to go, to throw, to watch.*

mutation *treiglad*

In Welsh, under certain conditions, one consonant is changed for another consonant at the beginning of a word.

noun *enw*

A word which names a thing or a feeling. The four types of noun are: common (general, e.g. *animal, chair*); proper (a specific name, e.g. *Bangor*); abstract (an idea or concept, e.g. *happiness*); collective (a group, e.g. *herd, crowd*).

object *gwrthrych*

The object or recipient of the action in a sentence, e.g. *she threw <u>the ball</u>.*

paragraph *paragraff*

A section of a piece of writing. A new paragraph indicates a change of time, place, subject or speaker in a dialogue and begins on a new line. Sometimes the writer also uses a one-line gap or an indent on the first line.

participle *rhangymeriad*

Forms of a verb, either present or past:

present participle, usually describing something happening now, ends in *–ing*, e.g. *walking, talking, smiling;*

past participle, describing something, which has already happened, ends in *–ed, –d, –en, –n,* and follows *has, have* or *had* for example, *Harry has helped.*

past *gorffennol*

Tense of a verb to express what has already happened or what was happening.

person *person*

A term to indicate part of a verb. First person – *I,* second person – *you,* third person *he/she/it.* Also plural – *we, you, they* (see agreement above).

phrase *ymadrodd*

One or more words which form a unit or part of a sentence.

plural *lluosog*

A form of noun, verb or pronoun which shows that more than one is being indicated.

preposition *arddodiad*

Words which describe the relationship between two nouns or pronouns, e.g. *in, on, under, behind.*

present *presennol*

Tense of a verb to express what is happening now or what usually happens.

pronoun *rhagenw*

A word used instead of a noun or a noun phrase, e.g. *it, he.*

punctuation *atalnodi*

A way of marking text to help the reader understand (see punctuation section).

sentence *brawddeg*

A unit of written language that makes sense on its own and is marked by a capital letter at the beginning and a full stop at the end. Sentences can be simple or complex and normally contain a verb.

singular *unigol*

A form of noun, verb or pronoun which shows that only one is indicated.

subject *goddrych*

The who or what that carries out the action of the verb, e.g. <u>The dog</u> ate the bone. <u>She</u> wrote the story.

tense *amser berfol*

The form of the verb which tells us when something is happening, e.g. past, present, future or continuous.

verb *berf*

A word which expresses an action or state of being. Verbs can be in different tenses. Verbs can be active or passive: *Jenny <u>drove the car</u>* (active), *The <u>car was driven</u> by Jenny* (passive).

Spelling

abbreviation *talfyriad*

A word which is shortened, e.g. *phone* (from telephone).

accent *acen*

A sign over or under a letter which usually changes the pronunciation, e.g. *é, â, à, ö, ñ.*

acronym *acronym*

A word made up of the initial letters of a phrase, e.g. *NATO, ACCAC*

alphabet *yr wyddor*

The list of letters used to form the words of a language.

cognate *gair cytras*

A word that is similar to a related word or word meaning the same in another language, e.g. *accent* (English) and *acen* (Welsh).

compound word *gair cyfansawdd*

A word made up of two other words, e.g. *football.*

consonant *cytsain*
A sound which is produced when the speaker uses tongue and teeth. All letters of the alphabet except *a, e, i, o, u.*

glossary *rhestr termau*
A list of words or phrases with their meanings explained.

onomatopoeia *onomatopoeia*
Words which sound like their meaning, e.g. *hiss, tinkle.*

prefix *blaenddodiad*
A group of letters added to the beginning of a word to change its meaning, e.g. *unclear.*

root word *gwreiddair*
A word to which prefixes and suffixes may be added to make other words, e.g. the root word is *polite* in *politely, impolite, politeness.*

suffix *ôl-ddodiad*
A group of letters added to the end of a word to change its meaning, e.g. *run* to *runner* or *walk* to *walked.*

syllable *sillaf*
Each beat in a word is a syllable.

vowel *llafariad*
A letter sound produced without audible friction of the teeth or tongue – *a, e, i, o, u* and *w, y* in Welsh.

Punctuation

apostrophe ' *collnod*
Used to show contraction, e.g. *haven't* or possession, e.g. *the dog's basket.*

asterisk * *seren*
Used to organise text, e.g. to draw attention to a footnote.

colon : *colon*
Used to introduce a list, a second clause or a quotation which expands or illustrates the first clause.

comma , *atalnod*
Used to separate parts of a sentence or list.

exclamation mark ! *ebychnod*
Used at the end of a sentence to show emotion such as shock, humour, joy, anger.

full stop . *atalnod llawn*
Used to indicate the end of a sentence.

question mark ? *gofynnod*

Used at the end of a sentence to show that it is a question.

semi-colon ; *hanner-colon*

Used to separate a clause or phrase in a sentence. It is stronger than a comma, but not as strong as a full stop.

speech marks " " *dyfynodau*

Sometimes called inverted commas used to show direct speech in a text.

Language terms

accent *acen*

Variations in pronunciation and intonation according to the region or country a speaker comes from (also see Spelling section).

audience *cynulleidfa*

The people or readers to whom a written, moving image or media text is addressed.

character *cymeriad*

An individual in a story, poem or play.

colloquial *llafar*

Describes conversation or language used in informal or familiar contexts.

dialect *tafodiaith*

Variations in grammar or vocabulary according to where the speaker comes from.

fact *ffaith*

Accepted or provable information supported by evidence.

fiction *ffuglen*

Text which is invented by a writer or speaker.

formal *ffurfiol*

Spoken or written language used in unfamiliar or formal contexts, e.g. addressing visitors, writing formal letters.

idiom *idiom*

A phrase which is not meant literally, but is understood by the people who use it, e.g. *full of beans, under the weather.*

imagery *delweddaeth*

Use of language to create lively or sensory image, often visual.

informal *anffurfiol*

Language used in familiar contexts or with people known to the speaker or writer.

information text   *testun gwybodaeth*

Text written to inform, e.g. a report, an explanation or an account.

instruction text   *testun cyfarwyddo*

Text written to help the reader to do something, e.g. instructions, recipes.

intonation   *goslef*

Tone of voice used by the speaker to convey meaning. Intonation varies in different languages.

narrative text   *testun traethiadol*

Text which re-tells events in chronological order. It may be fictional or include information.

poem   *cerdd*

A text which uses rhythm, rhyme or syntax and vocabulary to convey ideas and meaning, often in a condensed form.

pronunciation   *ynganiad*

Rules which govern the way groups of letters make sounds in spoken language. Pronunciation rules are different for different languages.

rhyme   *odl*

Words which contain the same sound in the final syllable are said to rhyme, e.g. *game, name, became.*

slang   *bratiaith*

Words or phrases used in an informal context, sometimes linked to a region or group of people.

speech   *llefaru*

Spoken language. Direct speech is words actually spoken, indicated in written speech by speech marks, e.g. *"Sit down!" he said.* Indirect or reported speech is what a writer reports has been said, e.g. *he told her to sit down.*

text   *testun*

Language organised to communicate in spoken, written or electronic forms.

Language skills

comprehension   *dangos dealltwriaeth*

Understanding of written or spoken text. Understanding can be demonstrated by verbal or non-verbal responses.

draft   *drafft*

First or unfinished written form of a text. The process of working on a text is called drafting.

edit   *golygu*

To amend or correct written or spoken text.

listening   *gwrando*

To understand and respond to spoken language spoken directly to the listener or recorded speech.

reading   *darllen*

To understand and respond to written text, in printed, handwritten or electronic form.

redraft   *ailddrafftio*

To amend, review or correct a first draft of a text.

speaking   *siarad*

To express oneself orally.

writing   *ysgrifennu*

To express oneself in the written form.

Appendix B – Progression in the attainment targets

The sections below are divided into Oracy (Speaking and Listening), Reading and Writing for Levels 1–3, Levels 4–5 and Levels 6–7. The bullet points summarise the key features of progression across the Orders for English, Welsh, Welsh second language and MFL for those levels. The grids map the key common aspects of pupil attainment in each level in each Order however, they do not reproduce the level descriptions in full.

Oracy (speaking and listening) Levels 1–3

Pupils demonstrate progression in oracy (speaking and listening) by:

- responding to longer items, communicating simple information and using an increasing range of vocabulary and structure
- talking in a wider range of contexts with increasing confidence
- beginning to be aware of the different needs of listeners.

	English	Welsh	Welsh second language	MFL
1	Listen to others and usually respond appropriately. Talk about matters of immediate interest. Convey simple meaning, audibly and with some detail.	Listen and respond appropriately to simple phrases, instructions and questions. Talk about familiar matters. Speak intelligibly, respond to simple stimuli and include some detail.	Understand words and phrases spoken clearly by a familiar voice. Speak with intelligible pronunciation and intonation. With support give simple information, ask and answer questions.	Understand simple classroom commands, short statements and questions. May require support. Respond briefly with single words/short phrases, but may need support. Pronunciation may be approximate.
2	Start to show confidence in talking and listening, particularly when talking about topics of interest to them. Speak clearly with growing vocabulary. Listen carefully and respond with increasing appropriateness. Begin to be aware of more formal situations.	Start to show confidence, particularly when talking about matters within their experience and interest. Seek understand and convey simple information and respond to a wider range of stimuli. Use an increasing range of vocabulary and patterns usually correctly.	Understand short items spoken by a familiar voice. Seek, understand and communicate simple information. Respond to a range of stimuli. Speak with intelligible pronunciation and intonation, using an increasing range of vocabulary and sentence patterns usually correctly.	Understand a range of familiar statements and questions. Respond to a clear model of standard language. May need repetition. Give short simple responses to what they see and hear. Name and describe people, places, and objects. Use set phrases. Pronunciation may be approximate but the meaning is clear.
3	Talk and listen confidently in different contexts. In discussion show understanding of main points and show they have listened carefully. Begin to adapt what they say to the different needs of listeners and be aware of standard English.	Converse with some confidence in different contexts about experiences and events. Listen carefully to others and respond in a relevant way with increasing awareness of audience and variety in language. Express simple opinions. Convey simple, personal and factual information clearly with some accuracy.	Understand a series of short items spoken by a familiar voice. Understand and communicate simple personal and factual information clearly. Use increasing range of vocabulary and sentence pattern usually correctly. Speak with intelligible pronunciation and intonation.	Understand short passages made up of familiar language spoken at near normal speed. Identify and note main points and personal responses. Take part in brief prepared tasks, 2–3 exchanges. Use short phrases for likes and dislikes. Use mainly memorised language but substitute words and phrases.

Reading Levels 1–3

Pupils demonstrate progression in reading by:

- relating sound to print
- reading single familiar words and phrases, progressing to simple texts
- beginning to read independently
- identifying/expressing opinions
- identifying/talking about significant details.

	English	Welsh	Welsh second language	MFL
1	Recognise familiar words in simple texts. Use knowledge of letters when reading individual words. Identify aspects they like in poems, stories and non-fiction.	Recognise familiar words in simple texts. Use knowledge of letters when reading individual words.	Recognise and understand individual words. Relate form of words to sound.	Understand single words in clear script in a familiar context. May require visual support.
2	Read simple texts and show understanding. Use strategies, e.g. phonic, graphic, syntax, context to establish meaning. Express opinions on main ideas and events.	Read simple texts. Strategies, i.e, phonic, graphic, syntax, context to establish meaning. Express opinions on main ideas.	Recognise simple and familiar words and phrases within their experience. Read simple passages. Respond orally or non-verbally to the content.	Understand short phrases in a familiar context. Match sound to print by reading aloud. Use books and glossaries for new words.
3	Read a range of texts fluently and accurately. Use a variety of strategies to establish meaning. Express opinions and talk about significant details in the text. Use knowledge of the alphabet to locate books and find information.	Use a variety of strategies to establish meaning. Express opinions and talk about significant details in the text. Use knowledge of the alphabet to locate books and find information.	Understand and respond to simple texts in familiar contexts with an increasing range of words, phrases and passages. Begin to read independently.	Understand short texts and dialogues in familiar language. Identify and note main points, including likes, dislikes and feelings. Begin to select simple texts to read independently. Use a bilingual dictionary or glossary.

Writing Levels 1–3

Pupils demonstrate progression in writing by:

- copying single words
- communicating in simple words and phrases using familiar vocabulary
- writing short passages in connected sentences
- ideas becoming more logical with spelling and grammar usually accurate.

	English	Welsh	Welsh second language	MFL
1	Communicate meaning through simple words and phrases. Aware of how full stops are used.	Communicate through words, phrases and occasional sentences. Awareness of full stops.	Copy correctly and some words and simple familiar phrases from memory.	Copy single words correctly. Select words to complete short phrases.
2	Communicate meaning in narrative and non-narrative forms. Ideas developed in a sequence of sentences. Simple monosyllabic words correctly spelt, others phonetically plausible.	Write short passages in creative and factual forms. Ideas are developed and sentences connected and sequenced. Simple words mostly accurate.	Write words, phrases and a few sentences to express simple personal and factual information. Simple words usually spelt correctly.	Copy familiar short phrases correctly. Write words, signs instructions used in class. When writing familiar words from memory, spelling may be approximate.
3	Writing often organised, imaginative and clear. Sentences and sequences logical. Words chosen for variety and interest. Basic grammar, punctuation and spelling usually accurate.	Writing usually organised and clear in creative and factual forms. Grasp of sequence. Ideas logical and some variety in sentence patterns. Basic sentences and vocabulary mostly accurate.	Write short basic sentences, using suitable and familiar vocabulary. Simple words usually spelt correctly. Some awareness of basic punctuation.	Write two or three short sentences on familiar topics with support. Express personal responses such as likes and dislikes. Write short phrases from memory. Spelling is understandable.

Oracy (speaking and listening) Levels 4–5

Pupils demonstrate progression in oracy (speaking and listening) by:

- understanding main points and some detail when listening to short items, progressing to longer items and a widening range of topics
- taking part in simple conversations
- initiating conversations and providing simple reasons
- talking about experiences and events with some accuracy, including using other tenses
- talking and listening with confidence
- conveying opinions and contributing to discussions
- progressing to talking in a wide range of contexts, including more formal situations
- contributing to discussions, taking into account the views of others
- maintaining the interest of the listeners by varying their language.

	English	Welsh	Welsh second language	MFL
4	Talk and listen with confidence in an increasing range of contexts. Talk is adapted to purpose, describing events, conveying opinions clearly. In discussion listen carefully and make contributions and ask questions. Use appropriately some features of standard English vocabulary and grammar.	Converse with confidence in a range of contexts. Present information and relate experiences with an awareness of sequence and progression. Express opinions clearly. Show awareness of audience. In discussion listen carefully and respond with questions and observations. Increasing variety of phrases and sentence patterns.	Understand main points in familiar contexts and accustomed to different voices. Present information and talk about experiences. Offer comment or explanation. Use increasing range of phrases and sentence patterns with some accuracy.	Understand longer passages made up of familiar language, simple sentences, spoken at near-normal speed. Identify and note main points and some details. Take part in simple structured conversation at least three or four exchanges. Pronunciation generally accurate and consistency in intonation.
5	Talk and listen confidently in a wide range of contexts, including more formal situations. Engage listener by varying expression and vocabulary. In discussion pay close attention what others say by asking questions, contributing, and taking account of other views. Begin to use standard English in formal situations.	Converse confidently in a wide range of contexts. In discussion pay close attention to contributions of others by asking questions and contributing, taking account of other views. Adapt talk to purpose. Give reasons to support opinions. Present information effectively. Show fairly good grasp of natural syntax of spoken language.	Understand and respond to longer items in familiar situations. Initiate conversation and show some awareness of sequence and progression. Provide simple reasons. Speak intelligibly. Use a variety of phrases and sentence patterns – good degree of accuracy.	Understand extracts of familiar language from several topics, including present and past or future. Identify and note main points and specific details and opinions. Take part in short conversations, including opinions and past or future. Some mistakes but are easily understood.

Reading Levels 4–5

Pupils demonstrate progression in reading by:

- understanding short texts and identifying main points and details
- understanding a range of material and reading independently
- obtaining and collating information from a range of sources
- understanding main ideas, events and characters
- drawing conclusions and expressing opinions about what they have read.

	English	Welsh	Welsh second language	MFL
4	Respond to a range of texts and Understand main ideas, events and characters. Begin to use inference and deduction. Locate and use ideas and information.	Read clearly and expressively and respond to a range of texts showing understanding of main ideas, events and characters. Obtain information from more than one printed source and use it appropriately.	Understand main flow of paragraphs and conversations. Understand significant details. Develop as independent readers and read familiar passage clearly with expression.	Understand short stories and factual texts. Identify main points and some details. Use context to deduce the meaning of unfamiliar language.
5	Understand a range of texts. Select essential points and use inference and deduction. Identify key features, themes and characters and select relevant text to support views.	Understand a variety of texts. Draw conclusions and respond by expressing opinions. Refer to plot characters and key features and select relevant text to support points of view. Retrieve and collate information from a range of sources.	Understand main ideas in a range of texts. Select relevant information and express opinions. Read independently and read aloud clearly with expression.	Understand a range of texts, including past or future events. Identify main points, specific details and opinions. Independent reading includes authentic materials. Confident in reading aloud and use of reference materials.

Writing Levels 4–5

Pupils demonstrate progression in writing by:

- producing longer and more organised pieces of writing
- becoming increasingly accurate
- using a wider range of structures and forms and expressing opinions
- choosing more adventurous vocabulary and writing more complex sentences
- writing for a variety of purposes.

	English	Welsh	Welsh second language	MFL
4	Write in a range of forms. Writing is lively and thoughtful. Vocabulary choices are adventurous and words are chosen for effect. Begin to extend meaning by using grammatically complex sentences. Spelling and range of punctuation generally accurate.	Write in a range of forms. Simple opinions and sustained ideas. Use paragraphs to sequence work. Show originality in choice of words for effect. Use more varied and complex structures. Spell familiar words correctly and mutate correctly at times.	Write linked sentences with some grasp of organisation and sequence. Vary patterns and produce basic sentences that are fairly accurate. Spell and use punctuation usually accurately.	Write individual paragraphs of three or four simple sentences, drawing largely on memorised language. Adapt a model substituting words or set phrases.
5	Writing is varied and interesting. Use a range of forms for different readers. Vocabulary choices are imaginative and words used precisely. Simple and complex sentences organised in paragraphs.	Writing is varied and interesting and includes paragraphs and a range of constructions. Use a range of forms for variety of purposes. Take account of audience and purpose. Use a range of language that is fairly correct, including mutations and is Welsh in nature.	Write linked sentences and developed ideas showing grasp of organisation and sequence. Select words and phrases suited to purpose with some variation. Express simple opinions. Spell and punctuate correctly.	Short pieces of writing in simple sentences. Seek and convey information and opinions. Refer to recent experience or future plans. Some mistakes but the meaning is clear.

Oracy (speaking and listening) Levels 6–7

Pupils demonstrate progression in oracy (speaking and listening) by:

- understanding specific details and points of view from a range of situations
- taking part in conversations, able to use the past present and future
- listening and responding in discussion
- initiating and developing conversations
- understanding and using a range of language including complex sentences
- adapting their talk to the demands of different contexts
- engaging the listener through variety of vocabulary and expression
- making significant contributions to discussion
- communicating in a clear and organised manner and supporting their opinions with evidence.

	English	Welsh	Welsh second language	MFL
6	Adapt talk to the demands of different contexts with increasing confidence. Engage interest of listener through variety of vocabulary and expression. Take active part in discussion showing understanding of ideas and sensitivity to others. Usually fluent in use of standard English in formal situations.	Adapt conversation to a wide range of contexts. Convey information and experiences with growing confidence. Engage interest of others by varying expression and vocabulary. Consider other people's contributions and respond sensitively. Sometimes support opinions with evidence. Reasonably good grasp of natural syntax of spoken language. Vary language according to register.	Understand specific details in range of familiar situations. Listen and respond in discussion. Express opinions with some reasons. Use increasing variety of sentence patterns and phrases, varying tense and person correctly.	Understand short narratives, extracts and familiar language in unfamiliar contexts, covering various past present and future events spoken at normal speed. Identify and note main points specific details and points of view. Take part in conversations, including past present and future. Apply knowledge of grammar in new contexts. Hesitant at times but meaning is clear.
7	Confident in matching talk to demands of context. Use vocabulary precisely and organise talk to communicate clearly. In discussion make significant contributions. Evaluate others' ideas and vary how and when to participate. Show confident use of standard English when required.	Adapt conversation to a wide range of contexts with confidence and use appropriate language. Communicate in a clear and organised manner and make substantial contributions in conversation. Opinions supported with evidence. Good grasp of syntax of spoken language.	Understand and respond to a range of spoken language which includes complex sentences. In discussion pay close attention to views of others. Develop conversation purposefully. Express opinions sometimes with evidence. Talk freely with some accuracy and with good grasp of natural syntax.	Understand a range of materials with some complex sentences and unfamiliar language. Understand news items and non-factual material, spoken at normal speed. Initiate and develop conversations. Discuss matters of personal or topical interest. Speak with good pronunciation. Language is usually accurate.

Reading Levels 6–7

Pupils demonstrate progression in reading by:

- reading longer and more complex texts
- using a range of reference sources
- reading extended texts independently
- giving personal and critical responses to literary texts
- referring to structure and themes and justifying their views
- selecting and synthesising information from a variety of sources.

	English	Welsh	Welsh second language	MFL
6	In reading and discussing texts, identify different layers of meaning and comment on significance and effect. Give personal responses to literary texts, refer to language structure and themes and justify views. Summarise a range of information from different sources.	In reading and discussing texts, identify different layers of meaning and comment on significance and effect. Give personal opinions to literary texts, refer to language structure and themes and justify views. Summarise a relevant information from different sources.	Understand material within their experience including some authentic texts. Express opinions about content with reasons. Obtain information from more than one source and use it appropriately Read extended texts independently.	Understand a variety of texts covering past, present and future events including familiar language in unfamiliar contexts. Note main points, specific details and points of view. Scan and select texts and books for independent reading. Deduce meaning of unfamiliar language from context and grammatical understanding.
7	Understand how meaning and information are conveyed in a range of texts. Express personal and critical responses to poems, plays and novels. Select and synthesise information from a variety of sources.	Understand how meaning is conveyed in range of texts. Express opinions skilfully on what they read. Refer to and analyse different aspects. Select and synthesise information from a variety of sources.	Read and understand a selection of material including some authentic material. Express opinions and refer to plot characters and key features. Retrieve and collate information from a range of sources.	Understand a range of imaginative and factual material that includes complex sentences and unfamiliar language. Use reference materials as appropriate.

Writing Levels 6–7

Pupils demonstrate progression in writing by:

- using paragraphs and a wider range of structure
- using an increasing range of language accurately
- maintaining interest by adapting style and register to their audience
- writing in an increasingly more confident and organised manner.

	English	Welsh	Welsh second language	MFL
6	Writing maintains reader's interest. Some adaptation of style and register to different forms. Range of sentence structures and varied vocabulary. Spelling generally accurate and writing organised in paragraphs using a range of punctuation.	Writing maintains interest with purposeful choice of language and ideas. Appropriate style, language and register. Ideas are organised into paragraphs. Sound grasp of syntax and idiom. Mutation and spelling generally correct.	Select words and phrases suited to purpose and to create effects in writing. Use paragraphs and range of constructions. Express opinions with some reasons. Spelling and punctuation usually correct.	Write in paragraphs using simple descriptive language. Refer to past, present and future actions and events. Apply knowledge of grammar to new contexts. A few mistakes but the meaning is clear.
7	Writing is confident and an appropriate choice of style in a range of forms. Ideas are organised and coherent using paragraphs and correct punctuation. Grammatical features and vocabulary are accurately and effectively used. Spelling is correct.	Writing is confident and appropriate choice of style in a range of forms. Ideas are organised and coherent, using paragraphs and generally correct punctuation. Offer evidence in support of views. Spelling of complex irregular words generally correct.	Use language purposefully to describe familiar experiences and events in detail. Support opinions with reasons. Use paragraphs and punctuation in clear organised writing. Fairly good grasp of syntax and work is Welsh in nature.	Write in varying lengths on range of topics using appropriate register. Link sentences and paragraphs and structure ideas. Adapt previously learnt language and use in different contexts. Edit and redraft work. Occasional mistakes, but the meaning is clear.

Appendix C

Guidance for progression in grammar and skills in modern foreign languages at Key Stage 3

The table opposite represents the structures and skills that a pupil studying a modern foreign language (MFL) in Key Stage 3 might typically learn in Years 7, 8 and 9. It is intended to fit closely the requirements of the programme of study for MFL in Wales and to reflect the expected levels of attainment at the end of the key stage. Pupils should be introduced to and practice language through the range of learning activities in the programme of study, the Areas of Experience and they should develop their understanding of the cultural context of the language they are studying.

The guidance is not language specific nor is it prescriptive. The structures listed are not listed in the order they would necessarily be taught (some structures may be more difficult in different languages). Teachers will need to add to them, adapt them and revisit them as well as include language specific features as appropriate. Higher attaining pupils may progress faster and lower attaining pupils may not cover the language as quickly as indicated. The amount of curriculum time given to the language will also affect progression.

The guidance should be used alongside the programme of study and the level descriptions. It can assist language teachers in planning for progression and in the development of schemes of work.

Year	Grammar/Structures	Skills
Year 7	- numbers - alphabet - time - indefinite and definite articles - gender nouns and pronouns - singular and plural - subject pronouns - adjectives - possessive adjectives - present tense regular verbs - most common irregular verbs - common reflexive verbs - simple negative - simple conjunctions - basic question words 'there is/are'	- link sounds and spellings - pronounce correctly - make and refer to notes - recognise cognates - understand instructions - start to apply rules - use techniques for memorising - start to use glossary/dictionary - check own work to improve - ask and answer questions - express simple opinions - form simple sentences - start to use language independently - start to use some language heard or read for use in own speech and writing - use target language for simple classroom needs - listen attentively and identify main points - write short texts
Year 8	- quantity and size, e.g. with food, clothes etc. - comparative adjectives - demonstrative adjectives - simple adverbs of time - common verbs which take an infinitive - simple future - introduction to past tense - present tense of more common irregular verbs	- use verb tables, dictionary and references in textbook/exercise book - make notes - begin to deal with the unpredictable - increase range of classroom language - initiate and develop conversations - listen for main points and detail - read lengthier texts - start to read independently - form longer sentences and produce more extended speech and writing - start to use tenses other than the present
Year 9	- object pronouns - superlative adjectives - further work on past tenses - future tense - less common negatives - adverbs and connecting words	- draft and redraft - apply knowledge of grammar in new contexts - understand and use more complex language - use different tenses - express opinions with reasons - understand and use formal and informal language - speak and write at greater length and for different purposes - listen to and read more extended texts - read for information and pleasure - recycle language heard or read for use in own speech and writing - summarise and report information from spoken and written texts

Appendix D – Useful publications and website addresses

ACCAC

The School Curriculum in Wales, 2000

INSET Activities for Developing Higher Order Reading Skills at KS2, 1996
Datblygu Uwch-Sgiliau Darllen Cymraeg yng Nghyfnod Allweddol 2: Pecyn HMS, 1996
Optional Assessment Materials for English at Key Stage 2, 1999
Optional Assessment Materials for English at Key Stage 3, 2000
Deunyddiau Asesu Dewisol ar gyfer Cymraeg Cyfnod Allweddol 2, 2001
Deunyddiau Asesu Dewisol ar gyfer Cymraeg Cyfnod Allweddol 3, 2002
Optional Assessment Materials for Welsh Second Language at Key Stage 2, 2003
Deunyddiau Asesu Dewisol ar gyfer Cymraeg Ail Iaith Cyfnod Allweddol 3, 2003

Asking Questions, Getting Answers: Report of a research project on whole school language policies in the secondary schools of Wales, 1999

A Structure for Success – Guidance on the National Curriculum and Autistic Spectrum Disorder, 2000

Challenging Pupils: Enabling Access – Meeting the Curriculum Needs of Pupils with Emotional and Behavioural Difficulties, 2000

Skills Across the Curriculum – Key Stages 1–3, 2002

Aiming for Excellence In Key Stage 3. Raising Standards in Literacy and Numeracy (BBC, Estyn, Welsh Assembly Government and ACCAC), 2003

ACCAC, Castle Buildings, Womanby Street, Cardiff CF10 1SX
Telephone: 029 2037 5400 Fax: 029 2034 3612
E-mail: info @accac.org.uk
Website: www.accac.org.uk

Estyn

Framework for the Inspection of Schools, Revised 2000
Handbook for the Inspection of Schools, Revised 2000

The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales, 2001-2002
Raising Standards of Reading in Primary Schools, 1999
Raising Standards of Writing in Primary Schools, 2001
Raising Standards of Spelling in English in Primary Schools, 2001
Standards and Quality in Primary Schools: Planning through topic work in Key Stages 1 and 2, 2000
Standards and quality in primary schools: Subject leaflets, 2001
Primary and Secondary School Partnership: Improving Learning and Performance, 1999
Standards and quality in secondary schools: Subject leaflets, 2001

Aiming for Excellence in Key Stage 3, 2002
Aiming for Excellence in Provision for Special Educational Needs, 2001

Developing dual literacy: An Estyn discussion paper, 2002
Standards and Quality in Secondary Schools: Aiming for Excellence in Modern Foreign Languages, 2002

Estyn, Anchor Court, Keen Road, Cardiff CF24 5JW
Telephone: 029 2044 6446 Fax: 029 2044 6448
E-mail: enquiries@estyn.gsi.gov.uk
Website: www.estyn.gov.uk

CILT Cymru

Developing Speaking Skills, CILT, 1999

Modern Foreign Languages in Key Stage 2 - information

CILT Cymru, Cambrian Buildings, Mount Street Square, Cardiff CF10 5FL
Telephone: 029 2048 0137
E-mail: info@ciltcymru.org.uk
Website: www.ciltcymru.org.uk

Welsh Assembly Government

Raising Standards of Literacy in Primary Schools: A Framework for Action in Wales,
Welsh Office/OHMCI, 1998

Languages Count: The Welsh Assembly Government's National Modern Foreign Languages Strategy, 2002

Welsh Assembly Government, Cathays Park, Cardiff CF10 3NQ
Telephone: 029 2082 5111
E-mail: education.publications@wales.gsi.gov.uk
Website: www.wales.gov.uk; www.learning.wales.gov.uk

Other useful websites

Qualifications and Curriculum Authority for England (QCA)
www.qca.org.uk

The National Advisory Centre on Early Language Learning (NACELL)
www.nacell.org.uk

The European Language Portfolio (ELP)
www.nacell.org.uk/elp.htm

Learning and Teaching Scotland (LTS)
www.LTScotland.com

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)
www.ccea.org.uk

Notes