

Literacy Framework

| Strand | Progression step 1 | Progression step 2 | Progression step 3 | Progression step 4 | Progression step 5 |
|-----------------|--------------------|---|--|---|--|
| Translanguaging | | I am beginning to draw on information presented in one language and convey it in my own words in another. | I can receive information in one language and adapt it for various purposes in another language. | I can apply my translanguaging skills to support my learning in familiar and new languages. | I can independently identify translanguaging opportunities to enhance my learning and communication in my languages. |

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| Listening | Listening for meaning | I can listen to, understand and use basic concepts in language, e.g. <i>position and comparison</i> . | I can listen to, understand and infer the gist of what I hear. | I can listen to, understand, infer, interpret and recall the general meaning of what I have heard. | I can understand and analyse general meaning and implied ideas. | I can employ a range of strategies to understand, predict and evaluate meaning and implied ideas in a wide range of situations. |
| | | Welsh medium statement: I can show awareness that some sounds change at the beginning of words, e.g. <i>dau gi, y gath</i> . | Welsh-medium statement: I can understand that some words have different forms, e.g. <i>plural forms (car>ceir), verb forms (gweld>gwelais), prepositions (ar hi> arni hi), the question and answer system (Ydy? Ydy/Nac ydy), and mutations</i> . | | | |
| | Developing vocabulary | I can discriminate sounds in my environment and in words. | I can develop and adapt my vocabulary through listening, and use these new words in a variety of situations. | I can listen to build my vocabulary, develop my pronunciation, intonation/accents and sentence structure, and use these in my own communication. | I can listen to build my vocabulary and sentence structure, and use these in my own communication. | I have experienced a range of discipline-specific and general academic vocabulary, and can use them precisely in different contexts. |
| | | | | I can listen to, identify and use key words to understand the general meaning and ideas which are implied. | I have experienced a range of area of learning and experience/discipline-specific and general academic vocabulary, and can use them in my own communication. | |
| | Listening to understand | I can listen to others with growing attention. | I can listen to, understand and recall what I have heard later. | I can listen to others' ideas/presentations, and understand that they may have a different perspective to my own, in order to respond appropriately. | I can listen to gain different people's views and ideas on various subjects, using them to arrive at my own conclusions. | I can listen to, critically evaluate and respect different people's perspectives, using them to arrive at my own considered conclusions. |
| | | | I can listen to others and understand that they may have a different perspective to my own. | | I can listen to information and ideas, and identify and explain how they are presented to promote a particular viewpoint (bias and objectivity). | |
| | | I can recognise and follow information and multi-step instructions pictorially and/or verbally on familiar topics and routines. | I can listen to and understand information about a variety of topics, identifying main points. | I can listen to and understand information about a variety of topics, summarising the main points. | I can listen to and consider the relevance and significance of information and ideas presented to me. | I can listen to and consider the relevance and significance of information and ideas presented to me. |
| | | | I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts. | | | |
| | | I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts. | I can use techniques to remember the main points of presentations, e.g. <i>make notes, summarising, reviewing</i> . | I can use different techniques to help me remember, record and respond to what I hear. | I can use different techniques to help me remember, record and respond to what I hear. | |
| | | | I can make connections between what I have heard/seen and what I know. | | | |

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| Listening | Listening as part of collaborative talk | I am beginning to ask and answer questions to clarify my understanding of what has been said/heard/seen (including audio-visual material). | I can check understanding of what I have heard/seen (including audio-visual material) by asking relevant questions or making relevant comments. | I can listen to and respond to others with questions and comments which focus on reasons, implications and next steps. | I can listen to and respond to others with questions, comments and suggestions in order to develop collaborative talk and reach compromise/consensus. | I can respond with confidence and sensitivity to the ideas of others in different collaborative situations, reflecting on information and ideas and asking relevant questions. |
| | | I can join in with, repeat or memorise familiar songs, rhymes, stories and poems. | I can listen to group talk and interactions purposefully to contribute to group discussion. | I can listen in order to show agreement and disagreement in collaborative discussion and situations. | | |

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| Reading | Phonological and phonemic awareness | I can discriminate, play and manipulate sounds in my environment and in words. | | | | |
| | | I can use rhythm, rhyme, alliteration, syllables, and onset and rime to learn to read. | | | | |
| | | I am beginning to discriminate phonemes aurally in different positions, e.g. <i>initial sounds, medial vowels, final sounds in spoken words</i> . | I can blend phonemes together automatically and silently. | | | |
| | | I am beginning to develop my knowledge of grapheme (written letters)–phoneme (speech sounds) correspondence. | I can use grapheme–phoneme correspondences when reading. | | | |
| | | I am beginning to blend phonemes together aloud. | | | | |
| | | I can articulate phonemes when I see the corresponding graphemes. | | | | |

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| Reading | Reading strategies | I can show an interest in books and other reading materials, and enjoy sharing and handling them as a reader, <i>e.g. hold books the correct way up and turn pages.</i> | I can select my own reading material according to interest or purpose. | I can read complex texts independently for sustained periods. | I can read, with concentration, printed and digital texts that are new to me and update, broaden and deepen my understanding of information, ideas and issues. | I can read and analyse a range of unseen, printed and digital texts with concentration and independence. |
| | | I can segment combinations of known letters orally. | | I can read words and sentences from different texts using a range of strategies to make meaning. | | |
| | | I can understand there is a one-to-one relationship between the printed and spoken word. | I can read different texts using a range of strategies to make meaning, including: <ul style="list-style-type: none"> • phonics • word roots and families • sentence structure and punctuation • text structure and organisation • prior knowledge of content and context. | I can use a range of strategies to make meaning from words and sentences, including: <ul style="list-style-type: none"> • knowledge of phonics • word roots • word families • syntax • text organisation • prior knowledge of context. | I can use my 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. | I can use my 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. |
| | | I am beginning to recognise and read high-frequency words. | I can use a range of strategies to read with increasing fluency, including recognition of high-frequency words, context cues, prior knowledge, graphic and syntactic cues and self-correction (re-reading and reading ahead). | I can use a range of strategies for finding information, <i>e.g. skimming for gist, scanning for detail.</i> | I can use a range of strategies, <i>e.g. speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information. | I can use a range of strategies, <i>e.g. 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. |
| | | I can recognise familiar words, <i>e.g. own name</i> , and print in the environment. | I can deduce ideas and information by linking explicit statements, <i>e.g. cause and effect, sequence.</i> | I can use inference and deduction to understand the text, and can consider the reliability of what I read. | I can use inference and deduction to understand more complex texts, and can consider the reliability and impact of what I read. | I can gain full understanding of texts using inference, deduction and analysis, understanding the context of the texts that influence the reader. |
| | | | I can infer meaning from text and images, which is not explicitly stated, <i>e.g. What might happen next? Why did the character do that?</i> | I can infer ideas which are not explicitly stated, <i>e.g. writer's viewpoints or attitudes.</i> | I can gain a full understanding of texts using inference, deduction and analysis. | I can analyse and respond to texts and sub-texts, confidently understanding, interpreting and evaluating meaning. |

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| Reading | Understanding, response and analysis | I am beginning to read back my own writing. | I can read aloud with expression, paying attention to punctuation, including full stops, question marks, exclamation marks and speech marks, varying intonation, voice and pace. | I can read a wide range of texts aloud with expression, varying intonation, voice and pace. | I can read a range of challenging and authentic texts aloud with expression, varying intonation, voice and pace to convey meaning. | I can read a range of challenging and authentic texts aloud with expression, varying intonation, voice and pace to convey meaning. |
| | | I am beginning to show an awareness of full stops when reading. | | I can understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>I had an apple, cracker and cheese for tea.</i> | | |
| | | I can use context and pictures to help me understand what I read, adding detail to my explanations. | I can identify the topic/theme and show my understanding of the main ideas of the text. | I can identify ideas and information that interest me to develop further understanding. | I can research a wide range of reference and digital sources to develop a full understanding of a topic or issue. | I can independently research a wide range of sources to develop an understanding of an increasingly complex topic or issue. |
| | | I can develop my vocabulary through reading, and use these new words in a variety of situations. | I can develop my vocabulary through my own reading and being read to. | I can read to build my vocabulary and develop sentence structures, and use these in my own communication. | I can read to build my vocabulary and develop sentence structures, and use these effectively in my own communication. | I can use my knowledge of different reading strategies to make sense of unfamiliar words in new contexts and sentences in complex texts, and apply these in my own communication. |
| | | I can respond to what I hear, view and read. | I can respond to what I view and read, asking questions and expressing viewpoints and preferences. | I can read to identify different people's viewpoints on various subjects and develop empathy. | I can read to identify different people's viewpoints on various subjects, using them to arrive at my own conclusions. | I can read empathetically to respect and critically evaluate different people's perspectives, using them to arrive at my own considered conclusions. |
| | | | | I can distinguish between facts, theories and opinions. | I can distinguish between facts/evidence and bias/arguments. | |
| | | I can recall details of a story or text by answering open-ended questions or referring to prompts. | I can find and use information from different materials that I read, including skimming to gain an overview of a text and scanning to identify specific information. | I can show understanding of and use the main ideas and significant details in different texts on the same topic. | I can identify different interpretations of text and information and evaluate their relative merits. | I can explore in detail different interpretations of issues and ideas, using the text/a range of sources to support opinions. |
| | | I have experienced a range of different reading materials and literature, and I can follow texts read to me and respond appropriately. | I can recognise the features of different types of text in terms of language, structure and presentation, and use appropriate language to talk about them, e.g. <i>a news article.</i> | I can read closely, identifying and noting features of texts, e.g. <i>introduction, sequence, illustrations, formality, key vocabulary.</i> | I can read closely, follow up and use additional material in texts to extend my understanding. | I can read closely, analysing the content, language and impact of texts to deepen my understanding. |

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| Reading | Understanding, response and analysis (continued) | I can choose different types of reading materials, including books. | I can use the features of texts to look for information, including contents, indexes, glossaries, titles, photographs, illustrations, diagrams, tables and charts. | I can use my knowledge of language construction and text organisation to support my understanding. | I can use my knowledge of how different texts are structured, organised and linked to support my understanding of a topic, e.g. <i>use of hyperlinks in a printed/digital text to extend my research and understanding.</i> | I can use printed and digital texts to search selectively, assessing the reliability, significance and accuracy of what I find. |
| | | I can identify the purposes and intended audiences of different texts, e.g. <i>to instruct, to explain.</i> | I can use my understanding of different kinds of texts to consider whether a text is effective in conveying information, ideas and views. | I can evaluate the usefulness and reliability of texts. | I can confidently evaluate the purpose, impact and reliability of texts. | |
| | | I can identify how texts are organised, e.g. <i>lists, numbered points, diagrams with arrows, tables and bullet points.</i> | I can make use of reference/digital sources to select, summarise and synthesise information, referencing as appropriate. | I can summarise, synthesise and analyse information to gain in-depth understanding, e.g. <i>of causes, consequences, patterns</i> , using different sources. | I can synthesise and analyse information to gain a broad and balanced understanding from sources which may have conflicting views. | |
| | | I can relate information and ideas from reading material and literature to personal experiences. | I can make links between what I read and what I already know and believe about the topic. | I can collate and make connections, e.g. <i>prioritising, categorising</i> , between information and ideas from different sources including digital and audio-visual texts. | I can compare the viewpoint of different writers on the same topic, e.g. <i>rats are fascinating or a menace.</i> | I can confidently compare and contrast themes and ideas in a range of texts, including digital and audio-visual texts, exploring how they vary in purpose and effect. |
| | | I can talk about the literature I hear, view or read, and express simple opinions and respond to their content. | I can make links between different types of reading material and literature, e.g. <i>identifying similarities and differences.</i> | | I can compare and contrast themes and issues across a range of texts including digital and audio-visual texts. | |
| | | | I can understand that texts change when they are adapted for different media and audiences, e.g. <i>a written text and a film version.</i> | | | |
| | | | I can use my imagination to respond to literature and create my own. | | | |

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| Speaking | Clarity and vocabulary | I can produce many speech sounds accurately. | I can speak clearly, varying expression and gestures to communicate my ideas and help listeners. | I can speak clearly, recognising the appropriate language for different audiences and purposes, and varying my expression, vocabulary, tone and gestures to engage the audience. | I can speak clearly, selecting and adapting my language appropriately for a range of audiences and purposes, conveying meaning effectively to the audience. | I can speak fluently and confidently, using a range of techniques, expressions and gestures. |
| | | I can discriminate sounds, play with sounds and manipulate sounds in my environment and in words. | I can develop and adapt my vocabulary through listening and reading, and use these new words in a variety of situations. | I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken communication, including in formal situations. | I can convey meaning convincingly in a range of contexts so that the audience is fully engaged. | I can present ideas and issues to meet the demands of different audiences. |
| | | I can use familiar words and phrases and experiment with newly learned vocabulary. | I can communicate using an increasingly varied and precise vocabulary. | I can make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity. | I can reflect on my use of strategies to improve the quality, accuracy and effects of my spoken communication, including in formal situations. | I can use a range of discipline-specific and general academic vocabulary in my own communication. |
| | | I can communicate meaning using extended speech and/or gesture. | I can vary the types of sentences I use in my spoken language. | I can express issues and ideas clearly using area of learning and experience/discipline-specific vocabulary and examples. | I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself with fluency, accuracy and clarity. | I can use sophisticated idiomatic language and appropriate register in a range of contexts. |
| | | Welsh-medium statement: I can identify the sounds that often change at the beginning of words and apply those changes in some mutable contexts, e.e. <i>yn gyflym, digon o le</i> . | Welsh-medium statement: I can identify when a word has undergone mutation, and can apply those same changes in many obligatory contexts, including: <ul style="list-style-type: none"> • soft mutation after 'ei' masculine, e.g. <i>ei goes ef</i>, and after numerous prepositions • soft mutation (but not ll or rh) when a noun or an adjective follows 'yn', e.g. <i>yn gyflym</i> • nasal mutation after 'fy', e.g. <i>fy nghoes i</i>, and after the spatial preposition 'yn', e.g. <i>yng Nghaerffili</i> • aspirate mutation after 'ei' feminine, e.g. <i>ei choes hi</i>, and for nouns with human referents. | Welsh-medium statement: I can identify the use of mutations, and recognise omissions and/or the use of the inappropriate mutation type when another type is expected. | Welsh-medium statement: I can identify the various uses of mutation and apply all three processes (soft mutation, nasal mutation and aspirate mutation) in a wide range of mutable contexts. | |
| | | | | | Welsh-medium statement: I can begin to mark feminine nouns for inanimate objects and non-human referents through mutation, e.g. <i>ysgol gynradd (ysgolion cynradd), cadair goch (cadeiriau coch)</i> . | Welsh-medium statement: I can show a continued development in my ability to mark gender through mutation where appropriate, e.g. <i>the noun itself (y gath), associated adjectives (y gath fach, lwyd)</i> , and in agreement patterns involving distant reference, e.g. <i>Cafodd y gath fach, lwyd, ei chipio o'i chynefin. Druan ohoni.</i> |
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| Speaking | Purpose | I can share ideas and feelings and express what I like and dislike. | I can explain information and share ideas, opinions and feelings using relevant vocabulary. | I can share, talk and write about my thoughts, feelings and opinions using a range of techniques to show impact. | I can share, talk and write about my thoughts, feelings and opinions showing empathy and respect. | I can share, talk and write about my thoughts, feelings and opinions in increasingly challenging and contentious contexts. |
| | | I can understand and use basic concepts in language, e.g. <i>up/down, more/less, happy/sad</i> . | I can use spoken language/ communicate for different purposes, e.g. <i>to explain, persuade, question and negotiate</i> . | | | |
| | | I can express interest and enjoyment. | | | | |
| | | I can retell events or experiences in simple terms. | | | | |
| | | I can describe objects and events, building and extending vocabulary. | I can organise what I say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i> . | I can organise talk so that different audiences in different contexts can follow what is being said, including using formal language. | I can organise talk effectively to respond to how listeners are reacting by adapting what I say and how I say it. | |
| | I am beginning to use appropriate language to talk about events in the past and future. | | | | | |
| | Collaborative talk | I am beginning to take turns in a conversation, following the topic. | I can use talk purposefully to contribute to group discussion sharing ideas and information. | I can contribute to group discussion in different roles, taking responsibility for completing the task well. | I can undertake a range of responsibilities to structure and develop group talk, including in more formal situations. | I can use a range of options and strategies to enable the group to progress and reach consensus. |
| | | | I can adopt a range of roles and manage my contributions appropriately. | | | |
| | | I am beginning to talk with my peers in the language of the setting/school. | I have experienced speaking with different people in a variety of authentic contexts. | I have experienced speaking with different people in a variety of authentic contexts. | I have experienced speaking with different people in a variety of authentic contexts. | I have experienced speaking with different people in a variety of authentic contexts. |
| | | | I can change how I communicate depending on where I am and who I am with, including formal situations. | I can explore challenging or contentious issues through a variety of authentic contexts, including sustaining a role. | I can use talk in a range of authentic contexts to explore challenging or contentious issues. | I can confidently and consistently explore challenging or contentious issues through sustaining roles in formal situations, contexts and purposes. |
| | Questioning | I am beginning to ask and answer questions to clarify my understanding. | I can ask and answer questions and exchange ideas and information on topics (familiar to new). | I can ask and answer questions, building on and developing the ideas of others in group discussions. | I can sustain a convincing point of view, anticipating and responding to other perspectives. | I can speak from a range of convincing perspectives to meet the demands of different situations, contexts and purposes. |
| | | | I can express opinions, giving reasons, and provide appropriate answers to questions. | I can respond to others' points of view by seeking clarity, summarising and explaining what I have heard, read or seen. | | |
| | | | | I can make informed choices to enhance my communication skills. | | |

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|---------|-------------------------------|---|---|--|--|--|--|
| Writing | Vocabulary, spelling, grammar | I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts. | I can write using an increasingly imaginative, varied and precise vocabulary. | I can use varied, appropriate and precise vocabulary including area of learning and experience/discipline-specific words for different purposes. | I have experienced a range of area of learning and experience/discipline-specific and general academic vocabulary, and can use them in my own communication. | I can use a range of discipline-specific and general academic vocabulary accurately and precisely. | |
| | | I am beginning to sequence symbols, signs or words appropriately. | | I can make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity for different audiences and purposes. | | | I can make informed choices about vocabulary, idiomatic and figurative language, and syntax in order to express myself with fluency, accuracy and clarity. |
| | | I can recognise the alphabetic nature of writing and understand that written symbols have meaning. | | I can use language appropriate to writing, including standard forms, e.g. <i>nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses.</i> | | | |
| | | I can write from left to right. | I can use standard forms of language, including standard forms of verbs, e.g. <i>I see/he saw, I go/he went</i> , and subject-verb agreement, e.g. <i>I was/we were</i> . | I can use the standard form of a variety of words, e.g. <i>present, past and negative forms.</i> | | | |
| | | I can discriminate between letters. | | | | | |
| | | I can distinguish between upper- and lower-case letters. | | | | | |
| | | I can form letters. | I can use my knowledge of letter sounds and patterns accurately in my spelling, including: <ul style="list-style-type: none"> • consonant-vowel-consonant • common digraphs, e.g. <i>th, ck</i> • simple roots, e.g. <i>tele, sub, fair</i> • suffixes, e.g. <i>-ly, -ation, -ous</i> • plural forms correctly in context, e.g. <i>-s, -es, -ies</i> • past tense of verbs consistently, e.g. <i>consonant doubling before -ed.</i> | I can use my knowledge of letter sounds and patterns accurately in my spelling, including: <ul style="list-style-type: none"> • roots, e.g. <i>light, geo, appear</i> • suffixes, e.g. <i>-able, -cious/tious, -ful</i> • plural forms correctly in context, e.g. <i>-s, -es, -ies.</i> | | | |
| | | I can write words and phrases by using knowledge of letters and the sounds they represent. | I can attempt to spell more difficult words plausibly using a range of strategies, including: <ul style="list-style-type: none"> • word families • roots • morphology • graphic knowledge • phonic knowledge, e.g. <i>segmenting a word into its individual phonemes.</i> | I can use strategies to correctly spell polysyllabic, complex and irregular words in the context of each area of learning and experience. | I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and area of learning and experience/discipline-specific words correctly. | | I can use strategies to spell discipline-specific and general academic words in appropriate contexts. |
| | | I can segment words into syllables and sounds to help me spell. | I can spell high-frequency irregular words correctly. | | | | |

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|---------|---|--|---|---|---|--|
| Writing | Vocabulary, spelling, grammar (continued) | I am beginning to write using familiar words and phrases. | I can write legibly. | I can write legibly and fluently. | I can write legibly and fluently. | I can understand and use formal conventions of language in a range of purposes, making effective use of reference tools and accuracy aids. |
| | | I am beginning to form letters correctly using an appropriate grip. | | | | |
| | | Welsh-medium statement: I can show awareness that some letters change at the beginning of words, e.g. <i>dau gi, y gath</i> . | Welsh-medium statement: I can identify the letters that often change at the beginning of words and apply those changes in some mutable contexts. | Welsh-medium statement: I can apply mutations in many obligatory contexts, including: <ul style="list-style-type: none"> soft mutation after 'ei' masculine, e.g. <i>ei goes ef</i>, and when nouns and adjectives follow 'yn', e.g. <i>yn gyflym</i> nasal mutation after 'fy', e.g. <i>fy nghoes i</i>, or special preposition 'yn', e.g. <i>yng Nghaerffili</i> aspirate mutation after 'ei' feminine, e.g. <i>ei choes hi</i>, and for nouns with human referents. | Welsh-medium statement: I can identify the use of mutations, and recognise omissions in obligatory contexts, and/or the use of the inappropriate mutation type when another type is expected. | Welsh-medium statement: I can identify the various uses of mutation and apply all three processes (soft mutation, nasal mutation and aspirate mutation) in a wide range of mutable contexts. |
| | | Welsh-medium statement: I can form plural versions of concrete, familiar nouns. | Welsh-medium statement: I can form plurals, e.g. <i>by adding a suffix (merch>merched), changing the stem (bachgen>bechgyn), a combination of both (braich>breichiau) and removing a suffix (coeden>coed)</i> . | Welsh-medium statement: I can produce the appropriate form of plural with the appropriate vowel/diphthong change, e.g. <i>car>ceir</i> . | Welsh-medium statement: I can show a continued development in my ability to mark gender through mutation where appropriate both on the noun, e.g. <i>the noun itself (y gath), associated adjectives (y gath fach, lwyd)</i> , and in agreement patterns involving distant reference, e.g. <i>Cafodd y gath fach, lwyd, ei chipio o'i chynefin. Druan ohoni</i> . | |
| | | Welsh-medium statement: I can spell some words applying the appropriate vowel y/u/l, e.g. <i>tŷ, llun</i> , and diphthongs, e.g. <i>coed</i> . | Welsh-medium statement: I can switch between vowels and diphthongs appropriately while modifying words for meaning changing between singular and plural or marking feminine noun gender with a feminine adjective, e.g. <i>taflen werdd, cath wen</i> . | Welsh-medium statement: I can write grammatically accurate sentences with attention to conjugated verbs, verb tense, and person correspondence and gender agreement. | | |

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| Writing | Connectives and syntax | | <p>I can compose single and multi-clause sentences, making choices to meet the intended audience and purpose, including:</p> <ul style="list-style-type: none"> connectives to expand a point connectives to write compound sentences connectives for causation and consequence, e.g. <i>because, after</i> starting sentences a variety of ways adjectives and adverbs. | I can use simple, compound and complex sentence structures for emphasis and effect. | I can select and use a variety of different sentence structures (simple, compound and complex sentences) with grammatical accuracy in my writing. | I can show sustained awareness of different readers by selecting from a range of styles and structures, and adapting my use of language confidently. |
| | | | I can use an increasing range of connectives to organise my ideas in sentences, paragraphs and whole texts. | I can use a range of connectives specifically when organising my ideas in whole texts for different purposes. | I can vary sentence structures to engage and sustain the reader's interest and write with grammatical accuracy. | |
| | Punctuation | I have an awareness of how words are separated by spaces. | I can use familiar punctuation, including capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for omission. | I can use a range of punctuation accurately (including apostrophe for possession) to clarify and expand meaning. | I can use the full range of punctuation accurately (including colons, semicolons and parenthesis) to clarify, organise and expand meaning. | I can use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects. |
| | | I am beginning to have an awareness of how capital letters and full stops demarcate sentences. | I can begin to use commas to mark clauses and phrases, e.g. <i>after a fronted adverbial 'Later that morning, we visited the castle'.</i> | | | |

Literacy Framework

| Strand | Element | Progression step 1 | Progression step 2 | Progression step 3 | Progression step 4 | Progression step 5 | | | |
|---------|--|--|---|---|---|---|--|--|---|
| Writing | Planning and organising for different purposes, audiences and context | I am beginning to understand that writing can be for different purposes and audiences. | I can write for different purposes and authentic audiences, real or imagined. | I can adapt my writing style and structure to suit the audience, purpose and context, <i>e.g. suitable balance between facts and viewpoints, a precise conclusion.</i> | I can adapt my writing style, choosing and using the best structures for different contexts and purposes, <i>e.g. to successfully describe, explain, persuade, discuss.</i> | I can write extended pieces which include detailed evidence and information for different purposes and audiences within and across different disciplines. | | | |
| | | I can respond creatively to the range of literature I hear, view or read. | | I can write a comprehensive account of a topic, theme or viewpoint. | | | I can use summary, discussion of issues, detailed explanations and logic when covering a topic. | I can summarise confidently, adapting style and form for the reader or intended audience and purpose for writing. | |
| | | I am beginning to communicate using text, image, sound, animation and video. | | I can use and adapt different structures within my writing, <i>e.g. reporting an event, investigation or experiment.</i> | | | I can write about my thoughts, feelings and opinions using a range of techniques, <i>e.g. emotive language, hyperbole, choice of pronouns (you, we), to show impact.</i> | I can write with maturity about my thoughts, feelings and opinions in increasingly challenging and contentious contexts. | |
| | | | | I can write about my thoughts, feelings and opinions, showing empathy and respect. | | | | | I can convey objectivity and impartiality on complex topics, using a range of linguistic devices. |
| | | I can contribute to shared writing for different audiences and purposes. | | I can use talk to plan writing and note down my ideas to use in writing. | | | I can explore different ways to plan, draft and present my work appropriately. | I can select and use appropriate strategies to plan and develop my writing for different purposes and audiences. | I can select and use appropriate strategies to plan and develop my writing for a challenging range of different purposes and audiences. |
| | | | | I can organise my writing into a logical sequence, <i>e.g. write using an introduction to the topic and a conclusion, present information as a process, use ordering words.</i> | | | I can write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, and a precise conclusion. | | |
| | | I can begin to structure my writing using paragraphs. | | I can use paragraphs and make links between them. | | | I can use paragraphs and sections to give coherence to longer pieces of writing. | | |
| | Proofreading, editing and improving | | I can read over my work and am beginning to use a range of familiar strategies and tools to improve my writing. | I can reflect on, edit and redraft to improve the quality of my expression, and use a range of strategies to ensure greater clarity. | I can improve writing through independent review and redrafting. | I can improve the content, structure and accuracy of my writing through critical reflection, review and editing, responding constructively to feedback. | | | |
| | | | I can explain where and why I have made any changes or corrections. | | | | | | |