

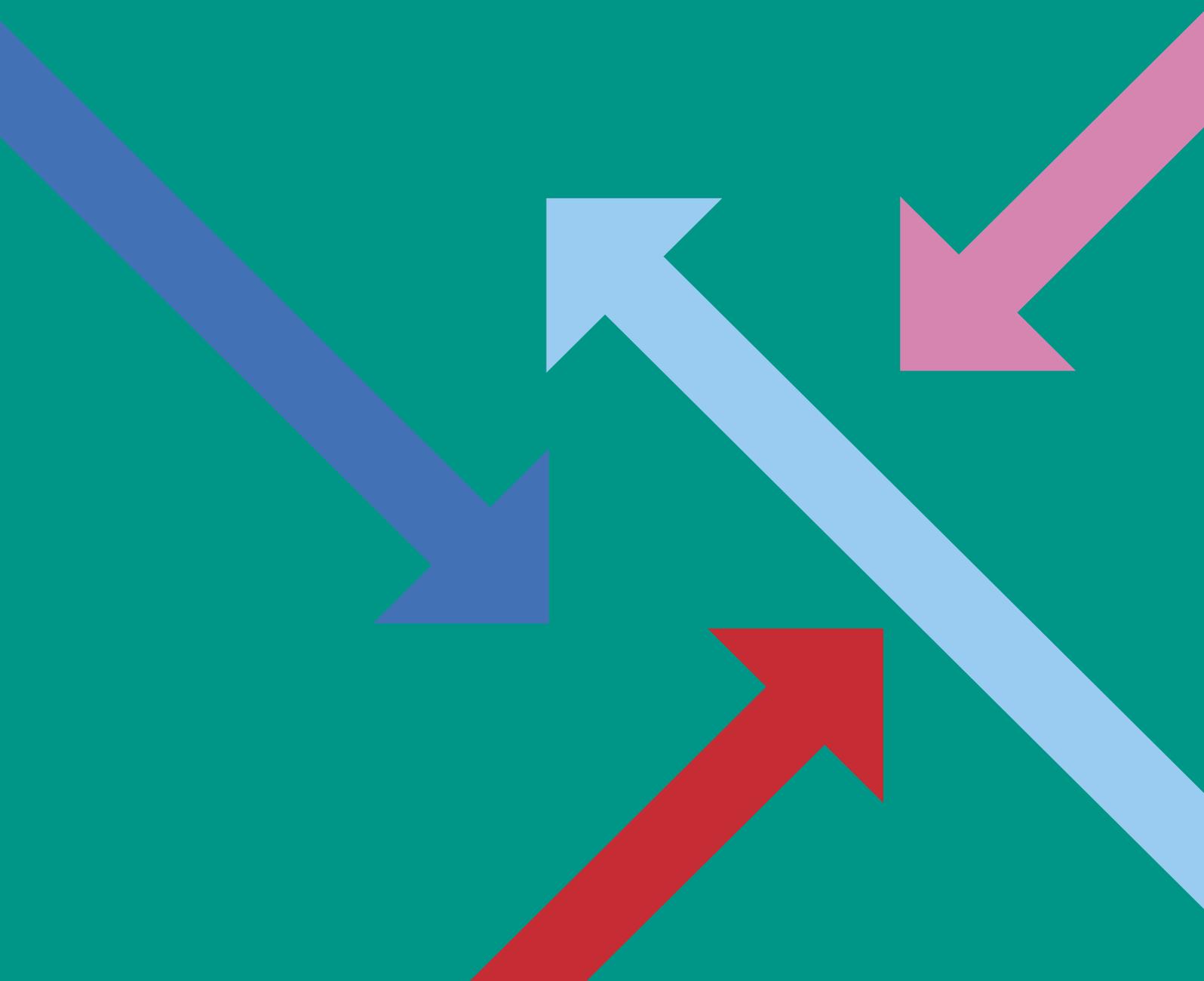


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Routes for Learning: Draft glossary



We are in the process of developing a glossary of terms to support practitioners who will be using the Routemap and wider Routes for Learning materials through the medium of English or through the medium of Welsh. Below, you will find some examples of draft definitions.

We would like to invite you to comment on the content of the draft so far. We would also welcome suggestions of additional terms you have identified from the Routemap, guidance and/or assessment booklet to be included in the final version of the glossary.

All comments should reach us at assessment@gov.wales by 9 October 2020.

Accidental actions	(Gweithredoedd damweiniol) Accidental actions are actions which are voluntary (i.e. under the control of the doer) but which are accidental in their effect, e.g. a learner moves their arm slightly and contacts a Bobo doll which makes a noise.
Immediate environment	(Amgylchedd sy'n union o'i amgylch) The immediate environment is the environment (e.g. objects, people, surfaces) which surrounds the learner. The learner is likely to be able to reach objects in it with a small movement, e.g. moving a foot forward slightly.
Personal identifier	(Nodwedd bersonol) A personal identifier is something which enables an individual to be identified, usually when in close proximity to the learner. This is ideally an integral part of the person, e.g. long hair, a beard. However, it might be a distinctive perfume. The assumption is that it may assist recognition, perhaps particularly where the learner has sensory impairments.
Reactive environment	(Amgylchedd ymatebol) Reactive environments, surfaces, materials and objects are those which are designed to provide exaggerated effects for minimal effort, e.g. space blanket, resonance board.
Supported	(Gyda chymorth) In the context of Routes for Learning, the term 'supported' is used to indicate that the practitioner is scaffolding the learner's response by: <ul style="list-style-type: none"> • arranging the environment to meet the learner's requirements, e.g. ensuring that the learner is appropriately physically positioned • providing the learner with a clear, or even exaggerated, opportunity to take turns • prompting the learner to respond and have a turn • interpreting the timing of the learner's response as their turn • remaining physically close and present throughout the session.

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