

Welsh Language Development



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Audience	Headteachers, teachers, practitioners, governing bodies of maintained schools and practitioners and management committees in the non-maintained sector in Wales; local education authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.
Overview	This guidance supports the Welsh Language Development Area of Learning in the Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales. The document provides guidance on the skills and knowledge that children acquire, along with case studies on its implementation in settings and schools. The guidance and Area of Learning should not be viewed or delivered in isolation; it should be planned for across the curriculum
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Background

The proposals in the Welsh Assembly Government's document *The Learning Country: Foundation Phase 3–7 years* included developing a curriculum that linked and strengthened the principles and practice in ACCAC's document *Desirable Outcomes for Children's Learning before Compulsory School Age* (2000) with the programmes of study and focus statements in the Key Stage 1 national curriculum, to create a rich curriculum under seven Areas of Learning for children in the Foundation Phase. The Foundation Phase curriculum advocates that positive links between the home and the providers of care and education are fostered and promoted.

The Welsh Assembly Government's approach to education and lifelong learning is set in the broader context of our vision for children and young people overall.

We have seven core aims for children and young people developed from the United Nations Convention on the Rights of the Child. These will underpin all of the activities of the Department for Children, Education, Lifelong Learning and Skills (DCELLS).

We aim to ensure that all children and young people:

- have a flying start in life and the best possible basis for their future growth and development
- have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills
- enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to, treated with respect, and are able to have their race and cultural identity recognised
- have a safe home and a community that supports physical and emotional wellbeing
- are not disadvantaged by any type of poverty.

This guidance supports the *Foundation Phase Framework for Children’s Learning for 3 to 7-year-olds in Wales*. More specifically, as a stand-alone document, it provides guidance on the Welsh Language Development Area of Learning. The document provides guidance on the skills and knowledge that children acquire, along with case studies on its implementation in settings and schools. This guidance and Area of Learning should not be viewed or delivered in isolation; it should be planned for across the curriculum.

The Welsh Assembly Government is committed to developing and promoting the Welsh language. All settings/schools will implement a Welsh language educational programme in the Foundation Phase for children 3 to 7 years.

Those settings and schools that are defined as Welsh-medium providers should follow the educational programme of the Language, Literacy and Communication Skills Area of Learning. They will not need to deliver the Welsh Language Development Area of Learning.

In settings and schools where English is the main medium of communication, children’s Welsh language skills should be progressively developed throughout the Foundation Phase by implementing the Welsh Language Development Area of Learning.

In Welsh-medium settings/schools and in those where Welsh is used as a medium of instruction for at least part of the day, some (and in some cases most) of the children will be developing language skills in a language that is different to the language they speak at home. In immersion settings/schools, an even greater early emphasis is needed on speaking and listening activities in order to provide a firm foundation for the children’s language development. Settings/schools using Welsh as a medium of instruction for part of the day should also put a particular emphasis on speaking and listening activities in order to increase children’s familiarity with language patterns in Welsh.

Introduction

Bilingualism in Wales

In Wales, government commitment to a truly bilingual Wales is well established. It has set out a bold vision. One of the key principles is that all children in Wales have the right to feel a sense of belonging to Wales and to enjoy experiences in and of the Welsh language.

The Learning Country: Foundation Phase 3–7 years indicates clearly that, across this phase, children will need more opportunities to experience and to enjoy using the Welsh language in their everyday activities.

Indeed, *Iaith Pawb: A National Action Plan for a Bilingual Wales* (WAG, 2003) sets out the following key target:

The long term goal for our early years provision is to achieve a situation in which very many more under 5s have had sufficient exposure to Welsh to be able to move into either Welsh-medium or effectively bilingual schools.

This guidance will support practitioners in providing opportunities for children within the Foundation Phase to progress along this path.

Welsh Language Development within the Foundation Phase can be the starting point for children in English-medium settings/schools to begin to communicate in Welsh according to their ability.

In a world that is fast becoming a global village, having a particular identity, such as being Welsh, can be exciting and enriching. Welsh Language Development within the Foundation Phase can:

- help to encourage feelings of belonging and a sense of heritage, roots and community
- support an understanding of the Welsh culture
- offer a path into new cultural and social opportunities such as literature, music, film, television and theatre.

Welsh Language Development within the Foundation Phase

Young children in the Foundation Phase in English-medium settings/schools will be given an opportunity, through play/active learning, as well as story and structured activities, to acquire sufficient familiarity with Welsh to encourage further language learning and positive attitudes towards Welsh.

The Welsh Language Development Area of Learning in the Foundation Phase means:

- learning the language gradually and naturally through first-hand experiences
- support and respect
- sensitivity
- praise for effort
- a rich and lively environment
- fun and enthusiasm.

It will consist of the progressive development of children's skills in:

- Oracy (speaking and listening)
- Reading
- Writing.

Hearing and understanding are the first important building blocks towards acquisition of any language. As a first step children should hear Welsh through incidental Welsh and Welsh rhymes, songs, commands, greetings, and simple stories in informal play situations. There should be interactive displays (including labels) that support the development of familiar concepts such as discussing parts of the body, colours, numbers and so on. Children will develop confidence through practitioner responses: praise, positive reinforcement and supportive gestures.

Children will experience short, structured sessions, where they will hear simple phrases and language patterns. They will, for example, hear basic question patterns, such as '*ble mae?*' ('where is?'). These should be introduced into their play.

Through structured and spontaneous opportunities and activities children should 'explore' books and listen to a range of Welsh stories, rhymes and poems.

Children should become familiar with Welsh names of letters, their shapes and sounds. Using transferable skills, they will appreciate the phonetic nature of the Welsh language. Further along the learning continuum, they will begin to read on their own, with others and to practitioners. With increasing confidence and familiarity with the language, their stories will develop in complexity, both in the narrative and the language used.

As children become more confident users of the language, they will practise their Welsh in more spontaneous ways, including mark-making. As they develop further along the learning continuum they will, for example, write bilingual signs for their play areas, communicate factual information and write for different audiences and purposes.

Children in the Foundation Phase should acquire and absorb Welsh through a holistic curriculum, through structured play, and through having a specific structured developmental and progressive programme. Language skills learned in one language should support their development of knowledge and skills in another.

Towards bilingualism and developing transferable skills

Bilingualism is the ability to speak, read and write in two languages. Whether settings/schools teach largely through the medium of Welsh or the medium of English, the aim in the end is to enable children to play a full part in a bilingual society and to use both Welsh and English to the best of their ability. *Bilingual Future: A Policy Statement by the Welsh Assembly Government* (2002) and *Iaith Pawb: A National Action Plan for a Bilingual Wales* outline the importance of creating a bilingual Wales. In the United Kingdom, children in Wales have a unique opportunity to build on these dual skills.

Language skills learned in one language should support the development of skills and knowledge in another. Using two languages within an activity can provide motivating and valuable experiences. Often, the children will use both languages simultaneously; for instance, in using the pattern '*dwi'n hoffi*' ('I like') the child may not know the name of the object in Welsh, but will use the English word, such as '*Dwi'n hoffi pineapple*'.

The skills listed in the Welsh Language Development Area of Learning parallel those in the Language, Literacy and Communication Skills Area of Learning. These skills are transferable across all Areas of Learning; for example:

- children can show that they understand basic instructions and speak clearly, using simple words, greetings and expressions, in both English and Welsh
- they can look at English and Welsh books, handling them as a reader, with or without a practitioner, and read aloud their own work and other printed resources
- they can experiment with mark-making, produce emergent writing and begin to write in a conventional way in both English and Welsh.

Learning activities

The following sections provide an overview of what is expected in developing Welsh within the Foundation Phase and, in particular, through planned and spontaneous activities that support the development of oracy, reading and writing skills in Welsh. These complement the skills children acquire and develop through the Language, Literacy and Communication Skills Area of Learning and its associated guidance.

Oracy

Speaking

Children enter settings/schools with a variety of language experiences and language skills. They arrive having had different linguistic and cultural experiences. These can impact on their current achievements and understanding of the power of the skills of speaking, listening and communicating. During the Foundation Phase, children should learn to use and communicate in Welsh to the best of their ability.

In order to progress in the development of their skills in Welsh, children will need to have experienced enjoyable, first-hand sensory experiences by taking part in quality speaking, listening and viewing activities, both spontaneous and structured, in the indoor and outdoor learning environment, throughout the Foundation Phase.

Speaking allows children to:

- make themselves understood
- use simple words, greetings and expressions
- use correct pronunciation and appropriate intonation
- be involved in active play
- have fun with sounds, words, rhymes and songs
- respond non-verbally or by means of short oral phrases
- name and pronounce familiar vocabulary and phrases
- answer and ask questions based on a pattern
- share ideas and experiences
- use appropriate language in spontaneous and structured play activities and when conveying meaning
- build on previous experience, speak with confidence
- describe different emotions and feelings
- seek, understand and communicate simple information
- respond to a range of stimuli.

Some of the activities to support the development of speaking skills could include the following:

- joining in with nursery rhymes, action songs and singing
- telling stories, sharing and recounting information, celebrations and events that are important to the children
- circle time to provide opportunities for children to discuss, speak and listen to others' ideas, feelings, emotions and events
- relaying messages, sharing greetings in daily routines and giving instructions to others
- describing objects and artefacts, through structured patterns
- using stimuli for speaking and responding, such as treasure baskets and puppets
- role/imaginative play and drama activities that encourage children to talk to/communicate with each other making a conscious use of movement, gesture and speech
- working together with a partner or small group
- responding to drama they have watched, as well as that in which they have participated
- using ICT, such as taping children's voices/conversations and playing them back to them for discussion.

Example of role play



The Year 2 children made up their own Welsh role play and recorded themselves saying it.

Role Play	
Tom	Bore da
Jess	Bore da
Tom	pwy wyt ti?
Jess	Jess ydw i
Tom	Sut wryd ti?
Jess	Bendigedig
Tom	Hwyl!
Jess	Hwyl!

Listening

As with other skills, some children enter the setting/school with quite sophisticated and developed listening skills while others are starting at a setting/school without these skills.

Today, some children live in noisy environments with a great deal of background sounds such as television, music, and noisy electronic games, so there is an explicit need to ensure that all children have opportunities to listen to familiar and unfamiliar voices speaking Welsh to sustain their listening, concentration and thinking.

Opportunities for listening allow children to:

- show that they understand basic instructions in Welsh
- respond simply to what they hear in familiar circumstances, with growing attention and concentration
- respond appropriately to increasingly complex phrases and instructions
- understand that there is a variety in the language they hear around them.

There are many activities that support the development of listening skills in Welsh. Children should listen to Welsh being spoken and respond appropriately in familiar situations, using a range of patterns. Through participating in listening activities children should be able to differentiate between sounds and discriminate sounds from each other. Activities should be differentiated to ensure children make progress.

Some of the activities to support the development of listening skills could include the following:

- listening to and joining in with simple rhymes, nursery rhymes, songs, stories and poetry, action songs and rhymes in Welsh
- naming and sorting pictures/words according to different criteria
- playing simple games involving repetition and reinforcement of vocabulary and pattern
- using a listening centre to provide children with opportunities to listen to familiar and unfamiliar stories in Welsh
- using circle time to provide opportunities for children to listen to others, both practitioners and their peers
- listening to visitors
- listening to children's TV programmes and animated tales on CD
- collaborative activities that encourage children to listen to each other.

Reading

Early literacy is best promoted through meaningful and real contexts of learning and a print-rich environment. Children do not learn to read in isolation of the other skills of speaking, listening and writing. Children's oral experiences in Welsh should be used to develop their reading skills and they should be encouraged to choose and use Welsh reading materials. Learning to read in Welsh should be fun for all children and it should not be rushed as 'learning to read' is special and unique to all children.

Many factors can influence when children are ready to read. These can include children's:

- previous linguistic and social experiences
- developmental readiness, which can include auditory, visual and speech development
- intellectual and emotional development.

In settings/schools, activities that can support reading readiness could include:

- allowing children plenty of opportunities to handle and look at a range of books, with or without a practitioner, in a quiet area
- using children's (individual, group or class) own books as first readers
- using listening centres/tape recorders to listen to and follow a story using tapes and books
- listening to a story being read by following the print
- using storysacks/storyboxes to encourage parental/carer involvement in the home
- sharing stories and rhymes in a fun and pleasurable way
- using role play and drama activities to 'act out' roles and characters from familiar stories
- identifying words and linking them to the relevant pictures
- breaking down words into letters and the sound that each letter makes
- identifying that the top left-hand corner is the starting point, as well as using left-to-right orientation
- activities that encourage auditory and visual development, left-to-right orientation and having fun with letters and words

- sequencing pictures, events and celebrations, for example pictures and ICT programs
- book days where children dress up as their favourite book character
- book fairs and book bus.

As children progress through these early stages of reading readiness, they should have experiences of:

- hearing/observing a practitioner reading from a variety of sources
- following stories read to them and responding appropriately
- listening to others reading appropriate imaginative material
- shared/guided reading
- matching picture cues to words
- sequencing pictures to create a story
- looking at and discussing patterns in words
- shapes of letters and words
- using and looking at common words
- matching words
- breaking down words into letters
- creating simple sentences in pairs, groups and individually
- early stages of punctuation.

Some of the activities to support the development of early reading skills in Welsh could include the following:

- playing with jigsaws and sequencing cards
- listening to stories on listening centres
- making group/class and individual books with an audience in mind (for example making a book for visitors and younger or older children)
- having an interactive print-rich environment where children use and recognise words, sentences, etc., in their activities
- having a reading area and access to reading materials outdoors
- responding to stories through role play/drama activities
- using puppets to create individual, group and class stories
- playing games like 'lotto', 'odd one out', 'spot the difference'
- using pictures and ICT programs
- retelling stories with practitioner support
- telling stories from picture cards and cartoons
- having time in a quiet 'reading area' to handle, look at and read to themselves books (both fiction and non-fiction) that they enjoy

- reading together activities, such as shopping lists for a cooking activity or a list of resources needed for a project
- listening to visitors reading to them
- opportunities to play with letters and words, such as putting back together cut-up words.

Children moving along the learning continuum should:

- look at and show an interest in books
- begin to read independently
- read a range of texts
- reread extracts that they have enjoyed
- read aloud their own work
- show an understanding of the main ideas or events in stories
- have opportunities to experience reading across the curriculum and for a range of purposes.



An environment that is rich in print and colourful displays, along with areas for speaking and listening (as well as reading and writing) will encourage a love of words, books and reading in children.

Writing

Children should have plenty of opportunities to make marks and write in meaningful activities. Children should be given a range of opportunities to enjoy mark-making and develop their writing skills in Welsh. Through participating in purposeful writing tasks, children will develop and improve their written skills as they move along the learning continuum. Although there are stages of writing that the children move through, it is important to note that even if they are at the stage of mark-making they are still able to write for a variety of purposes. Language (transferable) skills learned in one language should support the development of skills and knowledge in another. The following is a breakdown of the different stages children move through to become confident and competent writers in both this Area of Learning and in the Language, Literacy and Communication Skills Area of Learning:

- mark-making
- unexplained scribbles
- explained scribbles
- attempts to write letters
- left-to-right orientation
- modelled writing
- making lists/notes, etc.
- own attempt to write simple sentences
- write simple sentences using word books/dictionaries
- write simple sentences with capital letters, full stops, question marks
- write short stories/accounts using word books/dictionaries with increasing independence
- write for a variety of purposes.

There is a range of writing experiences in Welsh that can be child initiated or planned and provided for children in the Foundation Phase, both in the indoor and outdoor learning environment, starting with the early writing activities. As children's writing skills progress, they should have opportunities to practise, develop and apply their written skills across the curriculum and in play activities, such as a garden centre or garage outdoors, a café, travel agents, or pet shop, etc. It is important that for the children to gain maximum benefit from play activities they result from first-hand experiences as far as possible.

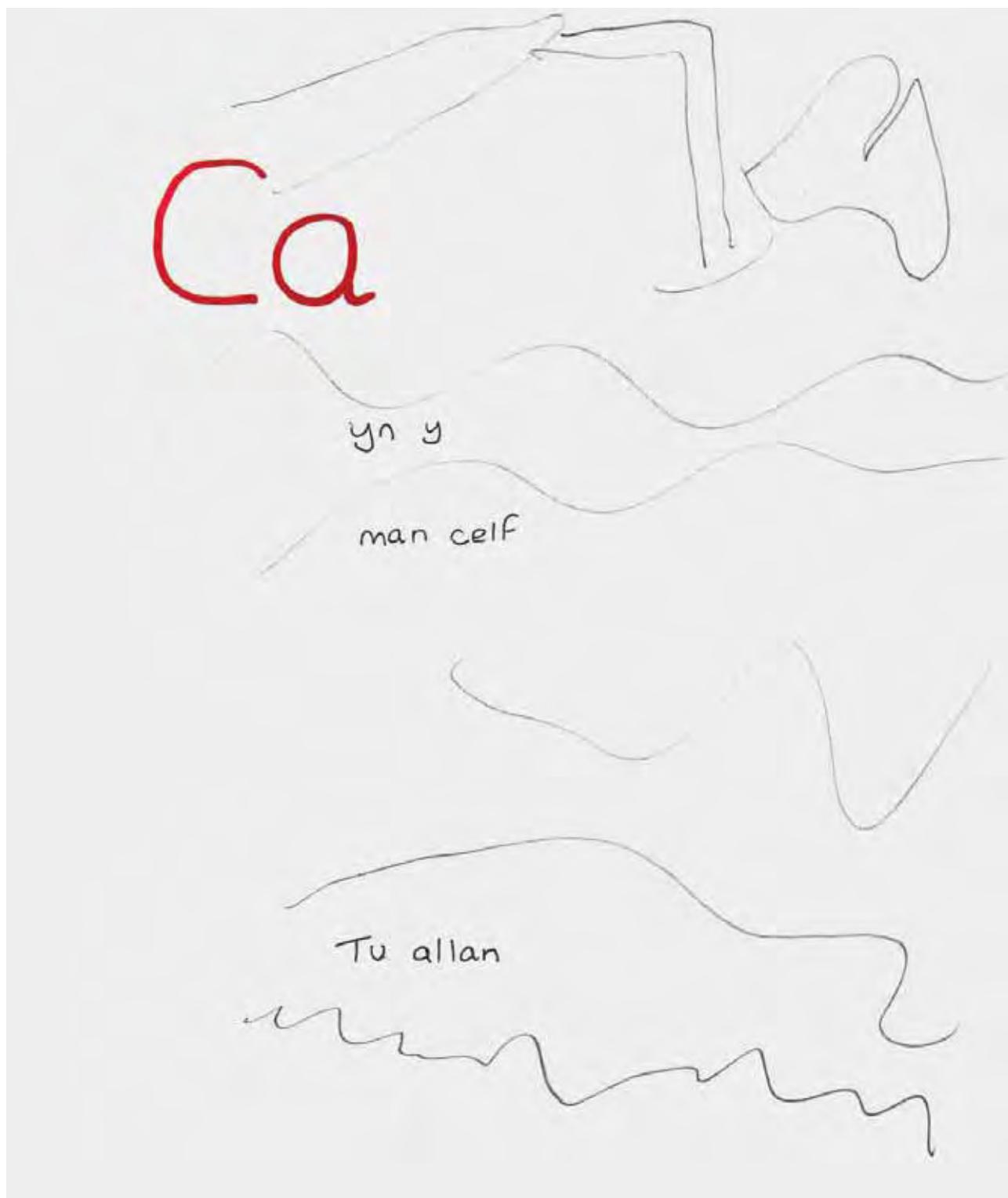
In the Foundation Phase, children should have opportunities to write independently and collaboratively in response to a variety of stimuli for a range of purposes. These could include writing:

- letters/invitations
- simple creative pieces
- poems/rhymes
- to communicate factual information
- short passages that express an opinion, for example '*Rydw i'n hoffi...*' ('I like...')
- expressing personal feelings
- a description
- instructions
- for different audiences, including peers, practitioners, members of their family and themselves



Example of mark-making/attempts to write letters

The example below illustrates how one child attempted to write the letters 'Ca' on two separate occasions; once when working in the art area and later when working outside.



Example of unexplained scribbles



Example of explained scribbles

Rhys felt very excited about this picture he had just drawn. Here is his picture. As you can see, it has a forehead, hair, hands and body. I agree with Rhys; I think it's a very good picture.



This case study illustrates how children were provided with opportunities outdoors to develop correct letter formation using a variety of mediums and natural materials.

Example of attempts to write letters

Letter formation

We started the activity with a whole-class introduction to the letter 'c'. The children were then encouraged to form the letter 'c' using a variety of different materials such as leaves and pine cones. They then chose to use paint sticks to paint the letter 'c' and make marks in the 'rice and peas tray'.



Example of making lists/notes

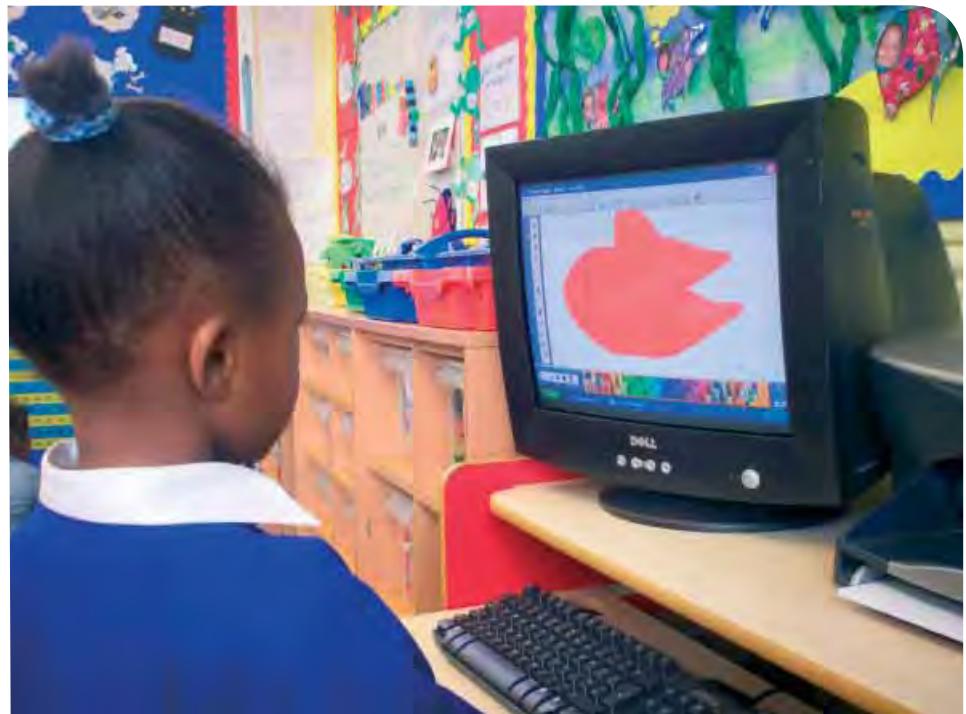


The children in Year 1 participated in role play. They have been learning the names of lots of food in Welsh. The children went on to make a shopping list in Welsh.

A handwritten Welsh shopping list with corresponding illustrations:

- beth sy'n y fasged siopej (strawberry)
Illustration: A drawing of a strawberry.
- Oron
Illustration: A drawing of a bottle with a red cap.
- mefus
Illustration: A drawing of a small green and yellow object.
- lladeth
Illustration: A drawing of a small brown oval.
- brechdanau
Illustration: A drawing of a small green and yellow object.
- bisgeai
Illustration: Two small brown ovals.

Example of attempt to write simple sentences



The children in Year 1 have been talking about their pets. Some children chose to draw them on the computer. They were able to write a simple sentence in Welsh.

A worksheet featuring two hand-drawn illustrations and their corresponding Welsh sentences written below them.

The first illustration shows a brown dog with a smiling face, standing on all fours. Above it, the Welsh sentence "Beth sy gyda ti?" is written in cursive script. Below the dog, the sentence "Mae ei gyda fi." is written.

The second illustration shows a large orange fish. Below it, the Welsh sentence "Mae pysgod ynglynol fy." is written in cursive script.

Examples of attempt to write simple sentences using capital letters, full stops and question marks

Ble mae . . . ?

Dw i'n Mynd Mewn car.

Dw i'n hoffi cor.



Dw i'n Mynd Mewn beic.

Dw i'n hoffi beic.

Dw i'n Mynd Mewn cwch

Owydd dim yn hoffi cwch.



Dw i'n Mynd Mewn tren.

Dw i'n hoffi tren.



The children in Year 2 were discussing different forms of transport. Some went on to draw and write about them in Welsh.



This case study is also included in the guidance on Mathematical Development. It is included here to illustrate how children were provided with opportunities to extend their Welsh Language Development skills during an activity using a programmable toy.

The programmable toy

We wanted to introduce the children to the programmable toy (which is an early Roamer). It has a simple set of buttons which program the toy to move forwards, backwards and turn right or left. It also has a 'Clear Memory' button to delete all previous instructions, and a 'Go' button.

We had been looking at houses and homes during the term and the children had been provided with a large floor plan of a bungalow. The rooms had been labelled in Welsh and there were doors, walls and corridors. There was also a 'Croeso' mat on which the programmable toy had to start.



The children were given the opportunity to program the toy to move into any of the rooms. Gradually they learned from one another about how many times they needed to press the 'forward' button to reach certain points on the plan



The children were then encouraged to make their own plans – they decided to work in small groups. They had been given a set of labels, some in English and some in Welsh, which they had to sort and stick in the correct room in the house. If they did not understand a word, they were encouraged to look up that word in the Welsh word-bank kept in the classroom.

After they had made their own plans the children wrote instructions for each other so that they could program the toy around their own house. They automatically continued to use the Welsh words on their own plans. The toy remained a major focus in the class for some time, with everybody using one another's plans and writing increasingly complex instructions.

The teacher indicated that this case study was an example of the sort of activities that she found useful when introducing the Welsh language to children with little or no Welsh background. Some of the children in the class had been through a bilingual meithrin and derbyn, but none were from a home where Welsh is spoken. Activities such as this were useful as a way of reinforcing key vocabulary (in this case the words for the rooms in the house) in a fun and exciting way. Once the children had used the existing plan labelled in Welsh, they automatically continued to use the Welsh words on their own plans. The English words were then no longer used throughout the activities as they continued over the following days.

Welsh Language Development within the learning environment

The role of the practitioner

Developing Welsh and ensuring that children have good experiences of and in the Welsh language are all-setting issues. The commitment and involvement of all practitioners will be needed, together with the sharing of expertise. It may be useful to undertake an audit of existing provision within the setting/school. This will involve identifying practitioner expertise and resource requirements as well as scrutinising current planning arrangements in light of the requirements for Welsh Language Development. Practitioners might usefully raise awareness with the children of the use of Welsh in the setting/school and community.

A chance remark by a Year 1 child acted as a starting point for a class discussion on the use of Welsh in school and in the community.

Raising awareness of the use of Welsh in the school and in the community

The former headteacher visited the school one morning and one boy overheard him talk in Welsh to the secretary. The child was fascinated that the former headteacher both could and chose to speak and communicate in Welsh. Most of the children heard very little Welsh outside school and this made the teacher think that she should raise their awareness of situations where the Welsh language is used.

In discussion with the children, she began to list those who spoke Welsh in the school. This overview included all practitioners, ancillary and dinner staff, the caretaker, any supply teachers, regular visitors and even the school photographer. They then listed other people in the community with whom the children could speak Welsh. This led to more of them identifying bilingual signs in the school and more generally in the locality.

The children were surprised that there were so many situations where they could use the Welsh language, an important factor when encouraging them to become proficient in the language in a predominantly English-speaking community. This led to the school deciding to send notes to parents/carers that included bilingual phrases and greetings, as appropriate.

As the Foundation Phase Curriculum applies to 3 to 7-year-olds, it is essential that there is continuity of planning for children's development. Practitioners need to be aware of what has been taught in the previous year and in the attainment of individual children.

Evaluation of the provision will necessitate all practitioners engaging in observation of children's concentration, involvement and dispositions to learning, social interactions in group work and ability to work independently. Consultation with children and parents/carers can also contribute to evaluation of the learning programme.

Creating a bilingual environment

Practitioners should promote children's familiarity with Welsh by ensuring a bilingual environment, both indoors and outdoors, with Welsh and bilingual books in the book corner, Welsh and bilingual signage, Welsh songs in the tape and CD collection, as well as Welsh language and bilingual CD-ROMs/videos and posters (for mathematics games as well as for language promotion). These resources will provide for the range of continuum needs of children in the Foundation Phase.

Children's experiences and work in their settings/schools will be reflected in their displays. Welsh needs to be clearly evident in such displays throughout the phase. Models of good language are important so the display should include words and sentences within a context rather than just lists of letters and words.

Attitudes towards language are enhanced by seeing and hearing language. Wales has a wealth of experience in developing effective bilingual seen environments: road signs, aisle information in supermarkets, public notices of all kinds, corporate names and letterheads. Promoting bilingualism through the use of attractive signage and labelling can be very effective.

Bwrdd ysgrifennu
Writing table

Dewisiwch lyfr
Choose a book

Mae darllen yn hwyl
Reading is fun

Creu a gwneud
Making and creating

Offer tywod a dŵr
Sand and water equipment



Using Welsh in everyday routines

Amser cofrestru – Registration time

Registration is a daily activity and can easily be done in Welsh. It is a ritual rooted in predictability and routine: naming, responding, anticipated language, use of expected patterns and so on. These are important factors in language learning.

Amser tywydd – Weather time

Discussing the weather and the seasons is often a regular event in settings with young children. Children will be encouraged to respond to Welsh through cues and clues such as pictorial and bilingual weather charts:

<i>Mae'n braf</i>	It's fine
<i>Mae'n oer</i>	It's cold
<i>Mae'n bwrw glaw</i>	It's raining
<i>Mae'n bwrw eira</i>	It's snowing
<i>Mae'n wyntog</i>	It's windy
<i>Mae'n stormus</i>	It's stormy
<i>Mae'n niwlog...Dwi'n gweld dim</i>	It's cloudy...I can't see anything

Children with more established bilingual skills will practise their Welsh language skills by, for example, creating their own bilingual weather charts using Clip art, ICT and CD-ROMs where appropriate.

Amser tacluso – Tidy-up time

Children will be given opportunities to respond to Welsh instructions by tidying toys and resources.

Children may sing songs or play a language game while they clear away:

Mae'r ceir bach yn mynd yn y bocs. Ble mae'r bocs?
Yes, Lucy, thank you. There's the box for the little cars –
y ceir bach yn y bocs.

They will also hear and practise Welsh relating to matching as well as sorting, and general organisation of the setting.

Amser cylch – Circle time

Children, in circle time, can be given opportunities to respond to and practise Welsh through formal and informal greetings, as well as through learning about emotions and feelings.

Amser cinio – Lunchtime

Involving all the setting's/school's practitioners in the ethos of the Foundation Phase is crucial. Lunchtime staff should be encouraged to practise Welsh with children.

Amser dweud ffarwel – Time to say goodbye

There are opportunities at the end of the day/session to promote the use of Welsh through using songs and actions. These should be differentiated to reflect the children's developing Welsh language skills.

In one setting, children sang the following at the end of the day:

*Hwyl fawr ffrindiau,
Hwyl fawr ffrindiau,
Hwyl fawr ffrindiau,
Mae'n amser dweud ffarwel.*

One of the key elements of the Foundation Phase is introducing all Areas of Learning through a holistic approach, and Welsh Language Development is obviously no exception.

Using Welsh in our daily routines

We use Welsh words instead of English wherever we can; for example when playing maths games we use Welsh words for numbers up to 20. Recently we made a class graph that was labelled in Welsh and English. Displays also include both languages – never a direct translation, but labels that I feel add to the display.

The class recently performed an assembly in front of the whole school as well as their parents/carers. The children had decided what they wanted to put in the assembly and had chosen what they wanted to say and which language they wanted to use. After the assembly I had many comments from parents/carers (and Key Stage 2 colleagues) about the amount of Welsh the children had spoken during the assembly. They remarked about how comfortable the children had seemed when standing up in front of an audience and speaking in Welsh.

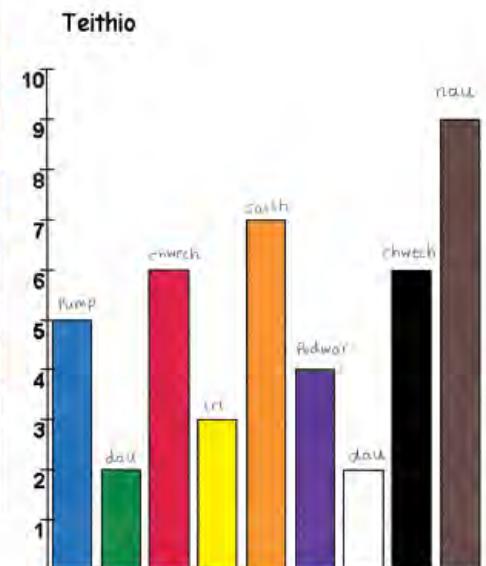
These children are developing their skills in communication, regardless of the language used. They are able to see the Welsh language as something ‘living’ and useful, and not as a separate ‘subject’.

Example of using ICT with Welsh in everyday routines



The children in Year 2 have been learning about 'Journeys and transport'. Some children chose to draw a graph on the computer in Welsh.

beic	glas	5
llong	gwylod	2
lori	coch	6
tacsi	melyn	3
car	oren	7
bws	patrwm	4
awyren	gwyrn	2
tren	du	6
cerdded	brown	9



Underpinning learning – songs and rhymes

As in all language teaching, the use of rhymes containing a strong rhythm, repetition, alliteration and homophones reinforces language development and pronunciation.

Singing is also a good way for children to practise the sounds and pronunciation of a new language. Being able to sing as a group provides them with security – it is so much easier to sing in a crowd than individually.

**In this case study
a practitioner
recalls the
method used
to ensure
that children
remember new
Welsh words or
phrases for future
use.**

Singing songs to learn new words

By making up songs in which the new words are repeated, the children become adept at making up songs of their own and are happy to repeat them frequently.

We use well-known tunes such as 'The farmer's in his den', 'The grand old Duke of York' and 'Here we go around the mulberry bush'. The following example of words made up by a child is sung to the tune, 'The farmer's in his den':

*Mae'r ddeilen fel llaw fawr, (The leaf is like a big hand)
Mae'r ddeilen fel llaw fawr,
Hei ho, hei di ho,
Mae'r ddeilen fel llaw fawr.*

The Welsh language has a wealth of traditional nursery rhymes, lullabies, and children's songs. These are an important part of the heritage of all children in Wales.

Children in the Foundation Phase will listen to, sing, and learn some of these songs, integrated into the daily routines of settings/schools. As children become more familiar with the language they will sing more complex and more demanding forms of songs.

Example of singing at Eisteddfod time



As the children have learned lots of Welsh food vocabulary, for the Eisteddfod they sang a song called '*Beth sy' yn y fasged siopa?*' ('What is in the shopping basket?')

Underpinning learning – language games

Using language games for the development of Welsh should be promoted in an atmosphere of fun where children do not realise they are working yet they learn a great deal.

**In this case study
a practitioner
describes how
children increase
their Welsh
vocabulary when
learning a new
song.**

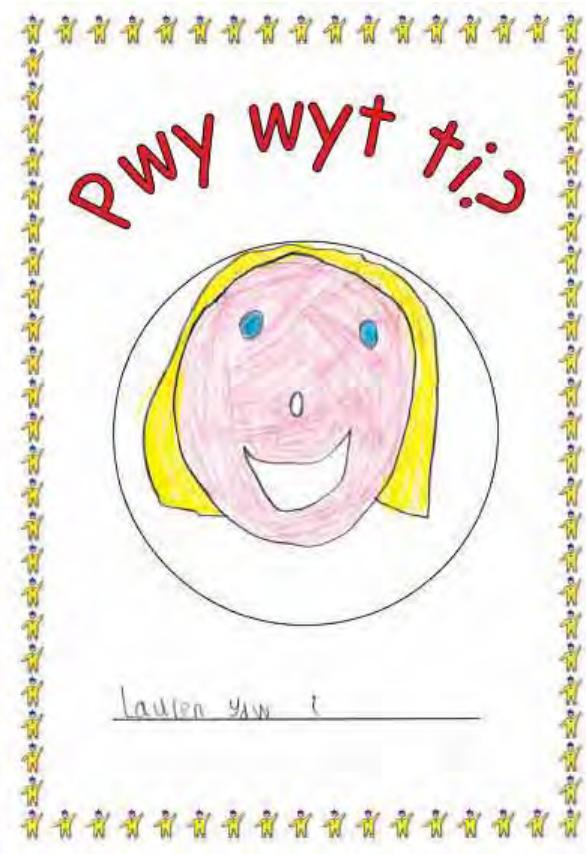
'Pwy wyt ti?'/‘Who are you?’

We sing the song 'Pwy wyt ti?' ('Who are you?') and encourage the children to point at one child who then sings his/her name in reply: 'Huw ydw i' ('I'm Huw').

The names of colours can be learned in a similar way. Point to objects both in books and in the children's indoor and outdoor environment, and ask:

'Pa liw?' 'Which colour?'

'Dwi'n hoffi melyn, coch...' 'I like yellow, red ...'



Planning

Seven Areas of Learning have been identified to describe an appropriate curriculum for 3 to 7-year-olds that supports the development of children and their skills. These need to complement each other and work together to provide a cross-curricular approach to form a practical and relevant curriculum. They should not be approached in isolation.

Emphasis should be placed on developing children's skills across the Areas of Learning, to provide a suitable and integrated approach for young children's learning.

There must be a balance between structured learning through child-initiated activities and those directed by practitioners.

A well-planned curriculum gives children opportunities to be creatively involved in their own learning, which must build on what they already know and can do, their interests, and what they understand. Active learning enhances and extends children's development.

The Foundation Phase Curriculum should be flexible to allow practitioners opportunities to plan and provide an experiential curriculum, both for children who are at an early stage of their development and for those who are more able. Children need a broad, balanced and differentiated curriculum.

Planning for Welsh Language Development

Children in the Foundation Phase should acquire and absorb language through a progressive programme that develops everyday Welsh in the setting/school. This will involve:

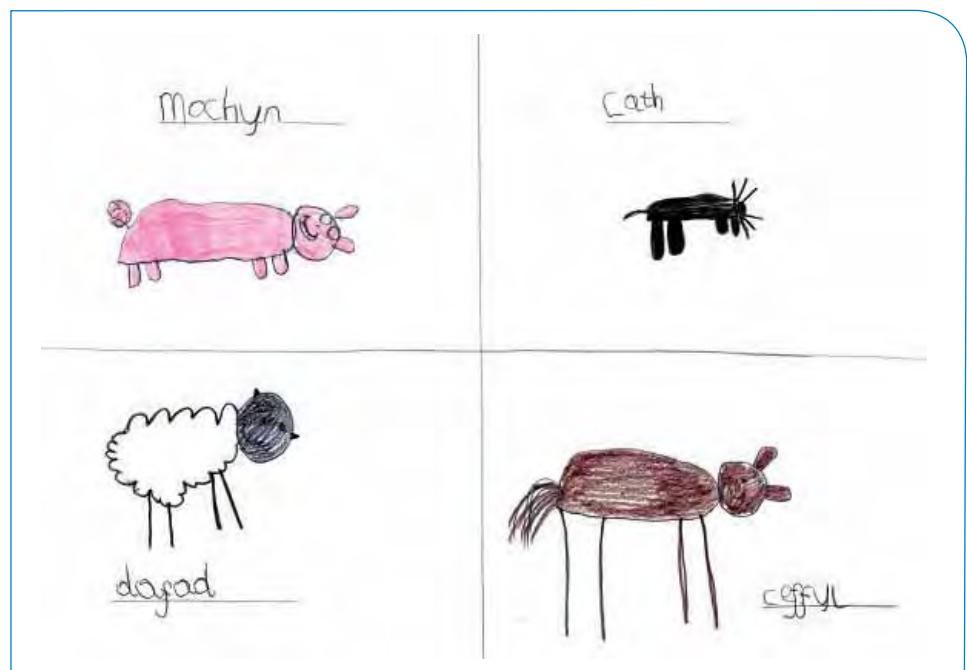
- integrating Welsh language naturally into activities that children experience in settings/schools from day to day
- planned structured time for Welsh Language Development.

A variety of strategies are recommended in the teaching of Welsh. Practitioners are urged to use their judgment and expertise to inform decisions about the choice of methods best suited to circumstances and the individual needs of children, for whom learning a new language is a special and unique experience.

Example of stimulus for planning



In reception, the children were taken to a local farm as a stimulus context for learning, themed 'Down on the farm'. As a result the children were introduced to the names of the farm animals in Welsh.



Welsh Language Development: Weekly planning

Focus: Down on the farm

Learning objective: increasing children's vocabulary in Welsh by introducing the Welsh names of farm animals.

Day	Activity	Resources	Evaluation
Monday Dydd Llun	Prepare the children for the visit to the farm by introducing the names of the animals in Welsh and playing our farmyard matching game. Sing our farm song during circle time.	Pictures and labels of farm animals, Welsh music CD	Children were very excited for their trip to the farm.
Tuesday Dydd Mawrth	Build up the children's knowledge of the names of different farm animals through visiting our local farm.	Day visit to the farm, clipboards, paper, mark-making materials to make notes, digital camera	All the children gained a great deal from this visit not only in developing their Welsh language but building up their knowledge of the characteristics of different animals.

This activity will support the mathematical concept of matching but also develop reading and visual skills by matching the name to the picture.

This visit will have many cross-curricular links including personal and social development as well as building children's knowledge of farm animals (living things).

Day	Activity	Resources	Evaluation
Wednesday Dydd Mercher	Reinforce the names of animals through getting the children to create/draw and label their favourites out of those they met on the farm (this activity will be over two days to enable freedom of choice of what medium to use).	ICT drawing package, paints, paper (various colours and sizes), crayons, collage materials	All the children were pleased with their pictures/models and this has created a wonderful display in our classroom.
Thursday Dydd Iau	Through using ICT and modelling materials to draw their animals this activity will support children's development of fine manipulative skills. The choice of media will be theirs, encouraging them to make decisions. Also, this activity reinforces the names of numbers 1–4 in Welsh.		
Friday Dydd Gwener	Friday has been left blank and will be completed after a discussion with the children as to what activities they would like to plan for following the visit.		

The activities that the children requested included creating a farmyard role-play area in the outdoor environment. Some children asked to make masks and others were happy to play with the small world farm resources already in the classroom.

Welsh Language Development across the curriculum

Effective provision for Welsh needs careful planning across all Areas of Learning to ensure that children have opportunities to develop, apply and extend their skills of communication, speaking, listening, reading and writing through the medium of Welsh and through a variety of media.

Specific activities and resources will promote the Curriculum Cymreig and provide opportunities to use Welsh in the Foundation Phase. There are many opportunities to develop skills, knowledge and understanding within the other Areas of Learning and within the different teaching areas in the setting/school. For example:

Personal and Social Development, Well-Being and Cultural Diversity

- through discussions about moral issues children should have opportunities to develop and respond to questions through the medium of Welsh, for example by using emotional phrases and sentences to describe how they are feeling
- through their role/imaginative play children could practise their responses related to sharing and caring (for example '*diolch*'/'thank you', '*os gwelwch yn dda*'/'please')

Language, Literacy and Communication Skills

- listening to and joining in with rhymes, songs and stories in Welsh, could be extended to children creating and reading simple stories
- using a variety of media and ICT, and through their play, children can communicate and practise their writing skills using Welsh vocabulary as the starting point

Mathematical Development

- children should have opportunities to listen to and join in singing counting rhymes; this can be extended to children undertaking relevant practical mathematical problems in Welsh (for example '*tri adio dau*')
- children should have experience of handling 3-D and 2-D shapes, and start to build up their vocabulary for naming and describing the shapes in context

Knowledge and Understanding of the World

- children should observe Welsh signs in their environment and develop their Welsh vocabulary and use Welsh phrases and sentences in their play
- through using Welsh reference books, sources and ICT, children should explore and discover places in the world

Physical Development

- while participating in games and activities, children could give and receive instructions in Welsh (for example sending the children in a certain direction with the instruction '*ewch at y wal goch*'/'go to the red wall'
- children could express in Welsh how they feel after strenuous activity

Creative Development

- children could listen to and respond to different types of Welsh music such as ballads and rock
- initially, children could follow and give simple directions in movement in Welsh, progressing to learning simple Welsh folk dances.

Progress in learning

Oracy

Through taking part in structured and spontaneous activities in Welsh that encourage speaking, listening and viewing activities, children should make progress in their ability to:

- listen to and join in with simple rhymes, songs and stories
- respond simply to what they hear in familiar circumstances
- view and listen carefully
- develop appropriate vocabulary and use it in their play
- use simple words, greetings and expressions when speaking with peers and practitioners
- recite or sing Welsh poems and songs
- express feelings, likes, dislikes and needs, for example '*mae'n oer*', '*ga i fynd i chwarae*'
- speak, substituting words in familiar patterns, for example '*Rydw i'n hoffi afal/banana/oren*'; convey personal and imaginative experiences using the familiar language patterns, for example '*rydw i'n mynd i*' or '*es i*'
- present simple information, for example '*Siôn ydw i*', and speak using correct pronunciation and appropriate intonation
- listen to familiar and unfamiliar voices, using a variety of visual and audio-visual stimuli, including ICT
- listen to increasingly complex phrases and instructions and respond as appropriate
- be involved in spontaneous and structured active learning experiences, including dialogue and role-playing activities, speaking correctly and clearly
- work as individuals, pairs and small groups, using more complex words, phrases and sentences when speaking.

Reading

Activities undertaken throughout the Foundation Phase in Welsh should enable children to enjoy books and to make progress in their ability to:

- follow stories read to them and respond as appropriate; look at books with or without a practitioner and show an interest in and enjoy their content; handle a book as a reader; be able to follow stories from pictures
- become increasingly aware of different types of books:
 - picture books, poems and stories (both those with familiar settings and those based on imaginary or fantasy worlds)
 - stories, poems and chants containing patterned and predictable language
 - retellings of traditional folk and fairy stories as well as stories and poems from Wales (including adaptations)
- listen to a story being read and follow the print
- read, and listen to other people reading appropriate imaginative material that includes:
 - prose and poetry for young children
 - work written for learners
 - information resources
- appreciate the significance of the printed word and the relationship between printed symbols and sound patterns
- use context to perceive the meaning of familiar words and decode new words by means of clues in pictures, letter sounds and word forms
- read aloud their own work and other printed resources correctly
- respond simply to the practitioner's questions
- reread extracts that have been enjoyed and memorise passages
- convey the content of what they have read
- read and make use for different purposes of a wide range of printed and ICT resources
- choose from a wide range of books and immerse themselves in them.

Writing

Activities undertaken throughout the Foundation Phase in Welsh should enable children to enjoy experimenting with written communication and to make progress in their ability to:

- make marks and communicate by using a variety of media
- begin to produce pieces of emergent writing, developing some letters correctly
- understand that writing is a means of communication; understand the connections between speech and language; differentiate between print and pictures; understand the different purposes and function of written language as a means of remembering, communicating, organising and developing ideas and information
- understand that writing can be a source of enjoyment
- experiment with mark-making; express ideas for a scribe to write; recognise the alphabetic nature of writing and discriminate between letters
- communicate by using symbols, pictures and words
- begin to write in a conventional way, communicating by using words, phrases and short sentences
- play with language, as a means of developing their interest in the language
- write in response to a variety of stimuli
- write simple creative pieces
- write to communicate factual information
- write short passages that express an opinion, for example '*Rydw i'n hoffi...*'
- write for different audiences, including peers, practitioners, members of their family and themselves
- improve the quality of their written work with practitioners
- use a simple dictionary or ICT when undertaking various tasks
- recognise the importance of punctuation as a way of communicating meaning by using capital letters, full stops and question marks

- spell simple words correctly and check their spelling by using dictionaries or ICT
- develop their handwriting – hold a pencil comfortably in order to develop a legible style in accordance with the conventions of written Welsh, including:
 - writing from left to right and from the top of the page to the bottom
 - starting and finishing letters correctly
 - ensuring regularity of size and shape of letters
 - ensuring regularity of spacing of letters and words
 - using the conventional ways of forming letters, both lower case and upper case
 - building on their knowledge of letter formation to join letters and turn them into words
 - presenting their writing clearly and neatly in order to communicate their meaning effectively.

Useful information and contacts

This section includes a comprehensive list of programmes that take account of continuity of planning for children's development/progression.

The majority of local education authorities develop and deliver training courses to support the development of Welsh Language Development. Athrawon Bro in most authorities are involved with individual settings/schools as well as delivering central courses.

It is crucial that prior to using any website with children that the practitioner visit the website in advance. This should be done to check that the information/material intended for use:

- supports the learning of the children
- is relevant to the work being explored
- is appropriate for the children.

Cardiff LEA

The Early Years file includes language teaching and methodology supported by a wealth of songs, rhymes, role play and practical suggestions on the development of the Curriculum Cymreig.
www.cardiff.gov.uk

Ceredigion

Resources for promoting the use of the Welsh language across the curriculum are available from www.ceredigion.gov.uk

Conwy LEA

Four Welsh-medium Story Sacks, each comprising of a book, CD and curriculum ideas, have been developed in partnership with Neil Griffiths. From November 2008 they will be available from Conwy Integrated Centre (Tel: 01492 876 434).
www.conwy.gov.uk

Cynnal (covering **Gwynedd** and **Anglesey LEAs**)

Cynnal have developed several resources to support teaching Welsh to learners, including *Cymraeg Hawdd*, a series of interactive resources that reinforce language patterns:
www.cynnal.co.uk

Denbighshire County Council

Resources for promoting the use of the Welsh language across the curriculum are available from www.denbighct.org.uk/education

ESIS (covering four LEAs – **Bridgend, Caerphilly, Merthyr Tydfil, Rhondda Cynon Taf**)

Welsh Second Language material is available for English-medium schools. *Bant â Ni* has been developed with nursery and reception classes, and is suitable for use with teaching and non-teaching staff in Early Years. The file contains lesson guides and games, as well as two song tapes.

www.esis.org.uk/schools/publications

Mudiad Ysgolion Meithrin

The materials listed below are used within *cylchoedd meithrin* and on their courses. Organisations wishing to purchase these resources should contact Mudiad Ysgolion Meithrin.

www.mym.co.uk

Cynllun Cymraeg i'r Teulu (*Welsh for the Family*) is a scheme that supports non-Welsh speaking parents/carers who have pre-school children attending the cylchoedd by introducing simple vocabulary, songs and stories as well as help with pronunciation.

Treasure Baskets is a resources pack that includes ten themes to promote language development, communication skills and early literacy. It can be ordered at www.mabonamabli.co.uk

Cam wrth Gam – a Welsh course that has been prepared specifically for Welsh learners. The course has been designed on two levels, beginner and intermediate, and offers the language needed to work with young children.

Powys

Materials used in the Early Years and Key Stage 1 have been developed by Athrawon Bro and follow an agreed framework.
www.powys.gov.uk

Swansea (and Neath Port Talbot)

Tedi Twt is a comprehensive multimedia pack for Early Years created by the Athrawon Bro of Swansea and Neath Port Talbot with the assistance of class teachers from both counties.

There are two versions available – Welsh first language and Welsh second language – and they introduce the likable character Tedi Twt who encourages the children to speak Welsh. The pack offers a range of opportunities to use the Welsh language in the classroom.

The pack contains:

- one A3 book and four A4 copies of each of the six stories:
Tedi Twt a'r Tywydd, Dillad Tedi Twt, Tedi Twt ar y Ffwrn, Tedi Twt yn Dost, Tedi Twt yn Siopa, Picnic Tedi Twt
- a story tape of each story
- a variety of games
- a teacher's file which includes:
 - a translation of each story
 - instructions and guidelines for the activities
 - songs to consolidate language patterns and vocabulary
 - a variety of worksheets.

In the Welsh second language version there is also a disk available which can be used with the interactive whiteboard. This again offers opportunities for the children to read the stories, play games and develop their linguistic and ICT skills in a fun and interesting way.

These resources are available from St Helen's Welsh Centre, Vincent Street, Swansea SA1 3TY
Tel: 01792 649 138

Torfaen

Torfaen's Welsh Advisory Service Strategies for developing bilingualism in the Early Years includes language training sessions that correspond to the language of the *Joio dan 5* teaching and learning pack created by the Advisory Service in collaboration with Cwmni Acen.

The pack is a work scheme designed to develop bilingualism in every Area of Learning through stories, songs and play activities in the classroom and the outside play area.

It consists of 16 full-colour books, a CD-ROM narrating the stories and a CD-ROM of the songs. Based on traditional nursery rhymes, the pack revolves around three characters called Tedi, Doli and Bwni.
www.torfaen.co.uk

Vale of Glamorgan

The School Improvement Service provides a programme of training to develop different aspects of provision such as intensive training to enhance bilingual skills, developing Curriculum Cymreig, transition and assessment in both Welsh- and English-medium schools.

For further information telephone 01446 709 109

Resources currently available to Vale of Glamorgan schools consist of a Welsh second language resource CD which includes flash cards, games, questionnaires and dialogues.
www.valeofglamorgan.gov.uk

Welsh Language Board

Mabon a Mabli is one of Mudiad Ysgolion Meithrin's sub-companies established to promote a wide range of Welsh and bilingual books for young children, as well as educational resources, colouring and activity books, songbooks, games and other items such as videos, cassettes and CDs.

www.mabonamabli.co.uk

Wrexham LEA

A Foundation Phase training pack for teachers has been produced: Early Education (3 to 7 years) Bilingualism Training Programme. It looks at bilingualism across the Areas of Learning, as well as how to create a bilingual environment and areas of play. The pack can be used for planning, assessment and as a prompt in the classroom.

Available from Erlas Centre, Bryn Estyn Lane, Wrexham LL13 9TY
Tel: 01978 317 600

Many publishing houses in Wales produce a wide range of bilingual books and resources. The Welsh Books Council website www.gwales.com offers a comprehensive list, together with an outline of content and age-range suitability.

The BBC has an invaluable online tool for parents wishing to learn Welsh, including online activities, conversations, and a detailed dictionary, at www.bbc.co.uk/wales/welshathome/

Foundation Phase glossary

Active learning

This term relates to children being active and involved in their learning. Children learn best through first-hand experiences. It is crucial that children have active experiences indoors and outdoors that build up the skills, knowledge and understanding that will support their future learning.

The purpose of play/active learning is that it motivates, stimulates and supports children in their development of skills, concepts, language acquisition/communication skills and concentration. It also provides opportunities for children to develop positive attitudes and to demonstrate awareness/use of recent learning, skills and competencies, and to consolidate learning.

Assessment profile

The assessment profile provides guidance on key child developmental stages and skills that children develop and acquire from approximately 18 months through to 84 months.

Child initiated/centred

The Foundation Phase curriculum should focus more on children's interests, development and learning rather than the curriculum and pre-determined outcomes. It is important to note that the planned curriculum has to have structure and clear learning objectives but enough flexibility to enable the children to follow their interests and their needs.

Careful observations of the planned curriculum and how children respond to it should provide evidence of whether the children are focused on their learning and not playing aimlessly. An understanding of child development is crucial to ensure that the children are extended in their learning.

Cognitive development

Cognitive development is the development of the mind. It focuses on children's thinking and understanding, imagination and creativity (including problem solving/reasoning/concentration and memory).

Communication/language development

Language is made up of different forms and skills which include speaking and listening, reading, writing, thinking and observation. The tone of a voice is a powerful form of communicating meaning. Some children may use alternate systems to the voice such as signing.

Non-verbal communication also takes on different forms such as facial expressions (smiling), gestures/body movements (shoulders slouching and eye contact).

Cooperative/group play

Children start to play together, they share their play. Children become more sociable, take on roles in the play and take account of the roles of other children. They begin to be aware of the needs and wishes of their peers, so that gradually the play becomes more complex. Rules are sometime devised and some cooperative play will be revisited over several days.

Cultural diversity

The Foundation Phase supports the cultural identity of all children, celebrates different cultures and helps children recognise and gain positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of and appreciative of the value of the diversity of cultures and languages that exist in Wales.

Curriculum

Seven Areas of Learning have been identified to describe an appropriate curriculum for 3 to 7-year-olds that supports the development of children and their skills. They complement each other and work together to provide a curriculum that is holistic. Each Area of Learning includes the statutory education content (skills and range) that needs to be followed.

Curriculum Cymreig

The Foundation Phase contributes to the Curriculum Cymreig by developing children's understanding of the cultural identity unique to Wales across all Areas of Learning through an integrated approach. Children should appreciate the different languages, images, objects, sounds and tastes that are integral to Wales today, and gain a sense of belonging to Wales, and understand the Welsh heritage, literature and arts as well as the language.

Differentiation

The curriculum should be flexible to match children's abilities, skills and developmental needs.

Emotional well-being

Emotional development focuses on the development of children's self-esteem, their feelings and their awareness of the feelings of others.

Fine manipulative skills

The development of children's fine manipulation/motor skills begins within the centre of their bodies and moves out. Through appropriate development, children will eventually be able to undertake fine and intricate movements. Fine manipulation skills include using finger movements and hand-eye coordination.

Gross motor skills

The development of gross motor skills starts with the young baby controlling head movements and then, moving down the body, controlling other parts of the body. Gross motor development includes using whole body movements, coordination and balance.

Holistic curriculum

The holistic curriculum is one where Areas of Learning are interlinked and learning and teaching support many aspects of the children's development rather than focusing on one specific stage or need. The curriculum is viewed and delivered as a whole.

Imagination

Imagination is having the skills and ability to form images, ideas and concepts that either exist but are not present, or that do not exist at all.

Independence

Independence refers to having the ability and skill to be less dependent on others. Skills of managing and coping should be progressively developed throughout the Foundation Phase.

Learning styles

There are different learning styles or preferred ways of interacting. The learning styles are: visual, auditory and kinaesthetic. When learning styles are taken into account learning can be enhanced.

Some children learn best if they have a visual stimulus, others an auditory one or a kinaesthetic (practical) task. Research into brain development has shown that individual learning styles are affected by the environment, the type of learning activity and whether the child is working independently or in a group.

Memory

The memory is the part of the brain where information is collected, saved and later retrieved. Initially information has to be taken in and understood; it is then saved and recalled when needed. All of these processes are needed for learning to take place.

Outcomes

The Foundation Phase Outcomes incorporate baseline assessment scales and descriptions and the national curriculum level descriptions. They have been developed to support the end of phase statutory teacher assessment. There are six Outcomes per Area of Learning and for information purposes Outcomes 4–6 broadly cross-reference to the current descriptions for Levels 1–3.

Outdoor learning

There is a strong emphasis on outdoor learning in the Foundation Phase. The outdoor learning environment should be an extension of the indoor learning environment. Structured experiential activities should be planned for throughout the day, and children should as far as possible (taking account of health and safety issues) be able to move freely between the indoors and outdoors.

Parallel play

Children may appear to be playing together, but closer observation reveals the children are actually playing alone and not interacting with each other. Children can be using the same equipment, or sitting or standing next to each other, but both are working independently of each other, with no interaction (either positive or negative) between them in their play.

Partnership/associative play

Children operating in the partnership/associative stage of play will begin to become aware of other children. They start to communicate with each other and are more aware of the play/games that other children are involved in. They begin to explain to each other what they are doing. Gradually one child will become involved in the other child's play.

Pedagogy

Pedagogy refers to the relationships between learning and teaching. It embraces the concept of the practitioner as a facilitator of learning, responding to the needs of individuals, willing to learn alongside the children, using appropriate methods to manage the process of learning and continually reflecting on and improving practice.

Personal development

Personal development focuses on the children's awareness of themselves and the development of their self-help skills.

Physical development

Physical development focuses on increasing the skills and performance of the body. Physical and cognitive development are closely linked, especially during the early years. Physical development can be divided into gross motor skills and fine manipulative skills.

Practitioners

This generic term refers to the adults that work with children in the Foundation Phase. It includes teachers and classroom assistants in the maintained sector, and staff that work in the funded education settings in the non-maintained sector.

Practitioner/adult guided

Practitioners need to plan an appropriate curriculum that engages children in their learning. They need to encourage, motivate and develop attitudes. Practitioners need to be aware of when it is appropriate to intervene sensitively to extend children's learning, when to challenge their problem-solving and thinking skills, and when to allow the children to come to satisfactory conclusions on their own. Practitioners should support/'scaffold' children's learning, observing, monitoring and assessing children's progress to ensure that they are moving on to the next stages of their development and that their skills are being extended.

Problem solving

Problem solving focuses on developing the ability to assess a problem/situation then gathering information to find a solution/answer. As children's skills increase they will be able to draw on previous experiences when attempting new activities and solving problems.

Self-esteem

This refers to the way children feel about themselves. Positive feelings indicate a high self-esteem, while negative feelings about themselves are an indication of low self-esteem.

Skills framework

The non-statutory *Skills framework for 3 to 19-year-olds in Wales* outlines progression in developing thinking, communication, number and information and communication technology (ICT).

Social development

Social development focuses on children's social interactions and relationships with their peers, practitioners and adults.

Solitary play

Children play contentedly alone. They are involved in their own play and will move from activity to activity regardless of any other children. Often in this stage of play children enjoy imitating everyday activities.

Spectator play

Children observe other children but do not join in. They like to watch other children playing. Often they can be observed standing/sitting on the fringes of where other children are playing. Although they can appear to be alone or lacking in confidence, they can often be concentrating while observing the play in order to develop an understanding of what to do.

Statutory assessment

Within the Foundation Phase there are two statutory assessments that have to be implemented: the baseline assessment and the end of phase statutory teacher assessment.

Structured educational play

Structured play experiences have specific planned outcomes to extend children's learning, skills and development. Structured play should be planned with flexibility so as to allow children opportunities to choose and extend an activity according to their interests and knowledge.

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Meithrinfa Si Lwli, Cardiff
Mudiad Ysgolion Meithrin
National Childminding Association
Rumney Infants School, Cardiff
St Mary's RC Primary School, Bridgend
Troedyrhiw Infants School, Merthyr Tydfil
Village Playgroup, Bridgend
Welsh Language Board
Ysgol Gymraeg Gwaun y Nant, Barry
Ysgol Rhiw Bechan, Powys.