

# Llangyfelach Primary School



## Language, Literacy & Communication Progression Model

## **Language, Literacy & Communication @LPS**

The Languages, Literacy and Communication (LLC) addresses fundamental aspects of human communication. LPS aims to use LLC to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and international languages as well as in literature.

LPS aims to encourage learners to transfer what they have learned about how languages work in one language to the learning and using of other languages. This multilingual and plurilingual approach is intended to ignite learners' curiosity and enthusiasm and provide them with a firm foundation for a lifelong interest in the languages of Wales and the languages of the world; and thus to make them ambitious, capable learners, ready to learn throughout their lives.

This readiness to learn is further supported since effective language skills help learners to make sense of concepts across the curriculum, for example by enabling them to articulate their reasoning when solving problems and analysing information. Effective multilingual skills deepen this ability as they enable learners to respond in many more contexts.

Given that a key aspect of effective language learning is the willingness to experiment and take risks in trying out new structures, sounds and patterns, learning and experience in this Area can empower learners to be creative and to persevere when facing challenges. Together, these skills can build learners' confidence to grasp new opportunities and to adapt to different roles which in turn can develop them as enterprising, creative contributors, ready to play a full part in life and work.

Languages are seen as a key to social cohesion, which can promote better local, national and global understanding. The aim is to encourage learners to engage critically with languages and literature in order to help them develop not only their own sense of identity, but also an understanding of the relationship between their own cultures and communities and those of other people. This understanding can be deepened as learners are afforded opportunities to learn multiple languages. This linguistic knowledge and these skills are needed to participate confidently and empathetically in society, which contributes to developing learners as ethical, informed citizens of Wales and the world.

Engaging with this Area also helps learners to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society as the skills promoted through languages, literacy and communication are key to enabling learners to express themselves effectively, to be open to other people's points of view and to develop positive relationships.

Oracy Skills								
	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
<b>Listening</b>	<p>A. Begin to listen to others.</p> <p>B. Join in with repetitive songs and rhymes.</p>	<p>A. Show that they have listened to others e.g. by drawing a picture.</p> <p>B. Join in and repeat familiar songs, rhymes and stories.</p> <p>C. Listen to the questions of others.</p>	<p>A. Listen to others with growing attention, usually responding appropriately.</p> <p>B. Join in, repeat and memorise familiar songs, rhymes and stories.</p> <p>C. Retell narratives or information that they have heard.</p> <p>D. Show understanding of what they have heard by responding to the information.</p>	<p>A. Listen to others with concentration, understanding the main points and asking for clarification if needed.</p> <p>B. Retell narratives or information they have heard, sequencing events correctly.</p> <p>C. Listen and understand the questions posed by others, to generate curiosity.</p>	<p>A. Listen carefully and make connections between what they are learning and what they already know.</p> <p>B. Listen and respond, giving views on what has been said.</p>	<p>A. Listen carefully to presentations and show understanding of key points.</p> <p>B. Listen to others, and their questions, and respond to the content and viewpoints.</p>	<p>A. Listen carefully to presentations and use techniques to remember key points e.g. note taking, summarising.</p> <p>B. Listen to the chain of discussion to formulate new ideas, opinions or questions.</p>	<p>A. Listen carefully to presentations and show understanding of the speaker's conclusions or opinions.</p> <p>B. Respond to others with follow-up questions or comments, evaluating the chain of discussion, and provide next steps.</p>
<b>Speaking</b>	<p>A. Retell, in simple terms, an event or experience.</p> <p>B. Use sentences with five or more words with some grammatical immaturities, e.g. leaving out some words.</p> <p>C. Use newly learned vocabulary in and through play activities.</p> <p>D. Express some enjoyment or interest.</p> <p>E. Speak clearly, enough to be understood by adults.</p> <p>F. Imitate real life and make-believe experiences within role play.</p>	<p>A. Talk about things from their experience and share information.</p> <p>B. Talk about things they have made or done, adding some description.</p> <p>C. Use words, phrases and simple sentences.</p> <p>D. Use appropriate, increasing vocabulary in and through play activities.</p> <p>E. Express likes and dislikes.</p> <p>F. Speak audibly.</p> <p>G. Contribute to role play activities using relevant language.</p>	<p>A. Express an opinion on familiar subjects.</p> <p>B. Talk about things they have made or done, explaining the process.</p> <p>C. Include some detail and some relevant vocabulary to extend ideas or accounts.</p> <p>D. Speak audibly conveying meaning to listeners beyond friendship groups.</p> <p>E. Organise their talk by choosing words deliberately.</p> <p>F. Adopt a role using appropriate language.</p>	<p>A. Express opinions, giving reasons, and provide appropriate answers to questions.</p> <p>B. Extend ideas or accounts by sequencing what they say, including relevant details.</p> <p>C. Speak clearly to a range of audiences.</p> <p>D. Speak confidently, choosing words deliberately and adding relevant detail.</p> <p>E. Adopt a specific role, using appropriate language in structured situations.</p>	<p>A. Explain ideas using relevant vocabulary.</p> <p>B. Ensure understanding by emphasising key points, sequencing an explanation etc.</p> <p>C. Speak clearly, varying expression to communicate and help listeners.</p> <p>D. Use language appropriate to more formal situations e.g. during assembly or talking to a visitor.</p>	<p>A. Explain information and ideas using supportive resources e.g. on screen and web-based materials.</p> <p>B. Organise talk so that different audiences can follow what is being said e.g., give background information, provide a brief summary.</p> <p>C. Adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group.</p> <p>D. Explore different situations through role play.</p>	<p>A. Explain information and ideas, exploring ways to be convincing e.g. use of vocabulary, visual aids.</p> <p>B. Speak clearly, using formal language, projecting voice effectively to a large audience e.g. events for parents / visitors.</p> <p>C. Explore current issues and topical themes through role play.</p>	<p>A. Express issues and ideas clearly, using technical vocabulary and examples.</p> <p>B. Speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested.</p> <p>C. Explore challenging or contentious issues through sustained role play.</p>

<b>Collaborative Talk</b>	<p>A. Participate in discussions with other children and/or adults.</p> <p>B. Take part in activities alongside others.</p>	<p>A. Exchange ideas in one-to-one and small group discussions, e.g., with friends.</p> <p>B. Take part in activities, alongside others, with some interaction.</p>	<p>A. Contribute to conversations and respond to others, taking turns when prompted.</p> <p>B. Take part in activities with others and talk about what they are doing.</p>	<p>A. Contribute to discussion, keeping a focus on the topic and taking turns to speak.</p> <p>B. Share activities and information to complete a task.</p>	<p>A. Contribute to group discussion, sharing ideas and information.</p> <p>B. Use talk purposefully to complete a task in a group.</p>	<p>A. Contribute to group discussion and help everyone take part.</p> <p>B. Facilitate talk within a group, to reach an agreement e.g., considering reasons or consequences, keeping focus on the topic.</p>	<p>A. Contribute to group discussion, taking some responsibility for completing the task well, e.g., introducing relevant ideas, summing up.</p> <p>B. Build on and develop the ideas of others in group discussions, e.g., by asking questions to explore further, offering more ideas.</p>	<p>A. Contribute purposefully to group discussion to achieve agreed outcomes.</p> <p>B. Follow up points in group discussions, showing agreement or disagreement giving reasons.</p>
<b>Questioning</b>	<p>A. Respond to a question verbally or non-verbally.</p> <p>B. Ask simple open-ended questions relating to own experiences and their learning.</p>	<p>A. Answer simple questions which are relevant.</p> <p>B. Ask questions to clarify understanding.</p> <p>C. Show curiosity through asking questions to find out more.</p>	<p>A. Answer who, what, when, how and open-ended questions relating to own experiences, stories and events.</p> <p>B. Use a variety of questions e.g. who, what, why, when and how for purpose and to clarify understanding.</p> <p>C. Ask a range of questions to find out more information, with support.</p>	<p>A. Answer more complex questions relating to own experiences, stories and events.</p> <p>B. Prepare and ask a variety of questions, e.g., who, what, where, why, when and how for a variety of purposes and to clarify understanding.</p> <p>C. Ask a range of questions using information texts and online resources to find answers.</p>	<p>A. Answer questions and exchange ideas and information on familiar and new topics.</p> <p>B. Ask a variety of questions to exchange ideas and information e.g., who, what, where, why, when and how for a variety of purposes and to clarify understanding.</p> <p>C. Ask a range of questions, offering suggestions as to where to find answers.</p>	<p>A. Answer a range of questions, including would, could, should, based on their own opinion.</p> <p>B. Ask relevant questions related to a topic to develop understanding.</p> <p>C. Ask higher level questions, choosing trusted sources to find answers.</p>	<p>A. Justify answers or opinions with evidence or reasoning.</p> <p>B. Ask questions, building on and developing the ideas of others in group discussions.</p> <p>C. Ask higher level questions, showing an awareness of suitability and reliability of resources to find answers.</p>	<p>A. Respond to the views of others by seeking clarity, summarising and explaining what has been heard, read or seen using supportive evidence.</p> <p>B. Ask and answer higher level questions, provoking thought and debate.</p>

Reading Skills								
	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
<b>Reading Strategies</b>	<p>A. Make meaning from pictures in books, adding detail to their explanations.</p> <p>B. Recognise familiar words, e.g., own name and print in the environment e.g., logos.</p>	<p>A. Choose own reading materials.</p> <p>B. Recognise that words are constructed from phonemes and are represented by graphemes.</p> <p>C. Read simple words such as consonant-vowel-consonant words.</p> <p>D. Read simple captions and texts recognising high-frequency words.</p> <p>E. Show an awareness of full stops when reading.</p> <p>F. Show an awareness of the difference between stories and information texts.</p> <p>G. Make meaning from visual features of a text, e.g. <i>illustrations, photographs, diagrams and charts</i></p>	<p>A. Choose reading materials explaining what the text is about and why it has been chosen.</p> <p>B. Use pictorial cues to decode words.</p> <p>C. Begin to self-correct.</p> <p>D. Read suitable texts with growing accuracy.</p> <p>E. Read aloud demonstrating attention to full stops, question marks, exclamation and speech marks.</p> <p>F. Identify simple text features such as titles and pictures to indicate what the text is about.</p> <p>G. Understand the meaning of visual features and link to written text, e.g. <i>illustrations, photographs, diagrams and charts</i>.</p>	<p>A. Choose reading materials independently, giving reasons for choices.</p> <p>B. Apply phonic strategies to decode words.</p> <p>C. Show recognition of high-frequency words in texts.</p> <p>D. Use reading cues to decode unfamiliar words e.g., prior knowledge, graphic and syntactic clues.</p> <p>E. Self-correct by re-reading and reading ahead.</p> <p>F. Read a range of suitable texts with increasing accuracy and fluency.</p> <p>G. Read aloud with attention to punctuation - full stops, question, exclamation and speech marks, varying intonation, voice and pace.</p> <p>H. Identify and use text features, e.g. titles, sub-headings, headings and pictures, to locate and understand specific information.</p>	<p>A. Make meaning from words and sentences e.g. knowledge of phonics, word families, text organisation and prior knowledge of context.</p> <p>B. Read aloud using punctuation to aid expression.</p> <p>C. Skim to gain an overview of a text, e.g. topic, purpose.</p> <p>D. Locate specific information in texts using contents, index, glossary, and dictionaries.</p> <p>E. Use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding</p> <p>F. Identify different purposes of texts, e.g. to inform, instruct, explain</p> <p>G. Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points.</p> <p>H. Make meaning from features of texts e.g. pictures, charts and layout.</p>	<p>A. Make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context.</p> <p>B. Read texts, including those with few visual clues, independently with concentration.</p> <p>C. Demonstrate understanding of sentence structure and punctuation to make meaning.</p> <p>D. Skim to gain the gist or main idea.</p> <p>E. Scan for specific information using a variety of features in texts, e.g. titles, illustrations, key words.</p> <p>F. Identify how texts differ in purpose, structure and layout.</p> <p>G. Find information and ideas using different methods, considering which are the most efficient methods.</p>	<p>A. Use a range of strategies to make meaning from words and sentences and passages.</p> <p>B. Read extended texts independently for sustained periods.</p> <p>C. Identify how punctuation relates to sentence structure.</p> <p>D. Explore how meaning is constructed in complex sentences.</p> <p>E. Use a range of strategies for skimming, e.g. finding key words, phrases, gist, main ideas, themes.</p> <p>F. Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams.</p> <p>G. Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality.</p> <p>H. Identify creative techniques used by an author to gain meaning.</p>	<p>A. Use a range of strategies to make meaning from a variety of text types.</p> <p>B. Read complex texts independently for sustained periods.</p> <p>C. Understand how punctuation can vary and so affect sentence structure and meaning.</p> <p>D. Identify how authors use grammar, punctuation and language for style, effect, or emphasis.</p> <p>E. Use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.</p> <p>F. Read closely, annotating for specific purposes.</p> <p>G. Identify creative techniques used by an author, suggesting reasons why they were used to create impact, mood or atmosphere.</p>

## Reading Skills

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
<b>Responding to Text</b>	<p>A. Show interest in books and enjoy their content.</p> <p>B. Follow picture books and texts read to them and respond appropriately.</p> <p>C. Talk about what might happen next.</p> <p>D. Recall details of a story or text by answering open-ended questions or referring to picture prompts.</p> <p>E. Begin to make links to own experiences when listening to or exploring books/texts.</p>	<p>A. Show interest in books and other reading materials and respond to their content.</p> <p>B. Follow texts being read to them and respond appropriately.</p> <p>C. Retell familiar stories in a simple way.</p> <p>D. Use pictures in texts which may infer or give clues.</p> <p>E. Identify information from a text using visual features and words.</p> <p>F. Relate information and ideas from a text to personal experience.</p>	<p>A. Explore language, information, and events in texts.</p> <p>B. Begin to explain their understanding of what is read, beyond what is explicitly stated.</p> <p>C. Express a view about the information in a text.</p> <p>D. Make links between texts read and other information about the topic.</p> <p>E. Retell events from a narrative in the right order.</p> <p>F. Identify information related to the subject of a text.</p> <p>G. Recall details from information texts.</p> <p>H. Use personal experience to support understanding of texts.</p>	<p>A. Recall and retell narratives and information from texts.</p> <p>B. Infer meaning by answering 'how' and 'why' questions which may reach beyond the text.</p> <p>C. Identify information from a text accurately and sort into categories or headings.</p> <p>D. Show an understanding and express opinions about language, information, and events in texts.</p> <p>E. Draw upon relevant personal experience and prior knowledge to support understanding of texts.</p>	<p>A. Accurately identify the topic and main ideas of a text, e.g., by highlighting, using key words of the text.</p> <p>B. Deduce ideas and information by linking explicit statements, e.g., cause and effect.</p> <p>C. Draw inferences from texts such as characters' feelings, thoughts, and motives.</p> <p>D. Take an interest in information beyond their personal experience.</p> <p>E. Use information from texts in their discussion or writing.</p> <p>F. Make links between what they read and what they already know and believe about the topic.</p>	<p>A. Accurately identify the main points and supporting information in texts</p> <p>B. Deduce connections between information, e.g., sequence, importance.</p> <p>C. Infer meaning, which is not explicitly stated, e.g., what happens next? why did he/she do that?</p> <p>D. Explore information and ideas beyond their personal experience.</p> <p>E. Select and use information and ideas from texts.</p> <p>F. Understand how something can be represented in different ways, e.g., moving image, comics, graphic novels, and posters (multimodal).</p>	<p>A. Show understanding of main ideas and significant details in texts, e.g., mind mapping showing hierarchy of ideas, flowchart identifying a process.</p> <p>B. Identify and explore ideas and information that interest them.</p> <p>C. Identify themes across the text, justifying their inference with textual evidence.</p> <p>D. Identify and explore ideas and information that interest them.</p> <p>E. Compare the viewpoint of different writers on the same topic.</p>	<p>A. Show understanding of main ideas and significant details in different texts on the same topic.</p> <p>B. Draw out hidden inferences, justifying with textual evidence and/or quotations to illustrate the point.</p> <p>C. Identify ideas and information that interest them to develop further understanding.</p> <p>D. Make connections, e.g., prioritising, categorising, between information and ideas from different sources.</p> <p>E. Distinguish between facts, theories, and opinions.</p> <p>F. Consider whether a text is effective in conveying information and ideas.</p>

## Writing Skills

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
<b>Planning, Drafting and Editing</b>	<p>A. Orally contribute to a form modelled by an adult using single words or simple sentences.</p> <p>B. Begin to plan talk when modelled by a teacher using a physical skeleton and resources.</p> <p>C. Understand that the spoken word can be written down, with teacher as scribe.</p> <p>D. Communicate by mark-making, using symbols and pictures.</p> <p>E. Trace shapes, patterns and letters with increasing control.</p> <p>F. Imitate the act of writing within role-play activities.</p>	<p>A. Orally contribute to a form in role with a teacher or child using nouns and adjectives.</p> <p>B. Plan using the features of a genre, using a physical skeleton and props.</p> <p>C. Contribute to a form or genre modelled by a teacher through shared writing.</p> <p>D. Recognise the alphabetic nature of writing and understand that written symbols have meaning.</p> <p>E. Compose a simple sentence describing events, experiences and pictures to communicate meaning.</p> <p>F. Copy and write letters, words and phrases.</p> <p>G. Respond to a variety of stimuli producing pieces of emergent writing.</p>	<p>A. Talk about what they are going to write using relevant vocabulary, following a form modelled by the teacher.</p> <p>B. Plan writing using features of a genre, using a skeleton, modelled by a teacher.</p> <p>C. Write in response to a variety of stimuli on subjects that are of interest to them.</p> <p>D. Write words, phrases and simple sentences and read back own attempts.</p> <p>E. Respond to feedback and make improvements to a first draft alongside an adult.</p> <p>F. Use written language for different purposes within play and active learning.</p>	<p>A. Use talk to plan writing using sentence stems that expand points, following a form modelled by a teacher.</p> <p>B. Co-construct a plan for writing using features of a genre accurately.</p> <p>C. Gather new vocabulary from texts and use within writing.</p> <p>D. Write text which makes sense to another reader, including a title, clear opening sentence and conclusion.</p> <p>E. Re-read and improve their writing to ensure it makes sense.</p> <p>F. Respond to feedback and suggest improvements to a first draft with support.</p> <p>G. Write using text features when undertaking independent research or tasks within the learning environment.</p>	<p>A. Use talk to plan writing, organising and grouping information to support discussion.</p> <p>B. Plan writing using a skeleton independently.</p> <p>C. Note down ideas and vocabulary to use in writing.</p> <p>D. Write for different purposes and readers, choosing words for a variety and interest.</p> <p>E. Write using an introduction to the topic, paragraphs and a clear conclusion.</p> <p>F. Present processes, events or reports in clear sequence.</p> <p>G. Respond to feedback and suggest improvements and expand on points within a first draft.</p> <p>H. Write using appropriate text features when undertaking independent research.</p>	<p>A. Use talk to plan writing using technical vocabulary, making notes to support discussion.</p> <p>B. Plan writing using a skeleton, incorporating key points from notetaking.</p> <p>C. Gather ideas and vocabulary from a range of sources.</p> <p>D. Explain main ideas with supporting detail, including observations, where relevant.</p> <p>E. Organise writing into logical sequences or sections using paragraphs.</p> <p>F. Improve writing, checking for clarity and organisation.</p> <p>G. Adapt what they write within personal research, to the purpose and reader, choosing words appropriately, e.g., descriptive, persuasive language.</p>	<p>A. Use talk to plan writing, linking ideas together and emphasising key points.</p> <p>B. Use techniques in planning writing e.g., mind mapping, sequencing, placemat activities.</p> <p>C. Write with a clear purpose, showing consideration of the reader, e.g., choosing appropriate vocabulary and presentational devices.</p> <p>D. Revise and improve writing, explaining why they have made changes.</p> <p>E. Write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion.</p> <p>F. Select and apply appropriate text features when presenting independent research.</p>	<p>A. Use talk to plan writing, responding to different viewpoints or sources.</p> <p>B. Use a range of strategies to plan writing e.g., notes, diagrams, flowcharts.</p> <p>C. Write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion.</p> <p>D. Expand upon main ideas and supporting reasons, information, and examples.</p> <p>E. Reflect on, edit and redraft to improve their writing.</p> <p>F. Adapt writing style to suit the reader and purpose e.g., formal style for unknown reader, simple style for younger readers.</p> <p>G. Select and apply appropriate text features and presentation method to successfully convey independent research.</p>

<p><b>Handwriting &amp; Presentation</b></p>	<p>A. Pick up small objects with finger and thumb and start to hold writing implements with a pincer grip. B. Uses tools with a preferred hand. C. Move across the page from left to right. D. Hold a pencil with a suitable grip. E. Experiment with a range of mark-making implements and materials. F. Attribute meaning to marks, drawings and artworks. G. Begin to show an understanding of different formats e.g., cards, invitations.</p>	<p>A. Hold writing implements appropriately. B. Begin to form letters with a cursive style. C. Write from left to right. D. Discriminate between letters. E. Discriminate between upper and lower-case letters. F. Show an understanding of different formats and their presentation e.g., cards, lists, invitations. G. Begin to position letters correctly on the line.</p>	<p>A. Use a comfortable pencil grip. B. Begin to form letters which are legible, cursive and a suitable size. C. Separate words with spaces. D. Use features of different types of writing for different purposes e.g., letters, cards, narrative. E. Position letters on the line. F. Begin to underline headings. G. Use simple pictures or diagrams to illustrate a point e.g., accompany instructions.</p>	<p>A. Form upper and lower-case letters accurately and with consistent size. B. Form capital letters correctly. C. Begin to join with some fluency. D. Underline headings. E. Use captions, illustrations, or simple diagrams to illustrate a point or add interest for the reader. F. Begin to position text correctly and neatly when creating tables. G. Explore ways of presenting text according to audience and purpose e.g. bubble writing, capital letters.</p>	<p>A. Produce legible handwriting in a cursive style and present work appropriately. B. Start sentences in a variety of ways. C. Include visual information if relevant, e.g., labelled diagrams. D. Underline titles. E. Position text correctly and neatly when creating tables, pictograms and graphs. F. Present text depending on purpose and audience e.g. large colourful headings on a poster, bubble writing, rainbow writing to draw attention etc.</p>	<p>A. Produce clear and cursive handwriting. B. Use specific structures in writing e.g., tables, questionnaires. C. Use visual information e.g., illustrations, diagrams, graphs which are clear and relevant to the written text. D. Underline titles, headings and sub-headings. E. Present text using relevant materials, focussing on purpose and audience e.g. pencil and ruler for diagrams, annotations in pen, use of capital letters, titles etc.</p>	<p>A. Produce clear and cursive handwriting, presenting work, independently. B. Use features which show the structure of the writing e.g., sub-headings, captions. C. Choose images, graphs and illustrations which are clear, relevant and appropriate. D. Discuss and choose different features of presentation and layout according to audience and purpose i.e., font size and style, cursive, capital letters.</p>	<p>A. Apply size-appropriate handwriting to all areas of the curriculum maintaining fluency and legibility. B. Adapt structures in writing for different contexts, e.g., reporting an event, investigation, or experiment. C. Use features of layout which are constructed to present data and ideas clearly. D. Adapt presentation for purpose, making decisions to suit purpose and audience.</p>
<p><b>Grammar and Punctuation</b></p>	<p>A. Aware that all marks and symbols carry meaning (e.g., pauses at full stops, etc)</p>	<p>A. Use a capital letter and full stop correctly with support. B. Show an awareness of question marks and exclamation marks when modelled by a teacher.</p>	<p>A. Use capital letters for names and personal pronoun 'I'. B. Use capital letters and full stops to demarcate sentences with some degree of consistency. C. Use question marks and exclamation marks correctly with support. D. Use connectives to expand a point. E. Begin to use adjectives to describe.</p>	<p>A. Use capital letters, full stops, question marks and exclamation marks accurately. B. Use brackets, speech marks and commas in lists. C. Use apostrophes to mark contracted forms. D. Use connectives to write compound sentences. E. Use 'and' in compound sentences. F. Begin to use a double comma to explain difficult vocabulary. G. Use adjectives to describe nouns. H. Use adverbs to modify a verb or adjective.</p>	<p>A. Use adjectives and adverbs to expand simple sentences and phrases. B. Use connectives for causation and consequence e.g. because, after. C. Use full stops, question marks, exclamation marks, speech marks and commas for lists. D. Use bullet points to organise information. E. Use 'and, but, or' into compound sentences. F. Use double commas to explain difficult vocabulary. G. Use paragraphs correctly.</p>	<p>A. Vary the order of words, phrases and clauses in sentences. B. Use adjectival; and adverbial phrases to add interest and precision. C. Use superlatives. D. Use punctuation to demarcate sentences and use speech marks, commas to mark clauses and phrases, and apostrophes for omission and possession. E. Use subheadings and write in clear sequences, using paragraphs. F. Use double comma to give clear definitions. G. Use alliteration.</p>	<p>A. Use complex sentences showing relationships of time, or cause, e.g. before you start..., if you do this then... B. Use conditionals to show hypotheses or possibilities, e.g. if, might, could. C. Use the full range of punctuation to guide the reader in complex sentences, e.g. commas, bullet points, hyphen, dash, ellipses, speech marks and apostrophes. D. Use a colon to extend ideas.</p>	<p>A. Use varied sentence structures for emphasis and effect. B. Use the full range of punctuation accurately to clarify meaning. C. Use semi-colon to show contrast and balance. D. Uses sophisticated time connectives and simultaneous connectives: consequently, immediately after, whilst. E. Includes subordinate clauses correctly. F. Use a rhetorical question.</p>

## Spelling and Vocabulary

<p>A. Listen to nursery rhymes, rhyming stories and poems.</p> <p>B. Discriminate between letters within their name.</p> <p>C. Communicate the initial sound of a word.</p>	<p>A. Rhyme through recognising and exploring rhyming patterns.</p> <p>B. Extend rhyming patterns by generating invented words in speech and spelling patterns.</p> <p>C. Read and write sounds a-z.</p> <p>D. Identify the initial sound in words.</p> <p>E. Identify and write initial and final phonemes in CVC words, e.g. <i>fit, mat, pan</i>.</p> <p>F. Read and spell words containing <i>ch, sh, th</i>.</p> <p>G. Explore alphabetical order through alphabet books, rhymes and songs.</p> <p>H. Identify rhyming families within CVC words, e.g. <i>hot, mop, top; fat, mat, pat etc</i>.</p> <p>I. Discriminate onset and rimes in speech and spelling, e.g. <i>tip, sip, flip, chip</i>.</p> <p>J. Read on sight Reception 45 high frequency words.</p>	<p>A. Sound and name each letter of the alphabet in lower and upper case.</p> <p>B. Understand alphabetical order.</p> <p>C. Read and write sounds a-z, <i>ch, sh, th</i></p> <p>D. Identify rhyming strings.</p> <p>E. Segment all sounds in CVC words.</p> <p>F. Spell words ending in <i>ff, ll, ss, ck, ng</i>.</p> <p>G. Spell initial consonant clusters, e.g. <i>bl, cr, tr, str</i>.</p> <p>H. Read and spell words containing final consonant clusters, e.g. <i>nd, lp, st</i>.</p> <p>I. Identify common spelling patterns for long vowel phonemes: <i>ee, ai, ie, oa, oo</i>.</p> <p>J. Identify critical features of words, e.g. length, pattern and words within words.</p> <p>K. Investigate spellings for words with 's' for plurals.</p> <p>L. Apply Yr 1 high frequency words correctly.</p>	<p>A. Read and use word endings, e.g. 's', 'ed', 'ing' to support spelling.</p> <p>B. Read and spell words containing diagraph 'wh', 'ph', 'ch'.</p> <p>C. Explore spelling patterns for vowel phonemes: 'air', 'or', 'er'</p> <p>D. Spell words with common suffixes, e.g. <i>-ful, -ly</i>.</p> <p>E. Spell words with common prefixes, e.g. 'un', 'dis' to indicate the negative.</p> <p>F. Discriminate orally, syllables in multi-syllabic words.</p> <p>G. Classify words with same sounds but different spellings</p> <p>H. Split compound words into component parts e.g. <i>himself, handbag, milkman</i>.</p> <p>I. Understand terms 'vowel' and 'consonant'.</p> <p>J. Create personal spelling collections of personal interest or topic words.</p> <p>K. Use synonyms and alternative words/phrases to express similar meaning and to extend and enhance writing.</p> <p>L. Apply Yr 2 high frequency words correctly.</p>	<p>A. To identify misspelt words in own writing.</p> <p>B. Build words using similar patterns e.g. <i>medical, medicine</i>.</p> <p>C. Spell by analogy with other known words e.g. <i>light, fright</i>.</p> <p>D. Investigate how spellings of verbs alter when <i>-ing</i> is added.</p> <p>E. Investigate spelling pattern <i>le</i> e.g. <i>little, muddle, bottle</i>.</p> <p>F. Recognise and spell common prefixes and how they influence word meanings e.g. <i>un-dis-, re-, pre-</i>.</p> <p>G. Use knowledge of prefixes to generate words from root words e.g. <i>happy / unhappy, appear / disappear</i>.</p> <p>H. Use the terms 'singular' and 'plural' appropriately.</p> <p>I. Generate compound words e.g. <i>playground, airport, shoelace</i>.</p> <p>J. Spell plural forms e.g. <i>-s, -es, -ies</i>.</p> <p>K. Spell common suffixes and generate new words from root words e.g. <i>proud / proudly, hope / hopeless</i>.</p> <p>L. Use past tense verbs of verbs consistently e.g. consonant doubling before <i>ed</i>.</p> <p>M. Use apostrophe to spell shortened forms of words e.g. <i>can't, don't</i>.</p>	<p>A. Spell two-syllable words containing double consonants e.g. <i>bubble, kettle</i>.</p> <p>B. Distinguish between the meaning and spelling of common homophones e.g. <i>peace/piece</i>.</p> <p>C. Spell regular verb endings <i>s, ed, ing</i>.</p> <p>D. Spell irregular tense changes e.g. <i>can / could</i>.</p> <p>E. Recognise and spell suffixes: <i>-al, -ary, -ic, -ship, hood, -ness, ment</i>.</p> <p>F. Investigate words ending in 'f' when suffixes are added.</p> <p>G. Understand vocabulary changes over time e.g. <i>frock</i>.</p> <p>H. Explore the occurrence of certain letters e.g. 'v' and 'k' and letter strings, e.g. 'wa', 'wo' and 'ss'. Deduce conventions for using them at the beginning, middle or end of words.</p> <p>I. Spell words with common letter strings but different pronunciations e.g. <i>tough, through, trough, plough</i>.</p> <p>J. Collect and classify words with common roots e.g. <i>advent, invent, prevent, press, pressure, depress</i>.</p>	<p>A. Examine properties of words ending in vowels other than the letter 'e'.</p> <p>B. Investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings.</p> <p>C. Collect and investigate the meanings of words using the prefixes: <i>auto, bi, trans, tele, circum;</i></p> <p>D. Explore rules when <i>ll</i> becomes <i>l</i> when used as a suffix; words ending with a single consonant preceded by a short vowel, double the consonant before adding <i>-ing, -ed, -er</i> etc</p> <p>E. Identify that 'c' is usually soft when followed by 'i' e.g. <i>circus, accident</i>.</p> <p>F. Investigate words ending in 'e' when adding <i>-ing</i> e.g. <i>taking</i>.</p> <p>G. Investigate words ending in modifying 'e' e.g. <i>hopeful, lovely</i>.</p> <p>H. Investigate spelling rule when changing words ending in 'y' to 'ie' and note exceptions.</p> <p>I. Recognise the spelling and meaning of prefixes: <i>in-, im-, il-, pro-, sus-</i>.</p> <p>J. Transform words by changing tense, making comparatives, nouns to verbs.</p> <p>K. Identify word roots, derivations and spelling patterns to extend vocabulary</p>	<p>A. Use word roots, prefixes and suffixes to support spelling e.g. <i>aero, aqua, audi, bi, cede, clude, con, cred, duo, micro, photo, port, prim, scribe, scope, sub, tele, tri, ex;</i></p> <p>B. Recognise and spell the suffix: <i>cian</i>.</p> <p>C. Investigate meaning and spelling of connectives.</p> <p>D. Collect, classify and explain differences between synonyms, e.g. <i>angry, irritated, frustrated</i>.</p> <p>E. Investigate and use mnemonics for spelling of more difficult words.</p> <p>F. Explore onomatopoeia.</p> <p>G. Investigate metaphorical expressions and figures of speech.</p> <p>H. Use a range of dictionaries.</p> <p>I. Research origins of proper names e.g. <i>place names, surnames etc</i>.</p> <p>J. Investigate changes in words and expressions over time e.g. <i>yonder, thither;</i></p> <p>K. Understand that new words have been added to the language.</p> <p>L. Investigate unstressed vowel spellings in polysyllabic words.</p> <p>M. To experiment with language and create similes and metaphors.</p>
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Welsh Skills								
	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
<b>Oracy</b>	<p>A. Begin to respond to simple instructions verbally or non-verbally.</p> <p>B. Listen to others with interest.</p> <p>C. Begin to join in with songs and nursery rhymes.</p> <p>D. Repeat some simple words and phrases.</p>	<p>A. Listen to others and respond to simple instructions about familiar topics and routines.</p> <p>B. Listen to others with growing attention.</p> <p>C. Join in with rhymes and songs.</p> <p>D. Converse simply, beginning to express themselves using simple patterns.</p>	<p>A. Listen to others and respond to simple instructions.</p> <p>B. Listen to others, expressing likes and dislikes.</p> <p>C. Show an understanding of short items by responding non-verbally or in short spoken phrases.</p> <p>D. Ask for, understand, and communicate simple information.</p>	<p>A. Listen and respond to a range of questions and simple instruction in familiar contexts.</p> <p>B. Listen to others, sharing opinions about a familiar topic.</p> <p>C. Demonstrate understanding of a series of short items by responding non-verbally or in short spoken phrases.</p> <p>D. Understand and communicate simple information, explaining ideas.</p>	<p>A. Listen, understand, and respond to a range of questions and multi-step instructions in a variety of familiar contexts.</p> <p>B. Listen to others, sharing views and opinions on a familiar topic.</p> <p>C. Talk about matters that are within their experience and interest.</p> <p>D. Ask for, understand, and communicate simple, personal, and factual information, expressing opinions simply.</p>	<p>A. Listen and understand information about a familiar topic, responding in a language of their choice.</p> <p>B. Listen to others sharing views and opinions.</p> <p>C. Talk with some confidence, in different contexts about experiences and events.</p> <p>D. Communicate simple, personal, and factual information clearly, varying sentences purposefully.</p>	<p>A. Listen and understand information about topics that are familiar, recalling the main points in a language of their choice.</p> <p>B. Listen to others, understanding perspective may be different from their own.</p> <p>C. Talk confidently, using appropriate pronunciation and intonation, varying vocabulary, and register, within a range of contexts.</p> <p>D. Show awareness of the needs of the audience, varying voice and gesture.</p> <p>E. Present information with ease and coherence, increasing variety of phrases and sentence patterns.</p>	<p>A. Listen to and understand information about a variety of topics, recalling and summarising the main points in a language of their choice.</p> <p>B. Listen empathetically, recognising the differing perspectives of others.</p> <p>C. Talk with accuracy in a wide variety of contexts, paying attention to what others say, taking into account the views of others.</p> <p>D. Maintain interest of the listener by varying voice, intonation and gesture.</p> <p>E. Present information clearly and effectively, expressing opinions and providing reasons to support views.</p>
<b>Reading</b>	<p>A. Understand that written symbols have meaning.</p> <p>B. Show interest in books, with or without an adult.</p>	<p>A. Recognise that written symbols have sound and meaning.</p> <p>B. Explore books with an adult, joining in with some familiar words or repetitive language.</p>	<p>A. Begin to name and recognise the sound of letters of the alphabet.</p> <p>B. Blend sounds to read simple CVC words within texts.</p> <p>C. Explore written texts, recognising some simple familiar words.</p> <p>D. Demonstrate understanding of what has been read by responding to content verbally or non-verbally.</p>	<p>A. Recognise letters of the alphabet and their sounds.</p> <p>B. Read simple texts with growing independence, blending sounds to read unfamiliar words.</p> <p>C. Show an interest in books, recognising familiar words when reading simple passages.</p> <p>D. Respond to stories, poems and factual information stating likes and dislikes.</p>	<p>A. Read and write letters of the alphabet.</p> <p>B. Read age-appropriate texts, blending sounds, while using reading cues to decode unfamiliar words.</p> <p>C. Explore a range of texts using knowledge of alphabet to find information.</p> <p>D. Understand and respond simply to poems, stories, and factual information.</p>	<p>A. Match phonemes to graphemes.</p> <p>B. Use appropriate strategies and reading cues to establish meaning.</p> <p>C. Explore a variety of texts, expressing opinions about stories, poems and factual material.</p> <p>D. Demonstrate an understanding of major events in stories and poems.</p>	<p>A. Use knowledge of the alphabet to locate information.</p> <p>B. Read age-appropriate texts clearly and with correct pronunciation.</p> <p>C. Explore a variety of texts, referring to extracts when expressing opinions.</p> <p>D. Extract the main points from a text, responding to what has been read, drawing on their own experiences.</p>	<p>A. Identify graphemes and diagraphs confidently.</p> <p>B. Use a range of tools to extend vocabulary i.e. dictionaries, thesaurus, online resources.</p> <p>C. Explore a variety of texts, identifying the main point and drawing conclusions.</p> <p>D. Gather information on a specific topic showing an understanding of the main ideas.</p>

**Writing**

<p>A. Orally contribute to a form modelled by an adult using single words.</p> <p>B. Communicate by mark-making, using symbols and pictures.</p> <p>C. Understand that written words have meaning in a range of languages.</p>	<p>A. Contribute to shared writing for different audiences when led by an adult.</p> <p>B. Communicate by correctly copying some simple words and phrases, in a variety of forms.</p> <p>C. Copy spellings of basic topic words correctly.</p>	<p>A. Contribute to shared writing for different audiences and purposes.</p> <p>B. Write words, phrases, and simple sentences to communicate meaning, in a variety of forms.</p> <p>C. Copy simple spellings with support, using a pictorial dictionary.</p> <p>D. Form sentences which are legible, showing appropriate use of punctuation.</p>	<p>A. Use talk to plan their writing.</p> <p>B. Write short, basic sentences using familiar vocabulary and patterns, showing awareness of reader and form.</p> <p>C. Spell familiar words accurately using a topic word mat.</p> <p>D. Present work while developing a cursive style and include a range of appropriate punctuation.</p>	<p>A. Use talk to plan writing and make vocabulary choices.</p> <p>B. Communicate and develop sequences of connected sentences, adapting the form to the purpose and reader.</p> <p>C. Spell basic words and topic words correctly with support i.e., dictionaries, word mats.</p> <p>D. Present work in a cursive style, using appropriate punctuation.</p>	<p>A. Talk in language of choice to plan writing, using planning tools.</p> <p>B. Write in a clear and organised way in creative and factual forms.</p> <p>C. Spells most words in their experience correctly.</p> <p>D. Present work which is grammatically correct, legible and cursive.</p>	<p>A. Use talk to plan vocabulary choices and use of patterns.</p> <p>B. Develop ideas showing a good grasp of form, choosing words for effect.</p> <p>C. Attempt to spell more difficult words plausibly using a range of strategies.</p> <p>D. Present work in a cursive style, in a variety of forms, which is grammatically correct.</p>	<p>A. Use a range of planning tools to orally rehearse their writing.</p> <p>B. Write clearly, showing a grasp of form, making original choices of words and phrases.</p> <p>C. Use knowledge of spelling rules to spell correctly, showing an awareness of mutation.</p> <p>D. Organise writing in their own cursive style, into paragraphs, using full range of punctuation accurately, to clarify meaning.</p>
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	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
Plurilingual Skills	<p>A. Develop a sense of belonging within the school community.</p>	<p>A. Demonstrate a sense of belonging within their school and local community.</p> <p>B. Show an awareness of the link between language and culture.</p>	<p>A. Understand that there are different languages in their environment.</p> <p>B. Explore a range of world countries and the languages they speak.</p>	<p>A. Understand that people use different languages.</p> <p>B. Develop a sense of Welsh identity by exploring how languages within Wales have changed over time.</p>	<p>A. Understand the relationship between language and culture.</p> <p>B. Investigate similarities and differences between languages.</p>	<p>A. Draw on information presented in one language and convey in another.</p> <p>B. Investigate similarities and differences between a range of languages, in the spoken and written form.</p>	<p>A. Understand how and why languages have evolved and are continually evolving.</p> <p>B. Investigate similarities and differences between a range of languages, making connections between spellings, meaning and word families.</p>	<p>A. Understand that there are connections between language and culture, and they differ within Wales and around the world.</p> <p>B. Recognise and respect different accents and dialects, investigating their origin.</p>
Multilingual Skills	<p>A. Show an awareness that there are different languages used within our school and community.</p> <p>B. Speak with peers in the language of the school setting.</p>	<p>A. Show an awareness that there are different languages used across the world.</p> <p>B. Identify new vocabulary through media, song and story.</p>	<p>A. Listen to an international language, using visual cues to gain meaning.</p> <p>B. Experiment with newly learned vocabulary.</p>	<p>A. Listen to international languages being used, using visual cues and key words to gain meaning.</p> <p>B. Develop new vocabulary through listening and using reading resources.</p>	<p>A. Listen to and use basic patterns within an international language.</p> <p>B. Extend vocabulary through listening, reading, and using new vocabulary in a variety of contexts.</p> <p>C. Write within an international language, following a form modelled by the teacher, correctly copying simple words and phrases, in a variety of forms.</p>	<p>A. Recognise simple high frequency words and phrases within an international language.</p> <p>B. Show an understanding of what they read, see and hear.</p> <p>C. Write words, phrases, and simple sentences, within an international language, to communicate meaning, in a variety of forms.</p>	<p>A. Communicate within an international language using varied sentence patterns.</p> <p>B. Use a bank of words to improve communication within an international language.</p> <p>C. Write using a variety of sentence structures, within an international language, using familiar vocabulary and patterns, showing awareness of reader and form.</p>	<p>A. Communicate using a range of varied sentence patterns, in a growing range of languages, to hold a simple conversation.</p> <p>B. Listen and read to gain understanding, building a bank of words to improve communication within an international language.</p> <p>C. Write a variety of connected sentences, to form paragraphs within an international language, adapting the form to the purpose and reader.</p>
British Sign Language (BSL)	<p>A. Experience sign in story, songs and rhymes.</p> <p>B. Understand that signs hold meaning.</p> <p>C. Begin to use signs to express feelings e.g., happy and sad.</p>	<p>A. Begin to use fingerspelled signs for initial letter of names.</p> <p>B. Explore sign being used in story, songs and rhymes.</p> <p>C. Use signs to indicate time e.g., playtime, dinnertime, home time.</p> <p>D. Begin to show negation and affirmation.</p> <p>E. Begin to take turns in conversation.</p>	<p>A. Articulate fingerspelled letters within their initials or name.</p> <p>B. Use signs to indicate key times of the day.</p> <p>C. Describe familiar objects.</p> <p>D. Express likes and dislikes.</p> <p>E. Begin to articulate numerals 1-10.</p> <p>F. Begin to form signs correctly.</p>	<p>A. Articulate fingerspelled letters within their name.</p> <p>B. Describe familiar objects, extending vocabulary.</p> <p>C. Use signs to indicate time.</p> <p>D. Begin to share feelings.</p> <p>E. Articulate numerals.</p> <p>F. Begin to ask simple questions.</p>	<p>A. Begin to articulate signs and individual fingerspelled letters.</p> <p>B. Describe objects and events extending vocabulary.</p> <p>C. Plan and organise BSL narratives in a logical sequence.</p> <p>D. Share feelings and opinions.</p>	<p>A. Articulate signs and individual fingerspelled letters correctly.</p> <p>B. Use size and shape specifiers.</p> <p>C. Begin to combine signs to form sentences.</p> <p>D. Demonstrate role shift to show short character interactions within a simple narrative.</p>	<p>A. Reflect on signing and use strategies to improve.</p> <p>B. Use body part classifiers.</p> <p>C. Sign clearly using appropriate expression to communicate ideas.</p> <p>D. Explain information and share ideas, opinions and feelings.</p>	<p>A. Reflect on signing and use strategies to improve.</p> <p>B. Explain where and why changes or corrections have been made in a BSL text.</p> <p>C. Fingerspell accurately at a natural pace.</p> <p>D. Interact with others, communicating thoughts, feelings and opinions, showing empathy and respect.</p>