

Glossary

combine	Combining individual phonemes to produce a grapheme or word
continuous and enhanced provision	Terms that describe aspects of provision in the foundation phase. Continuous provision refers to using resources that are available continuously in the indoor classroom or outdoors for learners to use independently. Enhanced provision refers to additional challenges or tasks that coincide with a topic or learners' interests. Learners will use these resources in addition to the usual resources in continuous provision.
early immersion	Early immersion means introducing and using the Welsh language as the only language of teaching (with very few exceptions) in the foundation phase in Welsh-medium and bilingual non-maintained settings and schools. In the best practice, this means that the Welsh language is introduced purposefully to learners in specific language sessions, in addition to providing frequent opportunities for them to acquire and apply their Welsh language skills through rich experiences both inside and outside the classroom.
home school	The new Welsh-medium school that the learner wishes to attend on a full-time basis following a period in a language immersion centre
host school	The school where the language immersion centre is located
late immersion	Late immersion means provision for learners who join Welsh-medium schools or Welsh streams in bilingual schools who have not experienced a full period of early immersion in the Welsh language. These learners can be complete newcomers to the Welsh language or re-engaging with Welsh-medium provision. In the strongest cases, late immersion provision is an intensive and structured programme.
latecomers	Learners (who are seven years old or above) who do not speak Welsh but wish to attend Welsh-medium education after the end of the foundation phase
learning environment	Where the teaching and learning takes place in the classroom and around the setting or school
newcomers	Another term for 'latecomers' (see above). In this report, we use the term 'latecomers'.
non-maintained setting	A setting that can be a private day nursery, playgroup or Cylch Meithrin with approved status that provides 10 hours a week of funded education over at least 3 days

peripatetic arrangements	Provision to support latecomers by arranging individual or small group support from a practitioner that visits the school in line with a timetable, for example weekly
post-centre provision practitioners	Provision to support latecomers once they have attended a language immersion centre A general term to describe adults that work with learners, for example teachers, assistants, and playgroup leaders
pre-centre provision recast	Provision to support latecomers during the interim period before they attend a language immersion centre A method of providing feedback to learners where the practitioner repeats the learner's sentence without the error
sandwich	A method of introducing a new language (for example, Welsh) by saying the sentence in Welsh (the new language), then in English (the home language), then in Welsh again
syntactical patterns target language	The structure of a sentence that includes words in a particular order The new language that learners acquire, which is Welsh in the context of this report

Numbers - quantities and proportions

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%