Estyn



Welsh language acquisition

How Welsh-medium and bilingual settings and primary schools develop learners' listening, speaking, reading and writing skills

March 2021

estyn.gov.wales

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- nursery schools and settings that are maintained by, or receive funding from, local authorities
- primary schools
- secondary schools
- special schools
- pupil referral units
- all-age schools
- further education
- independent specialist colleges
- adult community learning
- local government education services
- teacher education and training
- Welsh for adults
- work-based learning
- learning in the justice sector

Estyn also:

- reports to Senedd Cymru and provides advice on quality and standards in education and training in Wales to the Welsh Government and others
- makes public good practice based on inspection evidence

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW
or by email to **publications@estyn.gov.wales**

This and other Estyn publications are available on our website:
www.estyn.gov.wales

This document has been translated by Trosol (English to Welsh).

© Crown Copyright 2021: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the document/publication specified.

Contents

Foreword 8

Executive summary 10

Introduction 20

Background 22

Main findings 28
Learning and provision for skills 29
Leadership 34

Recommendations 35

Learning, attitudes to learning and supporting learners 37
Listening and speaking 38
Reading 42
Writing 45
Applying skills across the curriculum 48
Attitudes to learning 50
Supporting learners 53

Provision **56**
The learning environment and planning for learning 57
Immersion 63
Planning to develop learners' skills 67
Teaching and assessment 72
Listening and speaking 81
Reading 90
Fostering a culture of reading 94
Writing 100

Leadership **107**
Leadership and vision 108
Self-evaluation and planning for improvement activities 111
Professional learning to develop expertise and capacity 113

Supplementary material

Examples of effective provision **118**
The learning environment and planning for learning 119
Immersion 127
Planning to develop learners' skills 130
Teaching and assessment 133
Listening and speaking 145
Reading and fostering a culture of reading 154
Writing 160
Leadership and vision 163
Self-evaluation and planning for improvement activities 166

Professional learning support **169**
Thinking about your own practice in planning for learning 170
Thinking about your own practice in developing learners' language skills by immersion 175
Thinking about your own practice in reading and fostering a culture of reading 178
Thinking about your own practice in developing learners' writing 181

Appendix 1: Evidence base 184

Appendix 2: Background information about settings and schools 187

Glossary 193

References 199

Foreword

This compendium of thematic reports and supplementary materials describes practice that supports the successful development of learners' listening, speaking, reading and writing skills in the language of the setting or school.

The **'Welsh language acquisition'** report provides an overview of how effectively Welsh-medium and bilingual settings and schools teach and support the acquisition and development of Welsh language skills of learners aged between three and eleven years.
The **'English language and literacy in settings and primary schools'** report identifies how effectively English-medium settings and schools in Wales support and teach English language and literacy to learners aged three to eleven.

We hope these reports will contribute to professional discussions in settings and schools about how to improve language and literacy teaching, and to support schools to prepare for the Languages, Literacy and Communication area of learning and experience (Welsh Government, 2019).

They encourage practitioners to consider the range of learning experiences they offer their learners and how they plan for skills development. Collaboration within and across schools on curriculum planning has increased in recent years and often brings significant benefits for teachers and learners. For example, primary teachers often share expertise and work across year groups and phases to plan specific projects, develop their thinking or try out new approaches to teaching language and literacy across the school.



This summary draws together common high-level themes and findings from the reports, and highlights important factors which influence language learning in Welsh-medium settings and schools and Welsh streams in bilingual providers, and in English-medium settings and schools. We encourage you to read and consider the examples of effective practice in both reports. This approach is a first step towards supporting leaders and practitioners to consider language learning and teaching within the context of developing the *Curriculum for Wales* (Welsh Government, 2020b) and our national ambition to enable all learners to gain knowledge and skills in Welsh, English and international languages.

While the fieldwork for the reports was carried out prior to the emergence of the pandemic, we hope that the key messages, cameos and case studies in the reports will support schools to improve their teaching, and to work in partnership with families and communities, to ensure that all learners make strong progress in language and literacy.

Executive Summary

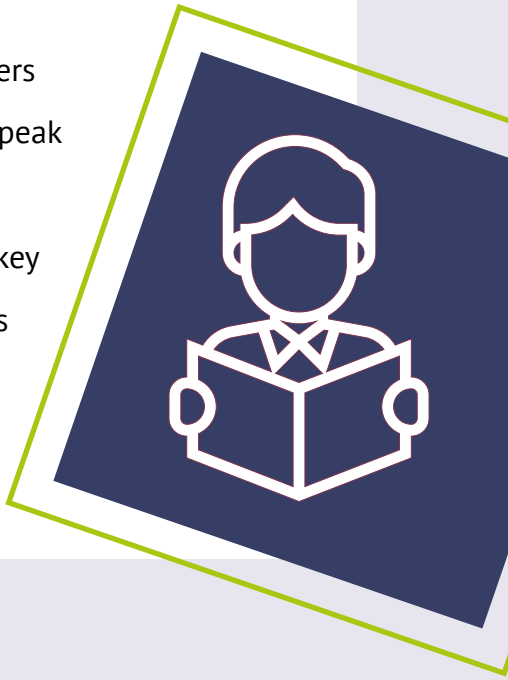
Learning and attitudes to learning

In settings and nursery classes, most children make strong progress and develop their language and literacy skills effectively.

As learners move through primary school, most continue to make sound or better progress in their language development from their different starting points, including those with special educational needs. Most learners from all linguistic backgrounds who attend Welsh-medium schools and Welsh streams in bilingual providers develop their skills successfully and have a sound grasp of the Welsh language by the end of their time in primary school.

In a minority of schools, learners who are more able do not achieve as well as they could. In general, in English-medium schools, boys do not attain as well as girls and learners from disadvantaged backgrounds do not make sufficient progress in developing their language and literacy skills. Despite improvements in aspects of speaking, reading and writing, standards of language and literacy in primary schools are broadly similar to those we reported five years ago.

Where standards of listening and speaking are strong, most learners interact well with practitioners and each other. They internalise, speak and apply language with increasing confidence to communicate effectively in a variety of contexts. In a few schools, a minority of key stage 2 learners do not develop their listening and speaking skills well enough.



By the end of the foundation phase, many learners achieve suitable fluency and expression in their reading. While many learners in key stage 2 use an increasing range of strategies to develop their comprehension when reading independently, they do not always develop a broad enough range of advanced reading skills. In Welsh-medium providers, a majority of learners do not discuss books and anthologies that were written in Welsh originally confidently enough. In general, in both Welsh and English-medium schools, learners' enjoyment in reading declines during their time in primary school.

In schools where standards of listening, speaking and reading are strong, learners use these skills to influence their writing across the curriculum. They develop these skills in literacy-rich activities and apply them in all areas of learning. In many schools, writing remains the weakest of the four language skills. In around a half of primary schools, learners' independent learning skills, especially in writing, remain areas for development.

In most settings and schools, learners have positive attitudes to developing language and literacy skills. Learners in Welsh-medium schools and in Welsh streams in bilingual providers appreciate the benefits of being proficient in both Welsh and English.

By the end of the foundation phase, many learners achieve suitable fluency and expression in their reading.



The learning environment and planning for learning

Many practitioners model language well to support the successful development of learners' speech and communication.

Settings and schools often create language and literacy-rich learning environments. Learners' language and literacy skills are often developed best in those schools and settings that adopt an integrated or carefully considered thematic approach. In preparing for *A Curriculum for Wales* (Welsh Government, 2020b), many primary schools use a wide range of engaging real-life and imaginative contexts to develop or extend learners' language and literacy skills. Where language teaching is highly successful, teachers plan explicitly for learners' vocabulary knowledge, as a distinct aspect of language learning.

In a minority of schools, planning for learning is underdeveloped. For example, in English-medium settings or schools it is not informed well enough by evidence and research. In Welsh-medium settings and schools and Welsh streams in bilingual providers, planning does not support learners well enough as they move between classes and phases.

Where there are shortcomings in language teaching in both Welsh-medium and English-medium providers, staff do not recognise the importance of learners developing their vocabulary knowledge when planning for learning, or provide them with explicit opportunities to do so. This limits the progress that learners make, such as improving the quality of their writing in Welsh-medium provision and developing their reading comprehension in English-medium schools.

Teaching and assessment

In most schools, teachers ensure that learners have an appropriate understanding of what they will be learning in their language lessons. Many schools provide clear, helpful feedback to support learners in improving their language and literacy work.

Many practitioners are strong language role models who immerse learners in spoken and written language. In most Welsh-medium settings and schools and Welsh streams in bilingual providers, practitioners support learners successfully to be confident and proficient bilingual learners.

In a few English-medium settings and schools, teachers do not question learners carefully enough to scaffold and progress their language and literacy skills as well as they could.

In a few of Welsh-medium or bilingual providers, practitioners do not always understand how immersion practices support learners to acquire language. In a minority of providers, practitioners do not provide enough challenge for learners with a high level of Welsh.





Listening and speaking

Most settings and schools develop learners' listening and speaking skills successfully in the foundation phase.

Where appropriate, practitioners support learners' early understanding of language by modelling and demonstrating a gesture or movement that conveys the meaning of words.

- Many schools provide beneficial extra-curricular opportunities, including within the local community, for learners to develop their language skills.
- The most effective primary schools use rich and varied contexts, such as participating in the Urdd, to teach learners specifically how to listen and talk.
- Provision is usually less effective when listening and speaking are considered skills that support reading and writing, rather than as skills to be developed in their own right.

Reading



Most schools plan appropriately for progression in learners' reading development and they teach reading daily.

- There is often a strong focus on developing learners' pre-reading skills in non-maintained settings and nursery classes, for example through songs, rhyme and music.
- Fostering a love of reading and literature is a priority in schools that develop learners' language and literacy effectively. They develop successful whole-school strategies for promoting reading for pleasure: reading to learners, providing opportunities for learners to read aloud, sharing complete novels with learners, and providing time for daily independent reading. Their teachers are advocates for reading.
- Many practitioners in Welsh-medium and bilingual providers develop learners' translanguaging skills effectively to support their reading across the curriculum.
- In those providers where learners do not develop their reading skills well enough, it is often because practitioners stick too rigidly to a reading scheme that stifles learners' enjoyment, or there is no whole-school strategy to improve decoding skills, build vocabulary knowledge, or develop learners' responses to what they read.
- In a few English-medium schools, staff do not take sufficient account of learners' developmental stages and introduce phonics teaching too early. They do not encourage disadvantaged learners and their families to enjoy reading well enough.
- Shortcomings in supporting learners' reading include few opportunities for adults to role-model reading in key stage 2, including Welsh literature in Welsh-medium provision.



Writing

Many primary schools have improved the teaching of writing through consistent approaches to developing skills and a greater focus on grasping purpose and audience.

- Where writing is taught best, learners understand the conventions of form and genre, and of writing as a process. Increasingly, as they consider the new curriculum, teachers provide learners with a real reason to write and audience to write for.
- In a few schools, shortcomings in planning and the inconsistent use of teaching and learning strategies inhibit learners' writing development, for example in sentence construction, punctuation and spelling.
- In a few schools, the expectation of learners, including the more able, to write well in different, challenging forms is too low.
- Too often, teachers do not provide enough opportunities for learners to write freely using the range of writing skills that they already have. In general, the quality of extended writing opportunities and the expectation for learners to check, correct and re-draft their work remain far too variable.

Effective support for learners and their families

In most providers, sound partnership working helps many learners to make good progress in their language and literacy skills.

Relationships with parents and carers are usually positive. Many schools' support for learners with specific language, literacy and communication needs is planned carefully and delivered consistently, so that learners benefit accordingly.

Nevertheless, a few schools do not always plan and review language support programmes for learners with weak language skills or additional learning needs carefully enough.

Most English-medium settings and schools work well with external agencies to access support or guidance to enhance vulnerable and disadvantaged learners' language skills. In a very few settings and schools serving the most socially disadvantaged areas, the support and guidance for learners' language and literacy development are excellent. Yet, only a minority of English-medium schools focus well enough on all the factors that influence children's language development. Despite the funding that has been available to address this, in a majority of schools, poverty and disadvantage remain barriers to learners developing secure language and literacy skills.

In a minority of schools, specialist practitioners in language immersion centres support latecomers to Welsh-medium education successfully by sharing immersion methods and relevant resources. In the best practice, leaders work with local Welsh language initiatives and other national organisations to encourage and provide opportunities for parents who do not speak Welsh to learn the language. In a minority of Welsh-medium and bilingual schools, provision does not always ensure that more able learners and those from Welsh-speaking homes make sufficient progress in their use of the Welsh language.



Leadership

In settings and schools where standards of language and literacy are strong, leaders establish a clear vision and strategic approach to develop learners' language and literacy skills. They have high expectations of learners from all linguistic backgrounds.

Most settings and schools have appropriate leadership structures in place to support the co-ordination and development of their provision for language and literacy. Leaders develop a strong collaborative culture in which all practitioners have access to and benefit from the schools' collective knowledge about effective teaching and learning strategies to meet individual learners' language and linguistic needs. In the best practice, leaders ensure that practitioners are confident in their teaching strategies, such as the immersion methodology of acquiring a language in Welsh-medium settings and schools and Welsh-streams in bilingual providers.

In the best examples, leaders develop robust processes for reviewing the impact of teaching and learning experiences on learners' progress. Leaders use monitoring and evaluation activities purposefully to respond to subject-specific aspects of language teaching. Leaders invest in the skills and capabilities of their staff through high-quality professional learning that successfully develops practitioners' understanding of how best to plan and develop learners' language and literacy skills. In weaker schools, leaders do not always ensure that staff are supported well enough in being good language role models for learners.

In general, local authorities and regional consortia provide appropriate support to settings and schools to build their capacity and expertise in language and literacy. Where there are shortcomings, training and support are often generic and are not always personalised sufficiently or matched to individual schools' needs.





Introduction

This report is in response to a request for advice from the Welsh Government in the Minister for Education annual remit letter to Estyn for 2019-2020. The aim of the report is to provide the Welsh Government with an overview of how effectively Welsh-medium and bilingual settings and schools teach and support the acquisition and development of Welsh language skills among learners between three and eleven years old.

This report will be of interest to practitioners and leaders in non-maintained settings, practitioners and leaders in primary schools, and officials in local authorities, regional consortia and the Welsh Government. It will also be of interest to those who work in initial teacher education. The report's findings will help settings and schools to plan for the Languages, Literacy and Communication area of learning and experience in *A Curriculum for Wales* (Welsh Government, 2020a). The report includes descriptions of common features in excellent provision and short descriptors of successful practice. These short descriptors, namely vignettes, are expanded upon in cameos that are published to accompany the report in order to elaborate how successful providers develop learners' skills and knowledge in listening, speaking, reading and writing. The supplementary guidance also provides materials to support professional learning activities.

This report will be of interest to practitioners and leaders in non-maintained settings, practitioners and leaders in primary schools, and officials in local authorities, regional consortia and the Welsh Government.

For the purposes of this report, language acquisition is defined as learning that takes place when language is experienced in its context. In general, we acquire our first language through social interaction, without an awareness of what is being learned. By coming into contact with the language, we become familiar with the structures and elements of language, such as vocabulary, syntactic patterns.

The report does not consider Welsh language acquisition in English-medium settings and schools.



Background

In 'Education in Wales: Our national mission action plan 2017-21', the Minister for Education states, 'Our national mission is to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence' (Welsh Government, 2017a, p.3).

This will be achieved by delivering the new transformational curriculum, with a national goal that learners in Wales will have 'relevant high-level' literacy skills, developed through a teaching profession, which is research engaged, well informed and learns from excellence 'at local, national and international levels' (Welsh Government, 2017a, p.11). In the update to 'Our national mission', the Welsh Government affirms how, taken together, continuing education reforms and the new curriculum will support young people to develop higher standards of literacy (Welsh Government, 2020b, p.15).

The *Curriculum for Wales* guidance (Welsh Government, 2020a) for Languages, Literacy and Communication sets out how the area of learning and experience supports the four purposes of the curriculum. As its main aim, it identifies supporting learning across the whole curriculum and enabling learners to gain knowledge and skills in Welsh, English and international languages, as well as in literature (Welsh Government, 2020a, p.126).



Language learning refers to the intentional teaching and learning that takes place to develop listening, speaking, reading and writing skills. Consideration of this is central to the linguistic and educational context of Wales. Around 60% of five-year-old learners who receive full-time education in Welsh-medium schools or Welsh-medium streams in bilingual providers live in homes where English is the main language. (Welsh Government, 2020c). The methods of immersing learners in the language of Welsh, which means using the Welsh language as the only medium of teaching and learning, characterises provision in Welsh-medium settings and schools, and Welsh-medium streams in bilingual providers. This contributes successfully towards developing learners who are proficient and confident in both their Welsh and English skills.

There is a close link between language and literacy. In Wales, literacy refers to the skills that enable us to understand written and spoken language, interpret what is written or said, and come to conclusions. Literacy also refers to the ability to communicate fluently, effectively and persuasively. In the Curriculum for Wales, developing the literacy of learners from all linguistic backgrounds will continue to be a cross-curricular responsibility for all practitioners (Welsh Government, 2020a).

Welsh-medium and bilingual schools have been a core part of the education that has been provided in Wales since the middle of the last century. Around 17% of learners are educated in Welsh-medium settings and schools, and in Welsh–medium streams in bilingual providers (Welsh Government, 2020c). The method of immersing learners in the language in a Welsh learning environment is a key part of the pedagogy. In key stage 2, practitioners continue to teach activities through the medium of Welsh, alongside an increasing focus on English language and literacy. Learners are given purposeful opportunities to apply their skills in both languages across the curriculum to support them to become bilingual by the end of their time at primary school.

When immersing learners in a language, there is an emphasis on developing learners' listening and speaking skills from an early age. This focus on oral communication initially helps to develop learners' confidence. This, in turn, has a positive effect on developing their reading and writing skills in Welsh and, at a later date, in English.

Researchers, such as Rhys and Thomas (2013) and Thomas, Apolloni and Lewis (2014), note that learners from non-Welsh-speaking homes do not seem to be at a disadvantage linguistically by being educated through the medium of their second language. Researchers such as Young *et al.* (2017) and Gathercole *et al.* (2010; 2016) note that learners are not at a cognitive disadvantage either. Other studies, such as Thomas *et al.* (2014) and Gathercole, Mueller and Thomas (2009), state that it appears that bilingual learners often show a delay in acquiring the second language in comparison with their peers, who are confident in only one language, particularly in terms of their understanding of vocabulary. This delay disappears as they become more confident in both languages (Bharick *et al.*, 1994; Binks and Thomas, 2019). Previous studies that compare bilingual and monolingual children in terms of their patterns of language acquisition (Cenoz and Genesee, 2001; Genesee, 1989, 2001; Voltera and Taeschner, 1978) acknowledge common characteristics and differences that are expected, in their rates of language acquisition (Genesee and Nicoladis, 2009; Pearson, Fernandez and Oller, 1993), as a natural part of a bilingual child's language development profile. The national and international evidence on immersion pedagogy is valuable in the Welsh education context as it considers effective methods for developing language as a continuous developmental process, though there is no extensive research on the effectiveness of immersion methods in learners' Welsh language acquisition when considering their varied linguistic backgrounds.

One advantage of being proficient in more than one language is that the child is able to handle information in any one of those languages. In an educational context, this is beneficial because of the breadth of materials available for the child to use. In an immersion context, the use of English resources to support a lesson through the medium of Welsh leads to what Baker (2000) and Williams (2003) refer to as the skill of 'translanguaging', which means to internalise information in one language (by listening to, or reading, material in that language) and explain it through another method in the other language – usually in Welsh (Thomas, Apolloni and Parry, 2018). The process of internalising and presenting information, in a different style in the other language to avoid translating it, enriches the child's understanding of the information while, at the same time, continuing to develop their linguistic skills, side-by-side, in both languages.

Overall, Welsh-medium settings and schools and Welsh-medium streams in bilingual providers use the immersion approach as an essential means of developing learners' understanding and use of vocabulary and syntactic patterns. Consequently, most learners who speak little if any Welsh at home develop their Welsh language skills effectively, supported by language and literacy rich activities.



Priorities for learners in Wales

One of the aims of the Well-being of Future Generations (Wales) Act is to ensure 'a Wales of vibrant culture and thriving Welsh language' (National Assembly for Wales, 2015, p.4). Following the principles of Qualified for Life (Welsh Government, 2015), Successful Futures acknowledges the importance of the Welsh language in the development of Wales 'as a bilingual nation with the strength and assurance to nurture both languages' (Donaldson, 2015, p.26). Furthermore, it states that schools should have a renewed focus 'on learning Welsh primarily as a means of communication, particularly oral communication and understanding' (Donaldson, 2015, p.115).

The Welsh in education: action plan 2017-21 identifies the aim to develop Welsh-medium provision and improve the teaching and learning of Welsh for all learner, and place these 'at the heart' of educational reform (Welsh Government, 2017b). The Education Minister states, 'Our National Mission is to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and public confidence' (Welsh Government, 2017a, p.3).

The *Curriculum for Wales* guidance (Welsh Government, 2020a) for Languages, Literacy and Communication sets out how the area of learning and experience supports the four purposes of the curriculum. As its main aim, it identifies supporting learning across the whole curriculum and enabling learners to gain knowledge and skills in Welsh, English and international languages, as well as in literature (Welsh Government, 2020a, p.126). The importance of supporting 'learners to use Welsh confidently and appreciate its usefulness to communication in a bilingual Wales' (Welsh Government, 2020a, p.30) is also highlighted. As a result, developing learners who take pride in the Welsh language and use it with increasing confidence is at the heart of the national vision.

The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2018-2019 states that 'Nearly all Welsh-medium settings and primary schools develop their pupils' language skills effectively through immersion in Welsh across all areas of learning during the

foundation phase, whatever the home language of the pupils' (Estyn, 2020, p.15). In Welsh-medium settings where for most children Welsh is not the language of the home, many make good progress in developing strong oral skills. Despite their various linguistic backgrounds, in general, learners attain successfully the same standard in their Welsh and English skills by the end of key stage 2 (Estyn, 2020, p.69).

Although learners' attainment has increased overall in Welsh-medium, English-medium and bilingual settings and schools, there has been limited progress in terms of reducing the attainment gap for disadvantaged learners in Wales. More recently, the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2018-2019 states that although there have been improvements in aspects of literacy skills (Estyn, 2020) standards of literacy overall have remained broadly similar over the last three years. Across Welsh-medium, English-medium and bilingual settings and schools, providing enough challenge when teaching literacy to meet the needs of more able pupils continues to be a priority for many schools in Wales (Estyn, 2020).



In April 2020, the United Nations published a report identifying the effects of the pandemic on children worldwide, including the loss of learning for children and young people, because of national school closures (United Nations, 2020). The risks to learners' development in such important skills as language and literacy are unprecedented. Despite the measures settings and schools in Wales took to support learners to engage with language and literacy learning during the crisis, many learners will have gaps in their knowledge, understanding and skills. Welsh-medium and bilingual settings and schools have supported learners from all linguistic backgrounds to engage, maintain and develop their Welsh language and literacy skills during the crisis.

Main findings



Learning and provision for skills

1 In settings, most children make strong progress from their starting points and acquire the Welsh language effectively.

2 Many learners in most non-maintained settings and primary schools develop their listening skills effectively. They do so by listening attentively to practitioners who introduce vocabulary and syntactic patterns to them in purposeful oral activities. This contributes to the process of acquiring and enriching language as they imitate the language with increasing confidence across the age range.

3 Most learners from all linguistic backgrounds interact well with practitioners and their peers as they develop the confidence to communicate in Welsh. They use the language regularly by internalising, speaking and applying it with increasing confidence to communicate spontaneously in Welsh in a variety of formal and less formal contexts.

4 Many learners develop their phonological knowledge with increasing confidence in a range of engaging activities across the curriculum. Many practitioners guide learners to hear, recognise and pronounce the sounds of letters of the alphabet accurately. Through shared reading activities with adults and their peers, learners revisit and rehearse their skills in segmenting and combining increasingly complex words. As a result, most make sound progress in their reading skills over time.

5 In the foundation phase, most learners begin to understand and recognise the link between spoken language and phonological sounds, and they become familiar with high-frequency words. In key stage 2, many learners read unfamiliar



words and form increasingly complex sentences. As learners gain confidence and make progress in their reading skills, they discuss a wider variety of topics.

6 Many learners develop their advanced reading skills successfully. They also read text and gather information in one language, and collate, discuss and record the information in another language, usually Welsh or English. This develops learners' translanguaging skills and supports the development of their Welsh reading skills.

7 Many settings and schools foster a culture of reading through a well-developed whole-school reading strategy. In the best practice, practitioners provide an engaging and stimulating range of texts for learners. In these providers, learners have access to a specific reading area in the classroom or a school library, where they develop their reading skills independently. In less effective schools, a minority of practitioners in key stage 2 do not provide frequent enough opportunities for learners to listen to others reading Welsh literature and poetry. As a result, a few learners have limited knowledge of Welsh texts and authors, and are not confident to discuss them.

8 In most schools, many learners develop their writing skills successfully. In the foundation phase, most practitioners promote learners' writing skills by creating a clear link between listening and speaking, and writing. In key stage 2, many learners develop their skills further by writing increasingly complex sentences. They enhance their work with rich vocabulary and use a wide range of punctuation accurately, when writing different types of texts. As most learners' oral skills develop, this has a positive effect on their writing ability. Currently, a minority of learners do not develop their writing skills to the same standard as their speaking and reading skills. A few practitioners do not provide enough opportunities for learners to write freely and independently, or plan purposefully enough for learners to use their existing knowledge to extend their writing skills further.



9 In many settings and schools, most learners apply their literacy skills consistently across the curriculum. When given an opportunity to do so, most develop their oral skills well in a variety of situations and use the Welsh language accurately. They develop their reading skills progressively by reading fiction and non-fiction texts on an interesting range of themes, for example when learning about Welsh heroes. Many learners across the school develop their writing skills in other areas of learning, for example by using imperative verbs when writing simple instructions to make fruit kebabs in the foundation phase.

10 Most learners have positive attitudes towards developing their Welsh language skills. They are proud to communicate in Welsh, and understand the value and benefit of developing their Welsh language skills. In the best practice, many providers take advantage of every opportunity for learners to use the language interactively and practically within the school and the local community. By doing so, learners from all linguistic backgrounds use and apply the language competently in a variety of purposeful activities, for example by helping elderly residents from a local residential home to develop their ability to communicate with their families and friends using digital devices.

11 In most settings and schools, learners who are identified as being disadvantaged or having special educational needs (SEN) make good progress from their starting points in acquiring the Welsh language. In most providers, they receive appropriate support, and most achieve their personal language targets. Practitioners plan detailed support programmes that meet nearly all learners' general learning needs successfully. However, there is no consistent support for groups of learners with specific language needs, such as global language delay and dyslexia, through the medium of Welsh, or suitable resources available for practitioners to use when supporting all groups of learners, particularly SEN learners.

12 Many practitioners plan rich linguistic activities that engage and hold learners' interest. In the best practice, a majority plan to develop learners' language skills progressively as they move through the setting and school. A few practitioners do not enable learners to advance the full range of listening, speaking, reading and writing skills, in meaningful and interesting contexts across the curriculum.

13 In many providers, practitioners immerse learners in the Welsh language by modelling language well and providing a learning environment that is rich in Welsh vocabulary and syntax. These settings and schools take pride in being communities with a Welsh-speaking ethos. Over time, a majority of practitioners broaden the range of vocabulary and syntactic patterns that learners use. In a minority of providers, practitioners do not immerse learners well enough in the Welsh language or ensure that developments in one skill, for example speaking, support and complement the development in another, such as writing.

In most settings and schools, learners who are identified as being disadvantaged or having special educational needs (SEN) make good progress from their starting points in acquiring the Welsh language.

14 Providers that excel in developing learners' language acquisition offer helpful support for groups of learners. They organise language-rich activities to meet the linguistic needs of learners from all linguistic backgrounds. In general, few schools specifically target developing further the skills of learners from Welsh speaking homes or those identified as more able.

15 In many settings and schools where teaching is effective, practitioners develop learners' vocabulary skilfully. This is a strength of the provision and a consistent means of ensuring that learners use and apply increasingly mature and extensive spoken and written language in Welsh lessons and across the curriculum as they move through the school.

16 Most practitioners' skills in teaching language and literacy are a strength. They introduce new vocabulary and syntactic patterns ably in rich activities that are planned well. A few practitioners' own communication skills are not secure enough to support learners to use the Welsh language correctly.

17 Generally, many practitioners question, monitor and track learners' progress effectively, and plan relevant activities that meet most learners' developmental needs. However, the tracking procedures in a minority of schools do not ensure that all groups of learners make enough progress in developing their Welsh skills over time.

Leadership

18 In a majority of settings and schools in which standards of language and literacy are high for all learners, leaders establish a clear vision and a strategic approach to developing learners' Welsh language and literacy skills in an inclusive learning environment. They have high expectations and plan a wide range of opportunities to deepen and support learners from all linguistic backgrounds to take pride in the Welsh language, and use it naturally and spontaneously as part of their education and everyday lives.

19 In the most effective schools, leaders develop a strong collaborative culture in which all members of staff have access to and benefit from the school's collective immersion methodology of acquiring a language. They invest in practitioners' skills and expertise through high quality professional learning, which develops their understanding of the best way to develop learners' language and literacy skills.

20 In the most effective schools, leaders develop robust procedures to evaluate the impact of teaching and learning experiences on learners' progress. In schools where professional development for language teaching is less well developed, although leaders monitor generic aspects of teaching, they do not focus closely enough on subject-specific aspects of language teaching. This makes it difficult for leaders to identify precisely practitioners' professional learning needs so that these can be addressed to ensure that staff are more able to develop learners' language and literacy skills. In a few schools, leaders do not always ensure that practitioners are good language role models for learners.



Recommendations

Non-maintained settings, nursery and primary schools should:

R1 plan carefully for continuity and progression in the skill development of learners from all linguistic backgrounds as they acquire the Welsh language

R2 provide regular listening and speaking activities to develop learners' vocabulary and syntactic patterns, and encourage them to apply these new skills in formal and less formal activities

R3 track rigorously the progress, vocabulary development and language acquisition of specific groups of learners, including the more able

Primary schools should:

R4 provide opportunities for learners to listen to, read and appreciate Welsh literature and poetry by Welsh authors, particularly in key stage 2

R5 ensure regular opportunities for learners to write freely and independently

Local authorities and regional consortia should:

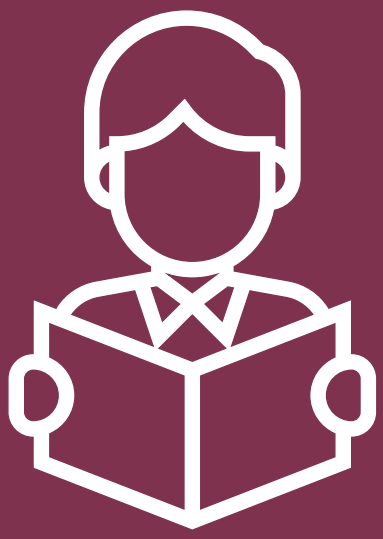
R6 provide training to deepen practitioners' understanding of how learners acquire the Welsh language, and in effective language immersion methodology

The Welsh Government should:

R7 develop national guidelines on language immersion in order to support teaching and learning in Welsh language acquisition



Learning, attitudes to learning and supporting learners



Listening and speaking

21 Most learners, including those who do not come from Welsh-speaking homes, acquire the language successfully by listening to practitioners communicating regularly with them in Welsh. By doing so, they hear the flow of the language and come to understand and internalise words and syntactic patterns effectively. Over time, most gain confidence in developing their Welsh speaking skills.

22 In nursery and reception provision, most learners listen to high frequency words and simple syntactic patterns through 'word rich' activities, for example by listening to, and following, simple instructions when expressing their favourite and least favourite vegetables when preparing soup. This ensures that they become familiar with simple vocabulary and patterns quickly, and allows them to internalise the language before gaining the confidence to speak in Welsh themselves.

23 In most settings and schools, learners develop their speaking skills well. They pronounce vocabulary with increasing accuracy as they hear and sing a variety of familiar songs and rhymes. Often, learners repeat vocabulary and syntactic patterns as an effective means of internalising sounds and simple words. They hear the measure, rhyme and structure of the language, and this helps them to use the language in a natural and engaging way. By the end of the learners' time at primary school, most listen and interact confidently with adults and their peers.



24 In the foundation phase, most learners, particularly those with either one or no parents or carers that speak Welsh at home, make sound progress in developing their Welsh speaking skills. Learners repeat sounds and simple words, and develop their ability to pronounce these and vary

their tone with increasing accuracy. As learners move through the school, many speak Welsh confidently and eloquently. They use the language spontaneously in less formal situations, for example when playing playground games. By the end of their time in primary school, most learners have a sound grasp of the Welsh language, and many learners' speaking skills are of a standard similar to those in the language that they speak at home.

25 In many non-maintained settings and nursery classes, most learners develop their oral skills effectively, for example by using new vocabulary with increasing confidence while working independently in different areas of learning in the foundation phase. Supported by adults, learners use the vocabulary and syntactic patterns they have been taught when choosing their own activities. For example, learners work together and discuss which materials they should use to build a rocket. They use key vocabulary, such as *'hir'* (long) and *'byr'* (short), *'talach'* (taller) and *'talaf'* (tallest) accurately, and they develop their use of prepositions such as *'wrth'* (by), *'ochr'* (beside) and *'ar ben'* (on). In a few providers, learners communicate with each other in English when participating independently in activities. As a result, they do not apply their oral skills effectively enough across the areas of learning and this hinders their progress.

26 In settings and schools in which teaching in the foundation phase is a strength, a majority of learners develop their speaking skills effectively by taking part in a wide range of practical and interactive learning activities. For example, by listening to practitioners retell a story and repeating parts of the story themselves, learners become familiar with its vocabulary and language patterns. This familiarity with the language supports many learners to develop their ability to record and write their own simple narratives.

27 In those schools where standards of listening and speaking are strong, learners continue to make good progress in developing a rich, broad and diverse vocabulary through key stage 2. They have regular opportunities to use varied sentence structures and words precisely in their work across the curriculum, for example when engaging in discussions in science, such as *'Ydy ysmygu yn cael effatih andwyol ar y corff?'* (Does smoking have a detrimental effect on the body?). Learners listen carefully to how the practitioner discusses the topic and uses subject-specific vocabulary. This develops their confidence to select appropriate vocabulary when discussing particular facts and to use correct language patterns when presenting information to their peers. In a few schools, a few learners tend to speak in English when the language becomes more technical and occasionally use incorrect language patterns. This means that they do not develop their verbal skills across a range of contexts well enough and lack confidence when communicating in Welsh.

28 In many settings and schools, learners progress their speaking skills successfully by taking part in activities linked to their responsibilities as members of pupil groups. For example, learners develop their understanding of formal language by presenting information to their peers and the governing body about specific themes and contexts, as part of their school council duties. In these schools, most learners also develop their listening and speaking skills highly effectively by representing the school in local and national Urdd activities and competitions. For instance, they perform part of a novel or present an historical event in a short musical performance. This contributes beneficially towards developing many learners' grasp of the language, in addition to deepening their understanding of the benefits of speaking Welsh outside the classroom.

In many settings and schools, learners progress their speaking skills successfully by taking part in activities linked to their responsibilities as members of pupil groups.





29 Many learners who are more confident in their Welsh skills have an important influence on learners who are newcomers to the Welsh language when they start school. By listening to their peers, and taking part in learning activities with them, this supports learners new to the language to make rapid progress in acquiring Welsh. Consequently, most of these learners develop knowledge of the rules of the language, often unconsciously. They become increasingly confident in their ability to communicate clearly and fluently. In general, learners that come from homes in which either one or no parent or carer speaks Welsh achieve as well as their peers from Welsh-speaking homes by the end of their time at primary school. Often, learners' innate ability and interest in acquiring language, in addition to the support that is provided for them, ensures a firm basis for their achievement.

Reading

30 In a majority of non-maintained settings and nursery classes in schools, most learners make steady progress in their 'pre-reading' skills. They choose books independently, hold books the right way up and make sense of the text and pictures by reciting and re-telling familiar stories in Welsh. Many discuss the content of simple stories and develop their understanding that there is a particular word order in a sentence.

31 In most foundation phase settings, most learners develop their phonological skills effectively by taking part in a rich variety of activities. They hear sounds regularly and develop a secure understanding of the relationship between sounds and letters, often through teachers' use of a phonics programme. Learners develop their skills in identifying the sound and shape of individual letters and words, for example, connecting the sounds and letters that are part of their names to place their bags on their individual pegs in the cloakroom. They extend their phonological knowledge by blending individual sounds to build words, for example to read the days of the week on flash cards, and segmenting them to spell. Nearly all learners, especially learners from non-Welsh speaking homes, familiarise themselves quickly with the letter sounds due to the transparent orthography of the Welsh language. Most use simple actions and sing memorable songs to help them to memorise and apply this knowledge. Most learners make a link between the language that they hear and speak, and the simple phrases and sentences that they see regularly in the learning environment or in books.



32 Many foundation phase learners develop their phonological knowledge and reading skills purposefully by applying their skills independently, for example through continuous and enhanced provision activities in the foundation phase. In the most effective settings and schools, learners develop their creative and physical skills frequently while taking part in these language activities. For instance, they compete in an obstacle race to fetch specific letters in order to place them together to spell the colours of the rainbow. As learners take part in these interactive activities, they are often supported by an adult who provides them with subtle support that matches their stage of reading development.

33 In many effective schools, most learners in key stage 2 make strong progress in their reading skills. Often, they do so with support from practitioners, who listen to them reading and encourage them to use reading strategies to tackle unfamiliar or challenging texts. Learners often take part in the shared reading of an enlarged text and enjoy discussing it together. This shared reading activity helps to reinforce learners' understanding of strategies they can use to improve their decoding skills and reading fluency. Many learners take part in purposeful guided learning activities with practitioners. Where well planned, these sessions help learners to improve their knowledge and understanding of text. For example, they learn the meaning of unfamiliar words and deepen their understanding of the features of fiction and non-fiction texts.

34 As learners move through the school, many develop the confidence to read texts that are suitable for their stage of development with increasing independence. They choose texts carefully and enjoy reading in specific areas of provision, both inside and outside the classroom. Learners develop their reading skills competently by reading a variety of texts, for example simple novels, factual texts, e-magazines and e-books, and stories that have been written by the school's older pupils. By doing so, many learners take pleasure in reading. Recently, the wider selection of Welsh-medium texts available to learners has helped to meet their interests and progress their reading skills. However, a majority of

learners do not name Welsh authors and poets or discuss books and anthologies that were written in Welsh originally, confidently enough.

35 In a majority of schools, most learners develop their advanced reading skills beneficially. The youngest learners read text under the guidance of practitioners, and skim the text in order to respond to it orally or by recording simple answers, for example about Saint Dwynwen. Older learners develop their skills by reading more challenging texts and by responding to questions that develop their skills of inference, deduction, evaluation and appreciation, for example by reading and interpreting text about the Australian bushfires.

36 Most learners, usually in key stage 2, read text in one language and gather and collate relevant information in another language confidently. Many develop this translanguaging skill effectively while completing tasks across the curriculum. For example, learners gather and collate information about Welsh castles in English in order to hold a discussion and record the outcomes in Welsh. These skills are an important part of Welsh-medium provision and prepare learners to use both languages effectively beyond the classroom.

Most learners, usually in key stage 2, read text in one language and gather and collate relevant information in another language confidently.



Writing

37 In a majority of nursery and reception settings, most learners' listening and speaking skills have a positive effect on the development of their writing skills. This link between the expressive language skills, namely between oral and written language, is key to developing learners' writing. Many begin to record their ideas by making large marks by using a variety of resources, such as chalk, shaving foam and paint. This initial and spontaneous writing gives young learners the confidence to develop their recording skills in different areas of provision. For example, learners draw on their phonological knowledge while creating a list of fruit to buy in the class shop. Often, many learners form letters correctly by following instructions by an adult as a natural part of their writing development.

38 In the foundation phase, many learners develop their writing skills successfully by following a specific structure. Teachers model and provide frameworks as a guide for learners to use as part of the writing process, for example by developing a visual story map to support learners as they write a simple story about travelling to the Land of Toys. However, a minority of learners' writing development is hindered by practitioners providing restrictive frameworks, which affects the flow and creativity of learners' writing.

39 As they progress with their early writing skills, many learners understand that writing carries meaning and they begin to develop awareness of an 'audience' for their writing. For example, they record news and familiar stories on different types of paper in the 'writing stall' for other children to read. They copy letters and words, and record these independently with increasing confidence. They recall their phonological knowledge when spelling



common words. As they move through the foundation phase, many learners understand that there is structure to a sentence, and begin to produce simple sentences that include phrases and verbs in the past tense, such as *'Es i'* (I went), *'Gwelais'* (I saw), *'rhedais fel y gwynt'* (I ran like the wind). As practitioners support their efforts, learners develop the confidence to make more creative and ambitious language choices, for example by writing *'gwlad mud ble clywir y clychau'n atsain hanes y chwedl hynafol'* (a mute country where the bells are heard echoing the history of the ancient legend) when describing Cantre'r Gwaelod.

40 In key stage 2, many learners develop their writing skills successfully. They enrich their work by using adjectives such as '*gwefreiddiol'* (thrilling) and *'hynaws'* (amiable), similes such as *'yn ddu fel y gigfran'* (as black as the night) and *'chwyrlio fel chwyrligwgan'* (whirring like a whirligig). In addition, they vary the beginning of sentences and use connectives to develop and improve their own writing. By following a structure to compose a particular text type, many learners use different types of increasingly complex sentences, and organise their work into meaningful paragraphs.

41 In many settings where there is effective practice, many learners develop proficient creative writing skills. They recall and draw from familiar experiences in order to present extended pieces, for example when writing a new Welsh legend. They also record information in a wide variety of forms and become familiar with different genres to present that information. For example, they draft a fact-file while listing interesting information about Japan as part of their work on the Rugby World Cup theme. However, a few learners do not apply their writing skills in a wide range of genres across areas of learning soundly enough, nor to the same standard as in their language lessons.

42 In providers that develop learners' writing skills highly effectively, learners reflect on their work to develop it and improve its quality. Responding to supportive feedback from teachers, learners adapt specific parts of their work in order to improve it, rather than re-drafting the work in its entirety. For instance, often, they use a dictionary and a thesaurus to enrich their work with well-chosen adjectives and adverbs and create original idioms.

43 In the best practice, many learners develop their linguistic knowledge, such as about spelling, skilfully in worthwhile activities. For example, learners search for the *'wy'* pattern in simple words by taking part in a word search on the playground, or by reciting a verse when learning how to use soft mutations. However, a few learners' ability to write accurately in Welsh is not sound enough. Rudimentary errors, such as using English vocabulary and incorrect syntactic patterns, are often evident throughout their work and, as a result, this hinders the standard and flow of their written work.



Applying skills across the curriculum

44 Most learners develop their skills successfully through a variety of stimulating and rich learning activities which focus specifically on developing learners' language skills across the curriculum. By doing so, learners acquire language successfully and apply it further in wider contexts.

45 In most non-maintained settings and primary schools, most learners learn language skills successfully by listening and using simple vocabulary and syntactic patterns provided by the practitioner, which are often within the learners' experience. For example, a Year 1 teacher introduces and consolidates adjectives such as *'waliau trwchus'* (thick walls) and *'pont fwaog'* (arch bridge), and prepositions such as *'ar ben'* (on), *'wrth ochr'* (beside) and *'tu fewn'* (inside) in order to support learners as they use large resources to build a castle. On the whole, the principles of the foundation phase are nurtured beneficially in order to promote oral and literacy skills, and practitioners continue to introduce the language and immerse learners in the Welsh language successfully. As a result, they acquire the Welsh language consistently and link spoken language with specific concepts and objects in holistic activities.

46 In key stage 2, many learners develop their literacy skills skilfully in purposeful activities, which are usually linked to the class theme, for example when studying the strike at Penrhyn quarry. Practitioners re-visit and consolidate vocabulary and syntactic patterns skilfully, as learners gather and collate information to draft a script for their end of year show. Learners develop their listening and speaking skills consistently when learning and performing the script to the school community. This develops



learners' oral and literacy skills highly successfully as they acquire the Welsh language in a meaningful context.

47 In schools where learners demonstrate consistently high standards of language and literacy, learners use and apply their skills confidently to support their learning in all subjects. For example, Year 5 learners gather and collate information about the flooding of Tryweryn by selecting a writing genre independently to present information, for example in the form of a script, a newspaper article or a diary. However, a few learners do not develop their listening and speaking skills well enough across the areas of learning. In these cases, learners do not have sufficient opportunities to develop these skills, or they are not linked closely enough to the class theme. As a result, learners do not make a connection between these isolated activities and the progressive development of their skills across the curriculum. This means that they do not always advance their skills as well as they could.

48 A few learners learn about elements of language specifically within their daily language sessions. They learn new vocabulary, the past, present and future tense of verbs, and mutation rules, for example through language activities that respond to common errors that teachers identify through reviewing the class's work.

49 Most learners develop their information and communication technology skills effectively in literacy tasks, and extend their experience of language acquisition. For example, they use a green screen when presenting a speech about protecting the rainforests, or use subject specific vocabulary, such as *'llyfn'* (smooth), *'garw'* (rough) and *'rhychiog'* (corrugated) when presenting information about the conclusion of a friction experiment in science.

Attitudes to learning

50 In most successful providers, most learners have very positive attitudes towards developing their Welsh language skills. They are proud of attending a Welsh medium school and acknowledge the benefits of being proficient in both Welsh and English. For example, one school promotes the Welsh language successfully as learners recite *'Cymraeg yn y dosbarth, Cymraeg ar yr iard, Cymraeg yn y dre, Cymraeg ar hyd y lle'* (Welsh in the classroom, Welsh on the yard, Welsh in the town, Welsh everywhere). As a result, in the best practice, settings and schools are communities that embed the Welsh language and promote Welshness among learners highly successfully.

51 In the foundation phase, nearly all learners have highly positive attitudes towards a wide variety of activities. Many have no grasp or understanding of the Welsh language on entry to the setting or school. They engage enthusiastically with each other and adults, and learn the language through daily interactions and instructions. This is often within a learning environment that is language rich in terms of promoting learners' Welsh literacy skills. Where the practice is most effective, learners are keen to listen to the language being spoken which, in turn, helps to develop their phonological knowledge. This has a positive impact on many pupils' confidence to begin communicating using words and short sentences and supports the development of their reading.

52 As learners move through the foundation phase, most develop and apply their skills in a rich variety of activities, for example while playing playground games as part of the Welsh Language Charter activities. As a result, they gain the confidence to apply their oral skills further by broadening their vocabulary and syntactic patterns beneficially in more formal activities.



53 As learners move to key stage 2, most continue to have sound attitudes to learning Welsh. They often embrace opportunities in the classroom and the wider school to develop their language skills, for example by deepening their understanding of Welsh history and heritage while learning about Welsh princes, or taking part in extra-curricular activities. Most take advantage of the learning experiences that are provided for them to develop their skills, and become increasingly proficient and confident in the Welsh language.

54 In settings and schools that are highly effective at promoting learners' linguistic skills, most learners are also successful in deepening their knowledge and understanding of other languages. For instance, learners take part in weekly French lessons as part of transition provision with the secondary school. In a few schools, learners develop their oral Welsh skills beneficially, for example by holding online sessions with Japanese citizens who have learned Welsh at a university in Wales. By doing so, they make a valuable link between different aspects of languages to support their skills in acquiring further languages.

55 In many settings and schools, nearly all learners take part enthusiastically in a variety of Welsh days and weeks, for example Welsh Language Music Day, Shwmae Su'mae Day and Saint David's Day. From a very early age, this extends most learners' understanding of the importance of the Welsh language in their everyday lives, and that the language has value and status as they grow into adulthood. Frequent Welsh Language Charter activities throughout the year contribute successfully to developing learners' appreciation of the vibrant and diverse culture that is relevant to their everyday lives. In a minority of schools, famous Welsh-speakers from the world of the performing arts and sports are invited to share their experiences to inspire and nurture learners' understanding of the value of the Welsh language as part of their everyday lives. As a result, most learners develop positive attitudes towards acquiring the Welsh language and other modern further languages.

56 Many learners speak Welsh voluntarily throughout the day, and show pride in their ability to use it in formal and less formal situations. In many schools, practitioners teach terminology from different sports, for example netball and football, in order to equip learners to use it as part of their sports activities. However, a very few learners are reluctant to speak Welsh of their own accord, particularly in less formal activities. Often, these learners do not speak Welsh confidently due to weaker vocabulary knowledge. They tend to translate English syntactic patterns when speaking and therefore are less fluent in their use of Welsh.

57 In a few providers, learners are able to choose locations to visit to enrich their curriculum experiences. For example, learners choose to visit Cardiff Castle and Rhondda Heritage Park as part of their theme of *'Y Glo Aur'* (Gold Coal). They gather and collate relevant information to compare information about the contrasting effect of the coal industry on the residents of the south Wales valleys and Cardiff. They interview miners using multimedia technology, scrutinise facts from the census, read the diary of a mother of six children, and interview a Cardiff castle tour guide. They use this information to create film clips to compete and win an award in a national competition. By doing so, learners develop their literacy skills and improve their attitudes and appreciation of the Welsh language, history and heritage successfully.

In a few providers, learners are able to choose locations to visit to enrich their curriculum experiences. For example, learners choose to visit Cardiff Castle and Rhondda Heritage Park as part of their theme of 'Y Glo Aur' (Gold Coal).



Supporting learners

58 Overall, most learners who are identified as being disadvantaged acquire the Welsh language beneficially. In the best practice, they develop their skills consistently by receiving support from skilful practitioners. Often, they develop their linguistic skills alongside their emotional wellbeing by following support programmes successfully.

59 In many settings and schools, most learners with SEN make sound progress from their starting points, as practitioners identify their needs at an early stage. Where practice is most effective, leaders and practitioners work closely with pre nursery providers and ensure that provision is suitable for every child's linguistic needs. For example, during their time at the provision, learners with profound language needs receive additional support under the guidance of health boards and local authorities. Specific support programmes are planned and the providers' staff support them consistently. As a result, learners with specific linguistic needs make progress that is suitable for their age and ability. However, support for a very few learners with specific linguistic learning needs is not always available through the medium of Welsh, for example specialist speech and language support.

60 In settings and schools that are highly effective in developing learners' language and literacy skills, most learners make strong progress while receiving effective support from specialist practitioners, as they allocate specific support programmes that correspond to learners' specific learning needs. Most practitioners lead these support programmes effectively, and learning support assistants contribute extensively to supporting these activities. Following relevant professional learning, learning support assistants



lead programmes confidently. Resources are not always available in Welsh, to facilitate learning when introducing specific skills. In the best practice, ideas and practical activities are shared with parents and carers to help them to support their children at home. By encouraging regular co-operation with parents and carers, learners receive effective support to make further progress in their language skills.



Provision



The learning environment and planning for learning

61 In most settings and schools, practitioners organise the learning environment to promote and immerse learners in the Welsh language. They use displays and attractive learning areas well to support learners in their language development.

62 Many non-maintained settings and schools plan activities that develop learners' skills constructively, for example by using the Literacy and Numeracy Framework (Welsh Government, 2013). This enables practitioners to provide activities that correspond to most learners' linguistic ability. Generally, practitioners take advantage of every opportunity to promote learners' spoken language which, in turn, has a positive effect on their reading and writing skills. This is a core part of the work of Welsh medium settings and schools, and has a positive effect on most learners' ability to acquire the Welsh language successfully.

63 In the best practice, a few settings and schools work closely with partners to plan and ensure continuity and progression in language and literacy skills as learners move from a setting to a school, or from primary school to secondary school. As learners progress from one stage to the next, they continue to develop and expand their vocabulary and use of varied syntactic patterns. In a minority of settings and schools, provision does not ensure that learners make sufficient progress in continuing to develop their use of the Welsh language over time. Planning to develop learners' language and literacy skills from one class to the next, and from one age phase to the next, is not effective enough, particularly for those learners who come from Welsh-speaking homes and learners who are identified as being more able.



64 In a majority of the most effective settings and schools, practitioners develop learners' listening and speaking, and reading and writing skills effectively through the teaching of specific themes, which provides opportunities for learners to apply their skills across the curriculum. For example, within the theme of *'Arwyr Anhygoel'* (Superheroes), teachers plan engaging opportunities for learners to develop their reading and oral presentation skills. Learners write a script and present information about their favourite heroes by using electronic devices and a 'green screen'.

65 Many settings and schools use a rich range of resources in order to promote teaching and learning successfully. Practitioners usually develop their own helpful resources, due to the general lack of suitable Welsh-medium resources, to support learners' linguistic needs, for example to promote listening and speaking listening activities and to provide stimulating interactive digital resources.

Common features of excellent provision

- A learning environment that promotes learners' Welsh language skills consistently and effectively
- Provision that corresponds to, and challenges, learners' skills in line with their age and ability
- Teaching and learning that incorporates foundation phase principles effectively as an integral part of learners acquiring and developing their language and literacy skills
- High-quality professional learning opportunities that support practitioners to be confident in the methodology for teaching language to children in order to refine their teaching to meet the needs of learners from all linguistic backgrounds
- A language scheme that develops the listening, speaking, reading and writing skills of all groups of learners progressively

- Leaders and language specialists holding sessions with practitioners to map learning activities that develop learners' vocabulary and syntactic patterns over time, from the non-maintained setting to primary school, and from primary school to secondary school
- Practitioners beginning to incorporate the principles of the Curriculum for Wales in the pedagogy of the setting and school
- Deepening of practitioners' understanding of the continuum of progress in the language learning curriculum for Wales



Cameo 1

Practitioners provide a rich learning environment for language and literacy to promote and develop learners' Welsh language skills, for example letters of the alphabet, high-frequency words, labels, instructions and simple syntactic patterns.

Learners in the foundation phase refer to the text such as prepositions in the construction area and learners in key stage 2 use specific subject-based vocabulary while designing and constructing a rocket as part of their science project. All learners expand their vocabulary and syntactic patterns successfully and take advantage of the environment to support them to develop further their Welsh language skills.

Read more

Cameo 2

In one non-maintained setting and the feeder primary school, practitioners meet each term to discuss the development of learners' listening and speaking skills.

Through these meetings, practitioners plan learning activities around the language that has been introduced within the setting, such as vocabulary and simple syntactic patterns used whilst building a bug hotel. As a result, learners use and develop specific vocabulary, such as adjectives, successfully. The regular co-operation between practitioners results in purposeful planning of linguistic activities that ensures that learners acquire the language progressively over time.


Read more

Cameo 3

When planning learning, practitioners follow learners' interests and lines of enquiry by responding to and planning activities that develop nearly all learners' linguistic skills successfully.

Learners bring different objects to school, such as a toy dinosaur, that ignite their curiosity. Practitioners take advantage of the opportunity to provide a range of learning activities to develop learners' language skills, such as developing vocabulary related to the dinosaur's appearance and habitat, and by introducing simple language patterns. They promote the use of the newly acquired language in different activities to support learners' linguistic development in subsequent language and literacy activities.


Read more



Cameo 4

In one school, the practitioner plans and teaches reading by introducing and discussing the features of non-fiction books.

As part of the activity, she introduces relevant terminology such as 'content' and 'index' as a compare and contrast activity of fiction and non-fiction books about elephants. Practitioners plan a rich variety of literacy activities to develop learners' reading skills effectively while building on their previous understanding of non-fiction books, such as searching and using adjectives and similes that are listed in the 'glossary'. Learners gather and collate simple information from other non-fiction books to create their own book of facts about an animal of their choice.

Read more

Cameo 5

In a Year 4 class, the practitioner plans to develop learners' writing skills by following the school's curriculum map, which ensures continuity and progression in learners' learning experiences of writing for different purposes and audiences.

Learners choose the appropriate genre for them to present information, such as an astronaut's monologue or a diary as part of their learning about space and the universe. Practitioners support learners by modelling the language effectively, such as the use of imperative verbs and interesting adjectives.

Read more

Immersion

66 A majority of learners who attend Welsh-medium settings and schools and Welsh-medium streams in bilingual providers come from homes in which only a little Welsh is spoken, if at all. Many practitioners immerse learners in the Welsh language by modelling language and using it to communicate effectively. Over time, practitioners broaden and expand learners' range of vocabulary and syntactic patterns successfully, and provide a learning environment that is rich in Welsh vocabulary and literacy. However, in a minority of providers, practitioners are not confident in their knowledge and understanding of the relevant steps needed by learners to acquire language successfully. As a result, they do not provide regular opportunities for learners to build their language skills consistently over time.

67 In the best practice in effective settings and schools, practitioners expand most learners' language skills successfully by using beneficial immersion methodology. The immersion method is a way of working that focuses on using Welsh as the only medium of teaching and learning, by using practical and visual techniques to support learners to develop vocabulary and syntax. Introducing, modelling and consolidating correct language are core to the success of this method. In most cases, this means that English is not introduced until key stage 2. Most learners from all linguistic backgrounds make consistent progress in acquiring the Welsh language, in addition to English, by the end of key stage 2.



68 In settings and schools that provide effective practice, practitioners support learners who do not speak Welsh at home regularly, much or at all, to hear Welsh and listen to it being spoken regularly. Over time, practitioners increase the vocabulary that they introduce to learners and model simple language patterns for them

frequently. They encourage learners to repeat vocabulary and patterns as they become increasingly proficient and confident in speaking Welsh. Over time, most learners imitate vocabulary and syntactic patterns successfully.

69 In settings and schools that excel, practitioners have high expectations in terms of ensuring that learners make sound progress in acquiring the Welsh language. They encourage learners, support them effectively and correct them supportively. In most instances they correct unnecessary errors well, for example *'Fi dim yn cael/Does gen i ddim'* (I don't have), *'bag fi/fy mag'* (my bag). This contributes effectively towards most learners' linguistic development in Welsh. In a minority of cases, practitioners do not provide regular opportunities for learners to develop their oral skills usefully across the curriculum, particularly in key stage 2. As a result, a few learners speak by using erroneous language, which includes English vocabulary and syntactic patterns. This has a detrimental effect on a few learners' oral skills which, in turn, hinders progress in their writing skills.

70 Many learners that come from Welsh-speaking homes make consistent progress in their Welsh language skills from their starting points. They use informal language and embrace the language of the home successfully. At times, a few learners use dialect and syntactic patterns that are local to a particular area as a natural part of their dialogue. Although this is to be commended in developing learners' informal listening and speaking skills, practitioners support learners to communicate by using increasingly accurate Welsh in formal and less formal activities. By doing so, learners that come from Welsh-speaking homes benefit as well as their peers from non-Welsh-speaking homes, from practitioners feeding and modelling correct language use. A few learners, particularly those who are proficient and confident in their Welsh language skills on entry to the setting or school, and those who are identified as being more able, do not always achieve to the best of their ability.

71 In a minority of schools, specialist practitioners in particular settings, such as language immersion centres, support latecomers, namely learners that attend Welsh-medium provision later in their school career, effectively. Most of these learners acquire the Welsh language quickly following an intensive period of immersion in the language. At the beginning of learners' time at the setting, practitioners often introduce Welsh vocabulary then translate it into English and repeat in Welsh, in order to introduce vocabulary and syntactic patterns to them quickly. By doing so, learners acquire the language rapidly, and practitioners are soon communicating with them solely in Welsh. In the best practice, practitioners from the language immersion centres support learners for a short period as they attend a Welsh-medium school for the first time. This has a positive effect on learners' linguistic development, in addition to their confidence and proficiency in the Welsh language.

Common features of excellent provision

- Leaders advocate a vision of increasing the number of Welsh speakers effectively over time
- All practitioners have confidence in the language immersion methods
- All practitioners have high and consistent expectations
- The standard of practitioners' language and skills is robust
- Support for latecomers to the Welsh language is supportive and consistent
- Practitioners vary their teaching strategies and resources regularly in response to learners' various linguistic needs

Cameo 1

Learners who are new to Welsh medium education, who are known as latecomers, are introduced to Welsh vocabulary and syntactic patterns as part of the immersion process.

Practitioners plan to ensure that learners have opportunities to revisit the target language in subsequent learning contexts, such as when exploring animals. Within these activities, practitioners ensure that there is a clear link between listening and speaking, and reading and writing skills, providing learners with a firm foundation to become confident and proficient Welsh speakers by the end of the primary phase.

Read more

Cameo 2

In key stage 2, the practitioner provides beneficial activities to immerse learners in different elements of language learning, such as conjugating prepositions.

Learners list the prepositions to the tune of a familiar television programme and apply body movements, such as clicking fingers and clapping hands, to engage learners. This method of learning supports learners to remember the order of prepositions in a fun and memorable way, so that they apply this correctly in writing activities, such as recording instructions.

Read more

Planning to develop learners' skills

72 In many settings and schools, practitioners plan an appropriate range of activities to develop learners' listening and speaking skills. They take advantage of various opportunities to feed language to learners, and provide beneficial activities for learners to use and apply familiar and unfamiliar vocabulary and syntactic patterns with increasing skill. Learners from non-Welsh-speaking homes absorb vocabulary successfully, often unknowingly, as a result of practitioners' skilful teaching. This provides a firm foundation for learners to build upon as they acquire the Welsh language over time. In a minority of schools, practitioners do not always plan purposeful activities that develop learners' listening and speaking skills well enough. As a result, a majority of learners in these schools do not develop a sufficiently rich vocabulary or use extended syntactic patterns in their talk or in their writing.

73 Where nursery provision is strong in non-maintained settings and schools, practitioners provide engaging practical activities that incorporate gesture or movement, to support learners to hear and copy high-frequency words. Through physical movements and continuous repetition, most learners make quick and consistent progress when beginning to use vocabulary in a variety of learning activities. Learners link spoken language with new vocabulary successfully. Over time, they gain the confidence to extend their vocabulary by applying it in simple sentences.

As learners develop their vocabulary further, they gain the confidence to use increasingly wide-ranging vocabulary in familiar and unfamiliar contexts, for example when reading large books together and discussing the text with increasing confidence. As a result, most learners embrace familiar and unfamiliar Welsh vocabulary quickly. Most make sound progress in a short period of time.



74 In many schools where there is good practice in developing learners' vocabulary effectively in key stage 2, practitioners plan purposeful opportunities for learners to apply their knowledge in Welsh lessons and in their learning across the curriculum. Practitioners follow a purposeful scheme that has been structured carefully by language specialists within the setting to introduce, develop, practise and use specific vocabulary and terminology that are linked to a particular area or subject, for example science and geography. Practitioners introduce vocabulary purposefully in specific activities within these areas, for example *'ymlosgi'* (burn) and *'daeargryn'* (earthquake), and then ensure that there are regular opportunities for learners to use and apply these words independently within the *'Rhyfeddodau'r Byd'* (Wonders of the World) theme. As a result, most learners from all linguistic backgrounds use new vocabulary and terminology successfully in their work.

75 In many schools where there is effective practice, practitioners enrich learners' vocabulary effectively by using helpful techniques as memory aids for learners. For example, learners draft stories together, and practitioners introduce and consolidate familiar and unfamiliar vocabulary to learners to help them strengthen their creative choices, such as *'chwarddodd yn uchel'* (he/she laughed out loud) and *'crwydro'n ddigyfeiriad'* (wandering aimlessly). Learners repeat the stories aloud regularly. This helps them to remember new vocabulary as they develop their speaking and writing for different purposes.

76 Effective settings and schools plan well for progression in learners' reading development across the school. Practitioners have a thorough knowledge of individual learners' receptive and expressive language skills. This helps them to judge when best to introduce and explain new vocabulary to learners when teaching reading. They discuss texts with learners skilfully during shared or guided reading activities. For example, they draw learners' attention to challenging words, such as when an author describes a character as *'cawr o ddyn yn brasgamu'n wyllt i wynebu'r gelyn ffyrnig'* (a giant of a man fiercely walking to face the vicious enemy).

77 In most schools, practitioners teach specific aspects of language in purposeful activities, which are planned carefully as part of whole-school provision. For example, they teach learners basic elements of spelling and simple grammatical rules, such as when conjugating verbs or prepositions. Practitioners also support learners to develop secure knowledge of how to use a dictionary effectively as they work out the meaning of unfamiliar Welsh words, develop the standard of their written work and learn how to spell unfamiliar words correctly. However, this approach needs to be considered carefully as it can be problematic, particularly if this is the sole approach to learning the meaning of words. This is because dictionary definitions are often concise and do not provide enough information, in context, to help learners to understand the meaning of words successfully.

78 In many settings and schools, where language teaching is successful, practitioners broaden learners' vocabulary and deepen their understanding of words and phrases through 'language drilling' activities as part of a language enhancement scheme. Learners enjoy reciting simple linguistic and grammatical elements, for example through a rap or a familiar song. By Year 6, a minority of learners are confident in their knowledge of basic spelling rules and specific grammatical patterns. In a few cases, practitioners ask learners to 'dispose' of incorrect use, such as slang or incorrect grammatical elements in their writing, in the *'Bin Bratiaith'* (Slang Bin), as a visual representation of erroneous language or that which is not suited to the intended audience or purpose for speaking or writing. This supports learners to understand the correct use of idiomatic language in a variety of formal and informal communication contexts.

79 In the best practice, teachers teach the origin and meaning of unfamiliar words effectively, for example the root of a word, prefixes and suffixes, such as *'tawel'*, *'ymdawelu', 'tawelfan'*. This deepens learners' understanding of morphology, etymology, structure of the language and the way it has evolved over time.

80 However, overall, a minority of practitioners do not respond consistently enough to the oral and written errors of a few learners, for example when they use English words and syntax. As a result, a few learners do not transfer and apply their knowledge of language, for example rich vocabulary and spelling patterns, soundly enough when talking and writing independently across the curriculum.

Common features of excellent provision

- Practitioners produce and implement a whole-school planning of subsequent rich activities that challenge and develop learners' speaking, listening, reading and writing skills consistently over time
- Regular listening and speaking activities are planned across all age ranges
- There is consistent planning for learners to apply and develop their language and literacy skills in enhanced and continuous provision in the foundation phase
- Practitioners support learners to speak and write using correct vocabulary and syntax patterns in formal contexts
- Writing genres are mapped across year groups to ensure continuity and progression in the development of learners' skills and knowledge
- Practitioners introduce and model vocabulary explicitly to learners over time
- Practitioners develop vocabulary and terminology that are linked to specific areas and subjects in meaningful activities, and provide purposeful opportunities for learners to use and apply these independently

Cameo 1

Through a whole-school approach, practitioners encourage learners to take ownership of their learning and to apply their skills independently across all areas of learning.

Practitioners encourage learners to make suggestions as to what they would like to learn. Learners acquire language and develop their skills within this theme of their choice, such as 'Cymru Cwl'. Practitioners work collaboratively to plan listening, speaking, reading and writing activities to ensure that learners build upon prior knowledge and skills in their language learning in appropriately challenging activities.

Read more

Cameo 2

In a primary school, practitioners state that 'oracy is the foundation to ensure standards of literacy' when developing skills in acquiring language.

They provide creative activities for learners to imitate and use newly introduced vocabulary in engaging activities, such as pretending to travel on Rala Rwdin's broom stick at Gwlad y Rwla. Practitioners encourage learners to extend their use of adjectives and similes to develop and extend their speaking contributions. Most learners use and apply their extensive vocabulary well in their written work, for example *'Mae'r wlad yn llifeiriant o laeth a mêl'* (The land is full of milk and honey).

Read more



Teaching and assessment

81 In most settings and schools, practitioners are energetic and enthusiastic when supporting learners to acquire the Welsh language. Leaders and practitioners share the same vision, and promote the Welsh language and Welshness successfully among learners from all linguistic backgrounds.

82 In a majority of settings where teaching is good or better, practitioners work together closely and provide meaningful activities, as learners develop their skills. They use and promote the Welsh language consistently as a language medium, and take advantage of every possible opportunity for learners to use and apply the Welsh language in formal and less formal situations as an integral part of the foundation phase's enhanced and continuous provision.

83 In general, there has been an improvement in the quality of teaching and assessment with reference to language and literacy in schools and settings. In the best practice, practitioners use purposeful plans and strategies for teaching and learning language through whole-school approaches. They provide an appropriate balance between teaching listening, speaking, reading and writing skills within meaningful learning experiences. Where practice is less effective, practitioners do not build on learners' previous language skills well enough. This limits a few learners' ability to make consistent progress over time.

84 In most non-maintained settings and schools where teaching is good or better, all practitioners have high expectations to immerse learners from all linguistic backgrounds for them to become confident and proficient in the Welsh language, and to be completely bilingual by the end of the primary phase. Practitioners question learners skilfully and develop



their understanding of the Welsh language in a variety of interesting learning contexts. They talk to them in formal and less formal activities, modelling language and syntactic patterns highly successfully, and encourage spontaneous use of the Welsh language.

85 Through skilful questioning and observing learners during their activities, practitioners gather useful information about learners' progress in acquiring the Welsh language. Leaders and practitioners discuss the progress that learners make to plan and provide activities that encourage them to acquire and apply vocabulary and syntactic patterns with increasing independence in the classroom and the wider learning environment. A majority of practitioners use this assessment information effectively to plan activities that ensure learners of all abilities develop their language competence.

86 In the best examples, practitioners provide learners with regular oral and written feedback as they interact with them in their learning activities. Practitioners provide feedback supportively and constructively, to encourage learners to understand their strengths and know how to improve and develop their language and literacy skills. They reinforce learners' vocabulary and syntactic patterns, and deepen their understanding of features of the Welsh language successfully, for example by developing the contracted verb forms of the past tense of the verb as they write a monologue by a soldier during the war. Where practice is less effective, these opportunities are not structured effectively enough to ensure that a minority of learners learn from their linguistic errors in a timely manner. Practitioners do not provide sufficient constructive guidance and dedicated time for learners to respond, adapt and improve their work effectively as the same erroneous mistakes remain in their work.

87 In most settings and schools where assessment is effective, practitioners evaluate learners' linguistic skills carefully and track their progress effectively. This information is useful for a majority of practitioners, as they use it appropriately to provide activities that guide learners to make further progress in their language and literacy skills.

88 In general, external sourced materials to assess learners' language acquisition skills through the medium of Welsh is limited. Therefore, assessments outcomes of current available materials do not lead to useful information when measuring learners' progress, particularly when considering the progress that they make from their varied starting points. As a result, leaders and practitioners do not have a sound enough grasp of the progress made by individual learners and groups of learners, for example latecomers and learners who come from Welsh speaking homes.

89 As teachers assess learners in the early years and the foundation phase, there are limited Welsh-medium assessments to assess learners' grasp of the Welsh language. In a very few non-maintained settings, learners from Welsh-speaking homes are not assessed in non-statutory English-medium assessments. As a result, teachers do not have sound enough knowledge of learners' proficiency in learning a language or of individual learners' specific difficulties in learning a language.

90 In nearly all settings and schools that use the foundation phase profile in the nursery setting or reception class, the assessment is administered in Welsh in Welsh-medium providers. Learners from homes in which either one or no parents or carers speak Welsh attain results that are lower than their innate ability in the first language that is spoken at home. As a result, the ability of these learners appears lower than it is in the language that they speak at home, and this is an inaccurate reflection of the innate linguistic ability of these learners. As learners move through the school, most make effective progress. By the end of key stage 2, there is limited variance in the linguistic standards of learners from Welsh-speaking homes and those with either one or no parents or carers that speak Welsh.

91 In a minority of providers, leaders and practitioners develop and use effective tracking procedures that produce detailed information about the way in which all individual learners from all linguistic backgrounds and groups acquire the Welsh language. They use this information suitably to ensure continuity and progression in developing most learners' language skills. However, a minority of leaders and practitioners do not track the progress of individuals and specific groups of learners well enough by considering their starting points, for example learners from Welsh-speaking homes and those who are identified as more able learners.

Common features of excellent provision

- All practitioners have a sound understanding of the way in which learners acquire language, with regular opportunities for them to receive up-to-date professional learning
- All practitioners have high expectations of learners' standards, and support and challenge learners from all linguistic backgrounds to make progress over time
- Various teaching strategies respond to the learning needs of all groups of learners
- There is effective use of formative assessment across the school
- Leaders and practitioners scrutinise tracking information thoroughly and use this to meet learners' linguistic needs, particularly those from Welsh-speaking homes and those who are more able



Cameo 1

Practitioners in a non-maintained setting plan opportunities to support learners to acquire and use new words as part of their daily routines.

They introduce and consolidate new vocabulary and sentence patterns regularly and reinforce them consistently during the school day, for example during snack and lunch time. Practitioners model the language effectively and support learners to practise and extend the use of familiar routines such as *'Afal llawn neu hanner afal?'* (A whole apple or half an apple?), *'Hanner afal os gweli di'n dda'* (Half an apple, please). Consistent repetition helps to develop learners in making progress in their language acquisition over time.

Read more

Cameo 2

In one foundation phase provider, practitioners present a variety of rhymes, nursery rhymes and familiar and unfamiliar songs to learners, for example *'Lawr ar lan y môr'*, *'Migldi Magldi'* and *'Mae gen i het dri chornel'* to develop learners' vocabulary and language patterns.

Practitioners repeat these rhymes and songs to immerse learners in the language. Over time, learners use the language independently in a range of activities with increasing confidence and accuracy. It becomes a part of spontaneous communication through Welsh in formal and informal activities.

Read more

Cameo 3

In an upper key stage 2 class, the practitioner provides images and photographs for learners to develop their conversational language in different contexts.

For example, learners develop their listening and speaking skills while discussing *'Effaith chwararaeon ar y byd'* (The effect of sport on the world), as part of a philosophy activity. As learners contribute ideas and opinions about the theme, the practitioner helps to enrich learners' vocabulary effectively to develop their confidence to extend their use of vocabulary independently. As the discussion develops, learners apply new vocabulary independently to create interesting verbal and written reports.

Read more

Cameo 4

In this school, the practitioner provides rich language and literacy activities that stretch more able learners, including those from homes where Welsh is the dominant language.

The practitioner uses a variety of Welsh traditional and contemporary texts, for example an adapted version of the *'Pedair Cainc y Mabinogion'* to stimulate learners to work collaboratively to write a contemporary *'cainc'* (story). Learners participate enthusiastically and write a creative *'cainc'* to discuss moral topics with their class mates in an expressive arts session, for example *'Pwy ydy Bendigeidfran yr unfed ganrif ar hugain?'* (Who is our Bendigeidfran in the twenty first century?) and *'Ydy anghydraddoldeb dal i fodoli mewn gwledydd Celtaidd?'* (Does inequality still exist in Celtic countries?). As a result, all learners develop their listening and speaking skills confidently, by developing enriched and sophisticated language.

Read more

Cameo 5

In a non-maintained setting, the practitioner uses observations to introduce new vocabulary to nursery-age learners.

While observing learners building a house for the three little pigs in the construction area, practitioners ask learners how they might make the house stand sturdily. Practitioners introduce new vocabulary and encourage learners to use it while continuing to play.

Read more



Cameo 6

In a Year 1 class, practitioners encourage learners to use new vocabulary, for example by observing different flowers while going on a nature walk around the school.

Following the walk, learners paint a sunflower and discuss the features of the flower with the learning support assistant by using vocabulary such as *'coes'* (stem), *'petal'* (petal), *'tal'* (tall) and *'byr'* (short). Practitioners observe learners' use of vocabulary during the discussion session and use their observations to expand learners' understanding. They make valuable use of this assessment information to meet learners' needs by planning related activities that are based on the observations of learners' language development, such as their knowledge of the language of comparison.

Read more

Cameo 7

A Year 6 practitioner supports learners successfully to raise standards and improve the quality of their written work.

The practitioner provides effective feedback to draw learners' attention to particular linguistic errors, guides them towards improving the standard of their work and also to take pride in their efforts. Learners listen to and act effectively on practitioners' feedback and refine their work to improve it, for example when using a thesaurus to expand on adjectives to describe characters in a Welsh legend and myths. This positive and supportive relationship gives learners the confidence to make mistakes, to try out new ideas and to refine their work as part of the improvement process.

Read more

Cameo 8

In one school, practitioners plan and assess learners' phonological and vocabulary development carefully.

They teach particular phonics activities and specific vocabulary, for example the letter 'p' in the foundation phase and imperative verbs in key stage 2, and assess learners' understanding and use of these in different contexts. They use this assessment information to plan activities that correspond to, and develop, the linguistic knowledge and understanding of individual learners and groups of learners. As a result, leaders and practitioners have a sound grasp and understanding of learners' progress in language acquisition and the next steps needed in their learning.

Read more

Listening and speaking

92 In most settings and schools where there is effective practice, practitioners use the Welsh language as the language of communication throughout the day. They immerse learners in the language and support their understanding by modelling and demonstrating a gesture or movement that conveys the meaning of words, for example as learners ask and say thank you for their snack at break time: *'Ga i oren os gwelwch yn dda?'* (Can I have an orange, please?), *'Cei wrth gwrs - mwynha!'* (Of course you can – enjoy!). As a result, learners internalise and imitate the language successfully.

93 In many settings and schools that provide effective practice, practitioners provide opportunities for learners to listen and gain confidence when responding orally, for example when foundation phase learners listen to instructions while playing a board game with their peers. Practitioners ensure that learners imitate the language correctly by pronouncing words clearly and using appropriate intonation. As learners move through the school, they develop their listening and speaking skills effectively in a variety of activities, for example by listening to veterinary surgeons presenting information about pets, before asking them relevant questions about their career. By the end of their time at primary school, most practitioners provide valuable formal and informal opportunities for learners to develop their confidence to communicate accurately and effectively in Welsh.

94 Most practitioners in foundation phase settings prioritise learners' speaking skills and develop their expressive skills well. Practitioners use gestures and movements when introducing new vocabulary to support learners' understanding. They model syntactic patterns explicitly to learners so that they repeat the language correctly. This has a positive effect on most



learners' oral language development. As learners internalise the language and gain confidence, many communicate spontaneously in Welsh with adults and their peers.

95 In most foundation phase settings and classes where practitioners develop learners' speaking skills effectively, practitioners provide opportunities for them to use and apply their Welsh speaking skills regularly as part of foundation phase pedagogy. They use Welsh songs, poems and nursery rhymes beneficially so that learners hear the measure, rhyme and flow of the language. As learners listen to the 'music' of the language and recite them in enjoyable activities, this leads them to use the language correctly, often unknowingly, in other contexts. Practitioners also provide useful opportunities for learners to practise language patterns by playing playground games, such as *'Faint o'r gloch, Mr Blaidd?'* (What's the time, Mr Wolf?), and older learners often support them by leading the play. This is an effective way for learners to acquire and use the language in less formal situations.

96 In a majority of schools that prioritise learners' speaking and expressive skills as a foundation for all learning experiences, practitioners provide rich activities to support learners' written work. For example, learners discuss popular Welsh bands with their peers as part of their Language Charter activities before writing a letter inviting these bands to perform in school on Welsh Music Day. These real-life experiences help learners to develop their ability to speak for different purposes and audiences. As a result, learners see the practical value in their oral and written work, and it is an effective means of developing their linguistic skills.

97 In a minority of settings and schools, practitioners do not encourage learners to use the language with precision when speaking. They do not correct learners often enough or provide opportunities for them to apply corrected language in a variety of activities. The inaccurate language of a minority of learners, such as answering questions incorrectly, negating sentences and using incorrect verb forms and tenses, limits their ability to make progress in their speaking skills, and has a detrimental effect on their writing skills over time.

98 In many schools, practitioners organise extra-curricular activities in order to provide additional opportunities for learners to speak and use the Welsh language. For example, learners co-write a script to be presented in a class assembly, or contribute to a school show to be performed to their peers. Most learners benefit from these valuable experiences, as they are given an opportunity to learn correct vocabulary and syntactic patterns by rote, and apply them when performing to an audience. Many schools make valuable use of the numerous opportunities provided by the Urdd, for instance through stage competitions and sports tournaments. This provides valuable opportunities for learners to speak Welsh with each other and peers from other schools, locally and nationally. This is one of the strengths of Welsh-medium provision, and promotes learners' successful acquisition of the language.

99 In a minority of settings and schools, there are few opportunities for learners to speak Welsh in their local community. As a result, practitioners seek to provide interesting and meaningful opportunities for learners to communicate with Welsh-speaking residents in the community, for example by supporting a group of adults who are learning Welsh. This gives learners an opportunity to use the language for a real purpose in a practical situation, and helps them to recognise why it is important to speak the language accurately. In a few schools, learners receive specific tokens that allow them to access different local venues or purchase specific resources about speaking Welsh in the community.

100 In less effective schools, listening and speaking skills are considered to be skills that support reading and writing, rather than skills that need to be developed in their own right. As a result, in these schools, practitioners do not always plan and provide enough purposeful opportunities to develop learners' speaking and listening skills, particularly in key stage 2.

Common features of excellent provision

- Practitioners work together to develop a plan for listening and speaking that maps Welsh vocabulary and syntactic patterns within holistic themes, and which ensures continuity and progression in developing the skills of learners from all linguistic backgrounds
- Specific time is allocated within teaching timetables to develop learners' listening and speaking skills
- Practitioners model vocabulary and syntactic patterns correctly and encourage learners to imitate and use the Welsh language correctly in formal and less formal situations
- Progress in learners' listening and speaking skills is monitored and tracked to ensure that all groups of learners make consistently good progress



Cameo 1

Practitioners support learners to recall simple vocabulary and familiar syntactic patterns to perform on stage, for example *'Mae gen i dipyn o dŷ bach twt'* and *'Mi welais Jac y Do'* on the *'Llwyfan Llafar'* (Speaking Stage).

As learners perform, practitioners encourage them to pronounce words clearly and use appropriate intonation to ensure meaningful expression in the parts they perform. The rhythm of the lines, consistency of rhyme and repetition are reinforced. Most learners learn the importance of listening to their peers presenting familiar songs that are rich with suitable language for the learners' age range and linguistic ability. They gain confidence by performing on stage and apply their use of the Welsh language successfully as part of the local eisteddfod competition preparations.

Read more

Cameo 2

In the foundation phase of a school that develops learners' speaking skills effectively, practitioners promote the use of the Welsh in the rich language environment.

They introduce and consolidate vocabulary and syntactic patterns as part of their teaching methods in class and support learners to play yard games on the playground, for example *'Mae ffermwr eisiau gwraig?'* (The farmer wants a wife). Older learners promote the use of the language among younger learners successfully by leading playground games with them through the medium of Welsh. Learners acquire the Welsh language in less formal contexts and extend their vocabulary and syntactic patterns successfully in more formal activities.

Read more



Cameo 3

The practitioner presents historical information about *'Merched Beca'* (Rebecca's Riots), for example evidence about the reasons for and against the riots, and supports the learners' views with valid reasons when deciding the fate of Twm Carnabwth in the court of law.

The practitioner develops learners' ability to ask and answer questions correctly, for example, *'Ydy Twm Carnabwth yn euog neu'n ddieuog?'* (Is Twm Carnabwth guilty or not guilty?), with learners answering by saying *'Ydy'* (Yes) or *'Nac ydy'* (No) correctly, and *'Oes digon o dystiolaeth i'w ddedfrydu?'* (Is there enough evidence to convict him?), with learners responding with *'Oes'* (Yes) neu *'Nac oes'* (No). Learners support their views with valid reasons and evidence. The practitioner develops learners' understanding of asking and answering questions that are grammatically correct.



Read more

Cameo 4

As part of learners' theme of living a healthy lifestyle, practitioners plan interesting and authentic learning experiences such as entrepreneurial activities.

Learners create scripts with instructions to create a compact disc using specific terminology, phrases and imperative verbs, such as *'Lledwch eich coesau ac ymestynnwch eich breichiau yn uchel at y nenfwd er mwyn gwneud siâp seren'* (Widen your legs and stretch your arms up to the ceiling to make a star shape). Their peers in the school and the community use the compact disc to take part in the exercise sessions at home. This has a positive impact on the standard of learners' spoken language, and their health and wellbeing. In addition, they are successful in promoting use of the Welsh language within the school and the local community.



Read more

Cameo 5

In one key stage 2 class, the practitioner supports learners to make a series of gestures and physical movements as a memory aid for different aspects of language, for example clicking their fingers when using a different openings to a narrative, and clapping twice to refer to the use of an adjective.

As learners work together to create their own spoken story, they follow this familiar structure as a guide and develop their use of language effectively, for example when saying *'Ymlwybrodd yr anghenfil blin yn chwim fel bollt o wn'* (The angry monster walked its way quickly, like a bullet from a gun). As learners repeat the language structures accompanied by gestures and movements, they internalise new vocabulary and phrasing, and incorporate them into their written work successfully.



Read more

Reading

101 In many settings, practitioners have a sound grasp and understanding of the way in which learners acquire language and develop their phonological and broader reading skills successfully. They provide interesting activities that develop learners' pre-reading skills well.

102 Many foundation phase practitioners plan purposefully to develop learners' phonological and phonemic awareness by introducing sounds and the letters of the alphabet in a variety of meaningful activities. This supports learners from all linguistic backgrounds to pronounce letters correctly and provides a sound foundation for them to learn about phonics in a systematic and consistent approach. By doing so, they support learners to identify the sound and shape of letters by relating them to simple high-frequency words. Practitioners build on learners' knowledge and understanding by ensuring a sound understanding of the transparent orthography of the Welsh alphabet and their ability to segment and combine simple familiar and unfamiliar words. Often, this is done by introducing high-frequency words skilfully in order to develop learners' reading strategies consistently.

103 In many effective foundation phase classes, practitioners read familiar stories to learners regularly. They present them enthusiastically by changing the tone of their voice and using gestures effectively to support learners to gain meaning from the text. They take advantage of every opportunity to refer to the order and sequence of stories, and discuss the features of books like the cover and blurb. They provide a range of resources, such as puppets, to support learners to re-tell stories aloud themselves, and teach them how to handle books and follow the text from left to right. This has a positive effect



on learners' understanding and ability to make a connection between the sound and form of letters.

104 In most settings and schools that provide effective foundation phase provision, practitioners develop learners' early reading skills effectively. They teach these skills consistently across classes, often by using a wide variety of engaging texts and by following a specific phonics scheme that is appropriate for learners' stage of language acquisition. As learners move through the school, practitioners provide rich activities that provide learners with purposeful opportunities to apply their reading skills across the areas of learning.

105 In the most effective schools, most key stage 2 practitioners support learners' reading development effectively by providing learners with access to reading materials that match their reading ability closely. Practitioners promote reading effectively by encouraging learners to read a range of texts and by providing beneficial opportunities for them to read for pleasure. By doing so, they deepen their understanding of different styles and genres of books, as well as introducing them to a wide range of authors and poets. By the end of their time at primary school, most learners are confident readers and develop their advanced reading skills well. However, in a minority of schools where learners do not improve their reading skills well enough year-on-year, practitioners stick too rigidly to a reading scheme, which hinders a minority of learners' interest and enjoyment in reading. In turn, this limits their progress in reading.

106 In the most effective schools, practitioners develop learners' knowledge and understanding of text effectively, as well as their fluency and accuracy. Practitioners model reading strategies for learners. This helps learners to understand how the reader addresses unfamiliar words and how to use strategies to recover meaning when lost and how to gather information efficiently.



107 In settings and schools that work effectively with parents and carers to develop reading skills, practitioners send reading books home with learners and develop a productive relationship with parents and carers as they listen to their children read, and reinforce skills successfully. In the best practice, leaders and practitioners hold presentations for parents and carers to present information about the strategies for learning to read that the provider uses. By doing so, parents and carers are equipped to use these strategies to support their children's reading skills at home.

108 Where teaching is consistently good or better, practitioners focus on discussing texts with learners in detail through joint reading experiences with picture books, 'large books' or text on a screen. Practitioners in these schools develop decoding skills, literal comprehension, summarising and concluding, reorganisation, evaluation and appreciation skills effectively from an early age.

109 As learners move through the school, a majority of practitioners develop learners' reading skills effectively as they teach them about different aspects of reading, for example scanning and skimming as part of the process of developing these skills. This supports learners to use specific reading skills in a variety of learning contexts, for example when gathering and collating information about rainforests. These schools provide a suitable range of reading activities that link closely with the class topic or theme. Where teaching is less successful, a few learners do not develop the range of reading and apply these independently by the end of key stage 2.

110 In many schools that teach reading skills effectively, practitioners teach learners to gather information in Welsh and English. For example, learners read and collate information in English and summarise the relevant information in Welsh. This skill of translanguaging is an important skill that contributes successfully towards developing learners' reading skills in both languages. For example, practitioners encourage learners to use a dictionary and thesaurus to find the meaning of unfamiliar words and translate them correctly to the language that they are using to record. This is one of the strengths of Welsh-medium provision. Learners use their advanced reading skills in more than one language which, in turn, helps them to interpret various texts in both languages.

Fostering a culture of reading

111 In most providers, practitioners create a learning environment that promotes learners' reading skills successfully. Specific areas in the classroom and around the school spark learners' enjoyment to read a variety of texts. Practitioners identify individual learners' needs effectively and provide purposeful reading activities to develop their understanding and response to texts. Where providers are successful in promoting a culture of reading, most learners make good progress in their reading skills.

112 Most non-maintained settings focus strongly on nurturing a culture of reading. Practitioners ensure formal and less formal opportunities for learners to enjoy listening to stories about a variety of topics. For example, they read parts of a story book and develop learners' speaking skills in the role-play corner effectively. They provide resources that include a variety of relevant objects and puppets in 'story sacks' for example, which support learners' reading skills and enjoyment effectively.

113 In effective foundation phase settings, practitioners plan a range of language and literacy activities that are based around a particular book. This helps learners to become familiar with new vocabulary and syntactic patterns, and to develop their listening, speaking and writing skills linked to a theme.

114 In settings where provision for reading is highly effective, practitioners provide enjoyable reading activities for learners as part of the learning environment. In the best examples, practitioners design areas within the classroom to promote a culture of reading. For example, in the creative and construction areas of continuous or enhanced provision, practitioners provide a range of texts for children to read independently that relate to that area's topic or theme. Learners take part in



activities in these areas that help them to recognise high-frequency words and to read simple sentences.

115 In settings and schools that foster a culture of reading successfully, practitioners provide an interesting and attractive range of texts for learners, including fiction, non-fiction, poetry, magazines and texts on electronic devices. Teachers provide regular opportunities for learners to enjoy reading and become engrossed in the text completely spontaneously. This develops learners' independent reading skills effectively. Practitioners provide dedicated times in the school day for learners to read. However, overall, there are few suitable digital Welsh-medium reading resources available for learners across the age ranges.

116 In the best practice in successful settings and schools, practitioners read high-quality texts to learners and nurture their enjoyment of a variety of literature which, in turn, broadens learners' vocabulary. However, practitioners do not provide regular enough opportunities for key stage 2 learners to enjoy listening to an adult read Welsh literature and poetry by Welsh authors and poets to them. As a result, a minority of learners do not develop and their vocabulary well enough or develop their knowledge of Welsh narrative and poetry sufficiently. A few learners do not discuss Welsh texts by Welsh authors with the same confidence as they do when discussing English texts, particularly those from Welsh-speaking homes and those who are more able.

117 Schools that take advantage of various opportunities to promote learners' reading skills successfully, nurture their innate desire to read for pleasure. For example, they invite famous people from sports and the performing arts to the school to promote enjoyment of reading. This is usually an integral part of the school's ethos to develop a flourishing reading culture.

118 In a minority of settings and schools, practitioners take advantage of school library services within their local authorities. They ensure that learners have access to a range of specific texts that relate to the term's curriculum theme. Many learners also visit the school library as they participate in reading activities such as collecting and collating information about the history of Wales. Texts are also provided on electronic devices, which engage the interest of boys and girls in a suitable variety of genres. These resources contribute towards developing learners' independent reading skills.

119 In a minority of schools, practitioners provide opportunities for the school's older learners to be authors themselves by writing books for the school's youngest learners. Learners spend time writing the story, drawing pictures and creating the features for the cover of a book, for example. This nurtures learners' confidence in developing their creative writing skills and in sharing their stories with their peers.

Common features of excellent practice

- The learning environment is rich in literacy and promotes a culture, desire and love of reading to encourage lifelong reading and learning
- Teaching reading skills are carried out in a holistic and enjoyable way, which encourages learners to enjoy reading a range of texts
- Teaching reading skills are meaningful and support all learners skilfully
- Across the age range, practitioners introduce, read and discuss an interesting range of Welsh texts by Welsh authors
- There is consistent and extensive use of contemporary and interesting texts, including electronic texts, to meet all learners' interests

Cameo 1

In a foundation phase class, the practitioners use a variety of strategies within a systematic programme for teaching phonics to help learners identify letters successfully.

For instance, they teach learners a gesture to accompany each sound as a way of helping them to remember the sounds that correspond to specific letters. Practitioners use the subsequent activities within the programme to develop learners' skills as a firm basis for learners to read simple words and text. As learners make progress, most make the link between spoken language and the form of letters, and apply their knowledge further in activities provided in the enhanced and continuous provision.

Read more

Cameo 2

In this school, practitioners provide rich opportunities for learners to apply their knowledge and understanding of phonics while collecting letters to build words that relate to the class theme, *'Ar lan y môr'* (At the seaside) when taking part in an obstacle race.

They develop their listening, reading and physical skills effectively, for example by listening to instructions, jumping over hurdles to retrieve letters and building key words. They recall their experiences in formal phonics activities, and reinforce their reading skills successfully.

Read more

Cameo 3

In one Year 3 class, the practitioner draws from learners' Welsh language skills to introduce their English language skills by reading a familiar story to learners in Welsh, and in English.

The practitioner discusses the plot and characteristics of the story in English before they read the text from the 'big book' together. The practitioner focuses on different aspects of language, for example unfamiliar spelling patterns of high frequency words and the different use of adjectives in both languages such as 'red cloak' instead of *'clogyn coch'* in the *'Hugan Fach Goch'* (Little Red Riding Hood) tale. Learners map the familiar tale with the practitioner providing the beginning of sentences and relevant simple English vocabulary as a framework to support them. As a result, learners are able to identify the similarities and differences between the languages and make connections between them, such as the fact that, in general, the adjective follows the noun in Welsh.



Read more

Cameo 4

In another school, practitioners use and reinforce reading strategies such as skimming and scanning when developing learners' reading skills effectively.

Learners select the most suitable strategy in a variety of activities across the areas of learning, for example while gathering and collating information about the World War Two. Over time, learners become increasingly confident in using these strategies and apply them successfully in their work across the curriculum as they move through the school.

Read more



Writing

120 Where non-maintained settings demonstrate effective practice in developing learners' writing skills, practitioners provide a range of beneficial creative activities. Practitioners invest time to ensure that learners acquire spoken Welsh correctly, as well as providing regular opportunities for them to begin to develop their mark-making skills.

121 In many settings and schools that develop learners' early writing skills successfully, practitioners provide purposeful opportunities for learners to record their ideas. Practitioners encourage learners to use a variety of equipment, such as chalk and paint, to create patterns and shapes, for example as they make large marks on the playground. As learners develop their writing skills further, practitioners support them to form letters so they develop their understanding of formation and direction. This helps learners to develop confidence in their early writing ability. By providing opportunities for early writing, learners discuss what they have recorded and see the value and benefit of mark-making.

122 Where there is effective practice in developing learners' writing skills in the foundation phase, practitioners provide numerous opportunities for learners to achieve this through meaningful activities. They support learners to match sounds with letters, and encourage them to form letters correctly in a rich range of activities in the classroom and in the wider learning environment in the foundation phase. As practitioners immerse learners in the Welsh language, they help them to have a go at writing and encourage them to 'read' their written achievements aloud to their peers and other practitioners. They recognise that print carries meaning and often show pride in their efforts.



123 In schools where there is effective practice, practitioners re-tell or read stories repeatedly in a lively manner, and make specific gestures and movements in order to convey different aspects of language as a memory aid for learners. For example, as learners perform the legend of Rhys a Meinir orally to their peers, they copy the practitioner's specific gestures and movements. Practitioners provide opportunities for learners to create their own similar stories and give them an opportunity to read them in front of their peers. Subsequently, they record the legend in a writing activity and apply the language that they have already learned.

124 As learners gain confidence in key stage 2, a majority of practitioners support learners effectively to write interesting words and sentences that often derive from familiar experiences, for example. For example, when recording the experience of taking part in a sports day activity, they write *'Rhedais yn gyflym fel bollt o wn at y llinell derfyn ag edrychai fel gorwel diddiwedd'* (I ran as fast as a bullet from a gun towards the finish line that looked like a never-ending horizon). As practitioners model and repeat vocabulary and syntactic patterns, learners become more confident to record these, and understand that there is value in what they write and an audience that can appreciate it.

125 In many effective schools, practitioners organise a rich range of opportunities for learners to develop their writing skills. In the best examples of practice, a structured whole-school plan ensures that learners' writing skills are developed systematically through a thematic approach to teaching. As learners move through the school, this provision ensures that there are valuable opportunities for them to develop and extend their skills to produce work of high quality. In a minority of schools, practitioners do not provide enough suitable independent writing opportunities for learners. They often provide too much guidance, for example through structured writing frameworks, which limit learners' creative ability. This, in turn, leads to learners becoming too reliant on support from practitioners.

126 In many schools that teach writing to a high standard, teachers develop learners' creative and factual writing skills effectively by focusing on the features of different writing genres in language and literacy sessions. Then, practitioners provide opportunities for learners to write in these genres in rich thematic activities across the areas of learning. For example, teachers develop learners' knowledge of the features of a soliloquy, as they write the soliloquy of a child on their first day of school in a language session. Subsequently, they provide an opportunity for learners to write a monologue by Owain Glyndŵr as part of their history work on their theme on Wales.

127 In less effective schools, a few practitioners do not plan purposefully enough to ensure sufficient development and continuity in learners' writing skills. Practitioners do not ensure that learners have rich enough language or a sound enough grasp of increasingly sophisticated vocabulary and correct syntactic patterns as they move through the school. Learners use incorrect vocabulary occasionally when using words intended to interest the reader within their work. This is because they do not have a secure enough understanding of a word's meaning or how it can be used in different contexts. This has a detrimental effect on the standard of their work and hinders the flow of a minority of learners' writing.

128 In a majority of successful schools, teachers provide specific opportunities for learners to improve the quality and standard of their work, for example by focusing on grammatical elements and punctuation. They provide guidance for learners to improve specific aspects of language in line with their age and ability, for example by suggesting a better adverb or more mature adjective when describing a character in a story, or by re-drafting parts of their work such as using '*brasgamodd*' (strode) instead of '*cerddodd*' (walked). Practitioners provide opportunities for learners to reflect and respond to their own work and that of their peers to improve its quality successfully. However, practitioners do not always guide learners well enough as they redraft their own work. The same errors are often repeated and are evident throughout their work over time. As a result, this prevents a minority of learners from making sound progress in their written work.

Common features of excellent provision

- Pedagogy is based on the principle that if learners develop their speaking skills successfully this can have a beneficial effect on their written work
- Practitioners provide a structured method of teaching aspects of writing in meaningful activities
- Practitioners provide a framework to support the process of learning a language, and this includes releasing responsibility gradually from the practitioner to the learner
- Practitioners expand learners' knowledge and use of vocabulary, sentence structure and punctuation
- Practitioners encourage regular writing practice
- Practitioners improve learners' ability to write creatively and at length with increasing independence



Cameo 1

Leaders arrange for a Theatre in Education to perform a biographical show about the poet Hedd Wyn as part of the learners' Welsh heroes learning context.

The actor interacts with learners by inviting them to be a part of the play and supports their vocabulary development by introducing them to new language, such as *'ffrith'* (pasture), *'ffosydd'* (trenches) and *'awen'* (muse). He encourages learners to respond to questions correctly at the end of the performance by repeating rich vocabulary and correct syntactic patterns that have been introduced during the performance. Learners use the newly acquired language in their writing of diaries and monologues about the poet successfully.

Read more

Cameo 2

In a school located in West Wales, practitioners introduce regional words to learners such as *'trabwr'*, and encourage them to incorporate these words and dialect into their creative writing, for example when learners write the diary of a child from the last century.

Using words that are an integral part of their community supports learners to create authentic, imaginative written pieces. These meaningful activities engage and maintain nearly all learners' interest in language learning and strengthen their pride in the local community. Learners also come to understand and appreciate dialect that is unique to their local community, which enriches their experience of language.


Read more

Cameo 3

As part of a road safety activity, the practitioner takes advantage of the context to develop learners' speaking, writing and information technology skills.

Reflecting on the activity, learners discuss the importance of road safety and write a script to capture dialogue between eyewitnesses and the police. They develop their information technology skills by using various media to record their written work being read and performed as a short cameo. The practitioner sends the cameo to a national road safety competition.


Read more





Leadership



Leadership and vision

129 In settings and schools in which standards of language and literacy are strong, leaders have a sound vision that is based on developing all learners' Welsh language skills in an inclusive learning environment. They act creatively to improve opportunities for learners from all linguistic backgrounds to be confident and proficient in their Welsh and English language skills, by the end of their time at primary school. They have high expectations and plan a wide range of opportunities to support learners and strengthen their pride in the Welsh language, and to use it as part of their education and their everyday lives.

130 Inspirational leaders capture and incorporate the aspirations of staff, parents and carers, the governing body and the wider community in the school's vision for high quality Welsh-medium education. Supported by practitioners, they implement their vision skilfully and promote the Welsh language consistently and set high expectations. They convey the vision clearly and emphasise that Welsh is the foundation to the provision, and that the Welsh ethos is an integral part of learners' experience at the provision.

131 In settings, and both primary and secondary schools with effective practice, regular co-operation between providers ensures consistency in the approaches used to teach language and literacy across all phases. In the best practice, practitioners observe each other teaching, and share useful resources. However, a minority of non-maintained settings, primary and secondary schools do not plan together strategically to ensure they develop the skills of learners from all linguistic backgrounds as they move from one phase of education to the next.



Cameo 1

In this school, the headteacher implements his vision for Welsh-medium provision from a very early age to when learners start at the school.

Leaders plan strategically by inviting parents and carers to the school and working with them as they choose Welsh-medium education for their children. Infants from six months old to statutory school age receive highly effective childcare provision, through the medium of Welsh, on the school grounds. All practitioners work together successfully by ensuring consistency in the immersion approaches for learners from all linguistic backgrounds. The strong partnership between practitioners supports parents and carers in their decision to pursue Welsh-medium education for their children

Read more



132 In a few settings and schools, leaders and staff have a clear vision and strategic approach to providing opportunities for learners to acquire the Welsh language, but also to acquire other languages. They base their provision on planning opportunities for learners to acquire the Welsh language successfully, and then make a connection with other languages, for example French, Spanish and Mandarin. This promotes learners' skills in acquiring language more deeply, for example by discussing the origin of words, orthography features, or comparing the meaning of common names. This is often achieved as part of the school's thematic approach to curriculum. For example, learners explore other languages while taking part in specific days and weeks to celebrate languages around the world. In the best practice, practitioners draw on the experiences of learners who speak other languages as the language of the home, to promote learning languages as fun and to enrich learners' experiences of learning languages, including Welsh.

Cameo 2

Through engaging activities, learners acquire Welsh, English and other languages successfully and make connections between different aspects of languages.

Practitioners strengthen learners' understanding of the structure of the Welsh language by taking advantage of learners who speak various languages as their first language, and use external agencies such as local secondary schools and universities, to teach additional languages to learners other than Welsh and English. As a result, most are confident and proficient in Welsh and English, and have increasing knowledge and understanding of additional languages that have been introduced to them as part of provision, by the end of their time at primary school.

Read more

Self-evaluation and planning for improvement activities

133 In the best practice, leaders use monitoring and evaluation activities purposefully to respond to areas for improvement, such as learners' erroneous spoken and written Welsh. As part of planning for improvement, they prioritise particular aspects of learners' language and literacy development. They provide suitable professional learning opportunities for all practitioners to improve their understanding of the way in which learners acquire language. In a few settings and schools, practitioners do not have sound enough knowledge and understanding of the way in which learners acquire language and make progress. In these schools, practitioners do not understand the effective use of immersion methods or meet the linguistic needs of all learners from different linguistic backgrounds. As a result, a minority of learners do not make enough progress in developing their language skills.

134 In the most successful settings and schools, leaders develop a strong partnership with parents and carers who choose Welsh-medium education for their children, which is often different from the language that most of them speak at home. Settings and schools present information by holding relevant presentations for parents and carers, and provide valuable resources to enable them to support their children at home as they acquire the language and make progress in developing their skills.



Cameo 3

In one bilingual non-maintained provision and local primary school, leaders from both settings work collaboratively to communicate with parents and carers to encourage them to choose Welsh-medium education for their children.

Leaders invite parents and carers to a presentation at the primary school during the autumn term of the child attending the setting in order for them to share comprehensive information about language acquisition and how practitioners develop learners' Welsh language skills. They provide details of the extra-curricular provision that is available for their children through the medium of Welsh, in addition to the support that is available to them as parents and carers to support their children's language acquisition in Welsh. As a result, most learners transfer from the non-maintained bilingual setting to the Welsh-medium primary school successfully.



Read more

135 In the best practice, leaders work with local Welsh language initiatives such as Menter Iaith, Learn Welsh providers and other national organisations to encourage and provide opportunities for parents and carers who do not speak Welsh to learn the language. Welsh for families courses are often provided, which help parents and carers to communicate simply with their children at home. Through the co-operation and support of parents and carers in such activities, they gain confidence to support their children to acquire the Welsh language.

Professional learning to develop expertise and capacity

136 In Education in Wales: Our National Mission – Action Plan 2017-21 (Welsh Government, 2017a), the Education Minister states that the teaching profession will need to be one that achieves its aims for learners:

- high-quality, collaborative and driven by a deep understanding of pedagogy and subject knowledge
- research-engaged, well informed and learning from excellence at local, national and international levels
- well supported by a range of learning support professionals who can provide the additional capacity that is needed to meet the needs of every child
- well led by leaders who will ensure that every teacher can improve through effective collaboration, innovation, professional learning and opportunities to provide professional leadership to others

137 In many effective schools, leaders have sound knowledge of learners' language acquisition and work together effectively to meet the needs of all groups of learners. The leadership team has thorough knowledge of:

- children's language acquisition and linguistic development
- a sound grasp of language immersion methodology
- consistency in developing vocabulary and syntactic patterns
- learners' progress from their starting points and the milestones they should reach

- the importance of ensuring a strong relationship with parents and carers to share valuable information with them about the linguistic progress of their children and the transition between settings and school, such as from Welsh-medium primary to Welsh-medium secondary schools
- promoting and developing the skills of all groups of learners consistently

138 In less effective settings and schools, leaders do not have a sound enough understanding of learners' language acquisition, particularly learners for whom Welsh is an additional language when they start school. There is no consistency in the language immersion methodology, particularly for latecomers, and they do not promote the language medium as an integral part of provision. Also, they do not encourage the co-operation of non-Welsh-speaking parents and carers effectively enough, for example by sharing information with them about the way in which their children acquire the Welsh language at school, in addition to the way that they can support their children's linguistic development at home.

139 In settings and schools where learners make rapid progress in language and literacy, practitioners who are language and literacy leaders have specialist knowledge of the Welsh language. They support other practitioners within the school consistently, for example by developing a new method for teaching reading to learners, or an aspect of a learning support programme, to develop the phonics skills of a specific group of learners.

140 In the few examples of best practice, leaders and practitioners work effectively with other partners, such as practitioners in language immersion centres. They share good practice and useful resources to support latecomers effectively to acquire the Welsh language. This has a positive effect on the progress that these learners make.



141 In a majority of settings and schools, practitioners' Welsh communication skills are sound. Leaders encourage practitioners to converse by using the Welsh language correctly in order for learners to copy vocabulary and accurate syntactic patterns. Where shortcomings have been identified in practitioners' own spoken or written language skills, a minority of leaders provide suitable opportunities for practitioners to attend language improvement sessions within the school and with other providers, such as through a partnership with local universities, initiatives and language centres. Through these sessions, practitioners develop their knowledge of the way in which learners acquire language and obtain useful ideas for activities to use in the classroom as part of language teaching.

142 In general, local authorities and regional consortia provide settings and schools with appropriate support to build their capacity and expertise in language and literacy. In the best examples, local authorities provide beneficial professional learning programmes to support leaders and practitioners in settings and schools to improve their knowledge of specialist pedagogy for addressing learners' specific speech and language needs. For example, a series of courses helps practitioners to understand how to support learners' receptive and expressive language skills, how to use visual strategies to support communication, and how to assess learners' progress effectively.

143 Recently, regional consortia have provided a variety of beneficial professional learning opportunities to support schools to develop learners' speaking and listening skills across all age stages. For example, they promote listening and speaking projects to improve learners' use of language for different purposes through science, technology, engineering and mathematics (STEM) activities. Currently, regional consortia are beginning to consider how they can support settings and schools to work together more successfully across age phases, to tackle important areas for improvement in terms of learners' language and literacy, for example their listening and speaking skills. For instance, they use conferences and e-learning programmes to help settings and schools explore ways to develop the listening and speaking skills of learners who are new to the sector. This

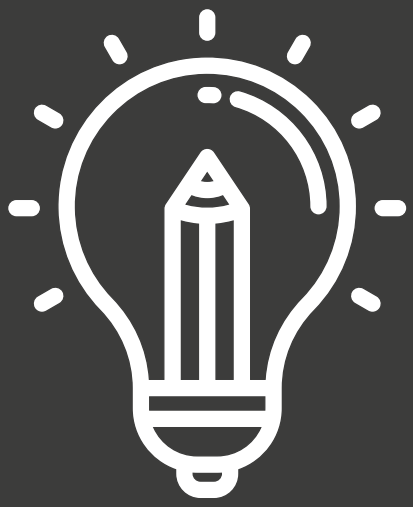
work is in its early stages of development. In a minority of local authorities and regional consortia, provision to support leaders and practitioners in Welsh-medium settings and schools and Welsh-medium streams in bilingual providers in terms of the Welsh language is not consistent.

144 In many settings and schools, leaders track learners' language development appropriately. Where Welsh-medium assessment resources are available, assessments are used with learners to measure their progress in acquiring the language. A majority of leaders and practitioners use this information to prioritise which aspects of language need to be improved across the school. Leaders share information appropriately with local authority officers and regional consortia, as they broker purposeful professional learning opportunities for practitioners and provide a regional strategy to raise standards. Where there are shortcomings in local authority and regional consortia provision, training and support are often generic and are not always personalised sufficiently or matched to individual schools' needs. A few providers also do not receive training and support through the medium of Welsh.



Supplementary material

Examples of effective provision



The learning environment and planning for learning

Cameo 1

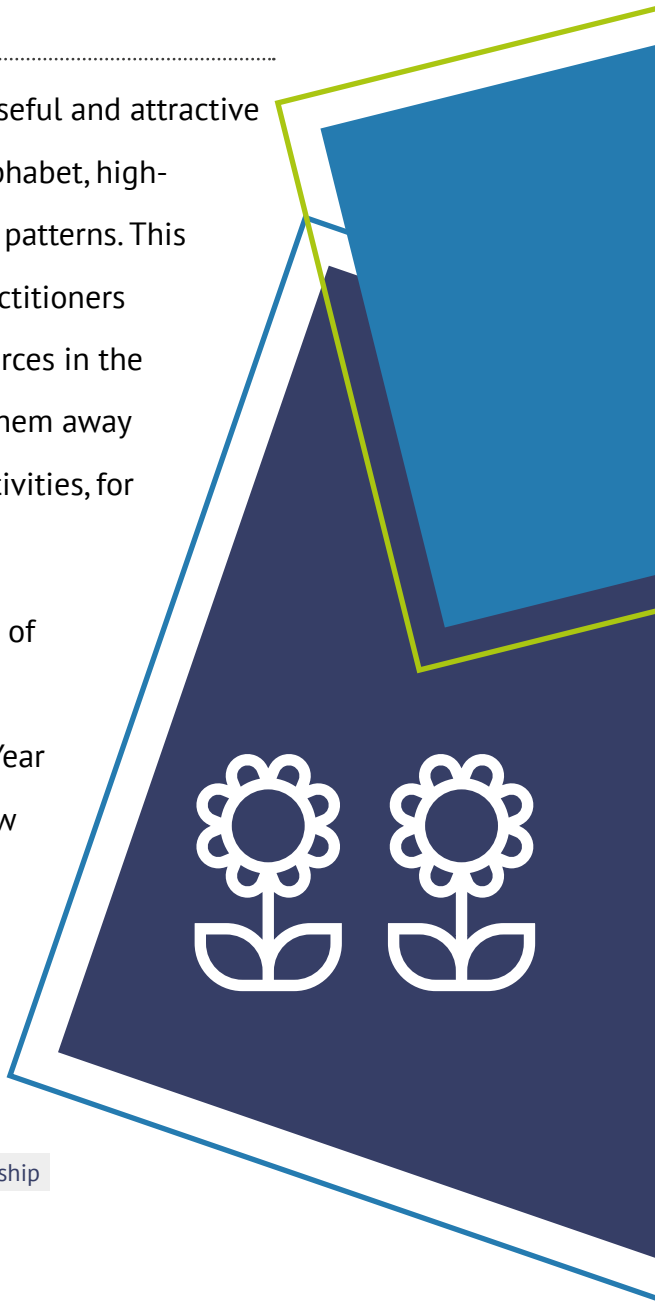
Context

Providing a rich learning environment for language and literacy to promote and develop learners' Welsh-language skills consistently

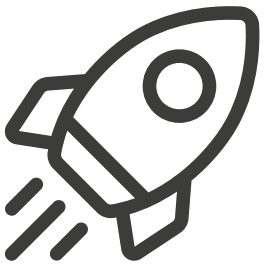
What do practitioners do?

Foundation phase practitioners plan and provide a purposeful and attractive learning environment that combines the letters of the alphabet, high-frequency words, labels, instructions and simple syntactic patterns. This is consistent in all indoor and outdoor learning areas. Practitioners use vocabulary, Makaton signs and pictures to label resources in the learning areas to enable learners to fetch them and put them away independently. Learners use them when taking part in activities, for example when using arts and craft resources.

The learning environment is organised into specific areas of learning with opportunities for learners to develop their language and literacy skills independently. For example, Year 2 learners read books about plants before starting to grow their own. They use their experiences to write simple instructions on how to grow a sunflower successfully.



In key stage 2, practitioners use vocabulary that is associated with the subject and the class theme. They provide reminders to learners as a guide to develop their reading skills, and offer memory aids for different writing genres. For example, when learners design a rocket and conduct a scientific experiment by using an air pump to propel it into the air, practitioners refer to labels on a wall display, such as *'ffrithiant'* (friction) and *'gwrthiant aer'* (air resistance) to support learners as they evaluate the effectiveness of their rocket's design.



Learners refer to flash cards and a word mat without being prompted when completing written activities. For example, as learners write a creative story about *'Yr Allwedd Hud'*, (The Magic Key) they refer to examples of 'openings' and 'connectives' that are displayed on the wall in order to enrich their written work.

What is the impact?

Learners become increasingly confident and proficient in the Welsh language over time, by seeing and using it in the learning environment. They refer to wall displays, areas and specific zones within the classroom to support their language development successfully.

Learners refer to different resources, expand their vocabulary and use language correctly in different learning contexts. They take advantage of the environment to support them to develop further their Welsh language skills.

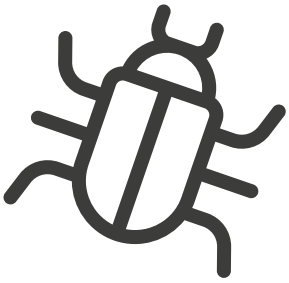
Back to vignette

Cameo 2

Context

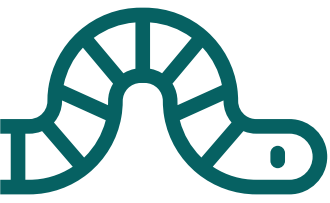
Practitioners in non-maintained settings co-operate with practitioners from the local primary school regularly to plan purposefully to ensure continuity and progression in learners' language and literacy skills.

What do practitioners do?



In the setting, practitioners plan and develop children's listening and speaking skills effectively through hands-on activities, such as building a bug hotel. They present and model simple vocabulary orally and by recording simple words on flash cards for learners, such as *'waliau tal'* (tall walls) and *'gwellt sych'* (dry straw). Practitioners deepen learners' understanding of the use of prepositions, such as *'tu mewn'* (inside), *'ar ben'* (on) and *'tu ôl'* (behind) when placing objects in the hotel.

Practitioners from the setting and the school meet each term and discuss learners' listening and speaking skills effectively. Through these meetings, practitioners plan learning based on the language that has been introduced within the setting. They develop learners' skills beneficially while teaching them about the features of different insects, such as horse-flies and worms.







They discuss adjectives such as *'llwyd'* (grey) and *'enfawr'* (enormous), and develop learners' phonological knowledge skilfully by modelling simple sentences for them to read, for example: *'Mae pry llwyd yn byw yn y gwesty enfawr'* (A horse-fly lives in the enormous hotel). Learners develop their speaking skills, expand their vocabulary and deepen their knowledge of phonics well as they move from one setting to the next.

What is the impact?

The learning environment engages and holds learners' interest in activities that promote the use of the Welsh language across the areas of learning.

Practitioners provide beneficial activities that support learners to foster and use vocabulary and simple patterns regularly in their tasks.

Regular co-operation between practitioners in the setting and the primary school to plan purposeful linguistic activities ensures that learners continue to acquire the language progressively over time.

Learners use specific vocabulary, such as adjectives and prepositions, successfully as they apply them in less formal activities, in the enhanced and continuous provision.

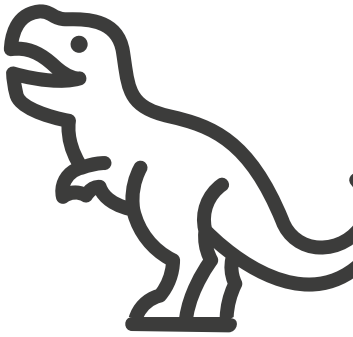
Back to vignette

Cameo 3

Context

Practitioners follow learners' interests and lines of enquiry skilfully by responding to and planning activities that develop nearly all learners' linguistic skills successfully.

What do practitioners do?

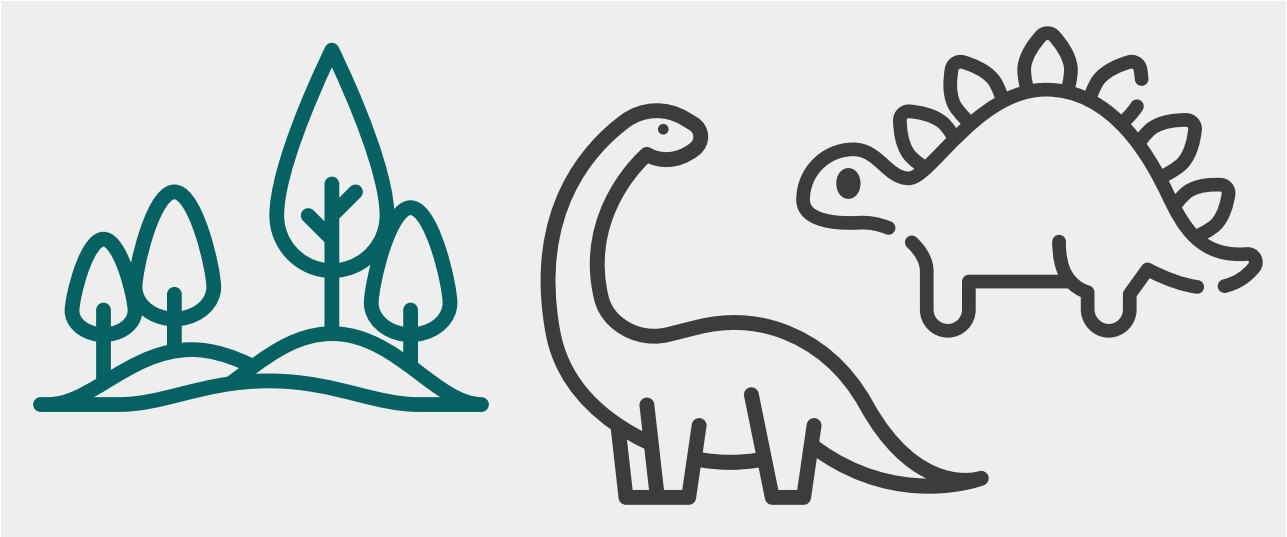


Practitioners use objects that learners bring from home as a prompt to develop their language. A learner brings a toy dinosaur and shares interesting facts about it with his peers in a presentation session. This ignites the other learners' curiosity towards the dinosaur, and they express a genuine interest in it. Practitioners take advantage of the opportunity to provide a range of learning activities to develop learners' language skills, such as developing vocabulary related to the dinosaur's appearance and habitat, and introducing simple language patterns such as *'Mae ganddo'* (He has). They provide opportunities for learners to create headpieces of different dinosaurs for learners to use them when creating a menu and role-playing in the forest, which is the habitat of these dinosaurs.

What is the impact?

Learners take ownership of their own learning effectively, and practitioners respond to learners' linguistic needs successfully. They develop vocabulary and syntactic patterns successfully, and often unknowingly, as practitioners guide them in using the language in an interesting variety of learning contexts.

Practitioners see gaps in learners' linguistic skills when assessing them formatively on the continuum of language development. They use these assessments to inform their planning of subsequent language and literacy teaching.





Back to vignette

Cameo 4

Context

A Year 2 practitioner plans and teaches learners' reading skills skilfully.

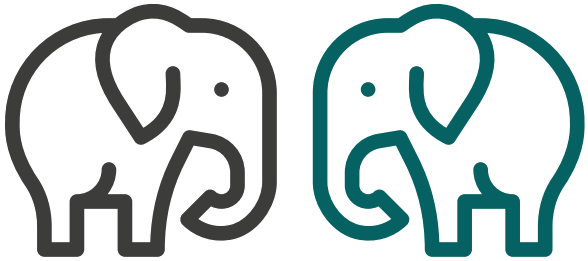
What do practitioners do?

The practitioner provides activities from a factual book about elephants, which serves as a prompt for the class's learning context. The practitioner introduces and discusses the features of factual books, for example the 'contents' and 'index', purposefully, and extends learners' use of adjectives and similes effectively, such as *'trwnc llaes'* (long trunk) and *'clustiau fel gwyntyll enfawr'* (ears like enormous fans). The practitioner uses books that are part of a series and real books as part of reading provision. The practitioner plans a rich variety of literacy activities that stem from these books to support learners successfully.

What is the impact?

Learners develop their reading skills effectively while building on their previous understanding of factual books. They gather and collate simple information from other factual books effectively, and create their own factual books about an animal of their choice.

Back to vignette



Cameo 5

Context

A Year 4 practitioner plans to develop learners' writing skills effectively by following the school's curriculum map, which ensures continuity and progression in learning experiences.



What do practitioners do?

The practitioner presents information about travelling to space by using visual resources on an electronic device as a memory aid for learners. The practitioner reminds learners about the different writing genres that have been introduced to them in previous learning activities, and gives them the freedom to choose one in order to complete the task. The practitioner models language effectively and reminds learners of the correct use of language by using their knowledge from current formative assessments, for example to use imperative verbs or interesting adjectives when describing the rocket igniting. As learners take further ownership of their learning, they choose an appropriate genre to present their work, for example through an astronaut's monologue or diary, or an information leaflet about the universe.

What is the impact?

Through the practitioner's careful planning, learners develop and apply their writing skills successfully.

The practitioner identifies learners' language and literacy needs precisely. This supports learning effectively by providing a range of activities that are most suitable to meet their needs.

Back to vignette

Findings Recommendations Learning Provision Leadership
Cameos Professional learning support Appendices

Immersion

Cameo 1

Context

Practitioners take advantage of every opportunity to continue to immerse latecomers in the Welsh language and deepen their understanding effectively.

What do practitioners do?

A learning support assistant supports latecomers by providing an activity about animals. The practitioner recalls important information about the learners' experience by reminding them of the characteristics of farm animals from a previous activity, and develops their vocabulary supportively. The practitioner introduces the names of pets and broadens their understanding of adjectives by describing their characteristics. Images of different animals are shown on a large electronic device, and learners participate enthusiastically in a quiz to name the animals correctly and learn new adjectives, such as *'blewog'* (furry) and *'tenau'* (thin). Learners choose different animals and record their names and characteristics in a fact-file. To challenge learners further, they use this information to produce and perform a script in the 'Veterinary surgery' in the role-play area. The practitioner also develops knowledge of the pronoun *'fy'* (my) subtly and uses a soft mutation afterwards.



By the end of the activity, learners are confident in their skills while performing the script to their peers, for example:

Vet:	*P'nawn da. Croeso i'r mil feddygfa! Sut ydych chi?*
Owner:	*Da iawn diolch ond mae fy nghath yn dost?*
Vet:	*Mae eich cath yn denau ac yn flewog. Beth yw ei henw?*
Owner:	*Mursen yw enw fy nghath. Mae hi'n denau nawr ond roedd hi'n arfer bod yn dew!*
Vet:	*Beth sy'n bod ar eich cath heddiw?*
Owner:	*Mae fy nghath yn gloff ac yn methu sefyll yn iawn.*
Vet:	*Druan a hi, peidiwch â phoeni.*



What is the impact?

Learners learn the common name of pets and broaden their knowledge of adjectives by describing different animals to develop their oracy and writing skills.

Learners understand and use the pronoun *'fy'* (my) currently during role-play.

Back to vignette

Cameo 2

Context

A practitioner immerses learners skilfully by teaching them about prepositions in a fun way.

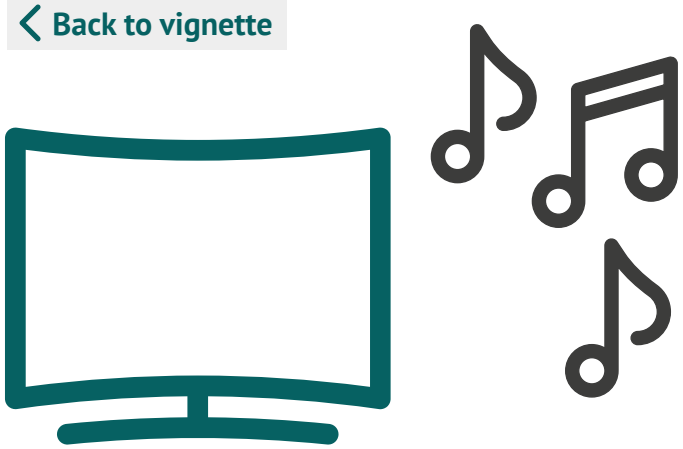
What does the practitioner do?

Learners learn to list prepositions correctly by singing a list of them to music from a famous television programme. They click their fingers, clap their hands and make relevant movements in order to convey the prepositions visually.

What is the impact?

This technique is an effective means for learners to remember the order of prepositions in a fun and memorable way. They apply this information correctly to their work when recording instructions on how to create an object that will fly for the longest period of time as part of their design and technology work.

Back to vignette



Planning to develop learners' skills

Cameo 1

Context

Practitioners plan learning activities that encourage learners to acquire language and develop their skills from one setting to the next.

What do practitioners do?

Learners discuss and agree on a class theme for the term, namely 'Cymru Cŵl'. Practitioners work together to plan listening, speaking, reading and writing skills to ensure all groups of learners build upon their prior knowledge and skills to make good progress in their language learning. Practitioners refer to the provider's language and literacy scheme, and provide exciting activities that challenge learners from all linguistic backgrounds. By using this scheme to guide them in planning a sequence of sessions, practitioners provide a range of interesting and appropriately challenging activities that allow learners to build on their skills effectively.

What is the impact?

Learners develop their skills successfully through a range of interesting activities that are appropriate to their ability. As they are introduced to rich language activities through the class theme, learners apply their skills independently across the areas of learning and make strong progress.

Back to vignette

Findings Recommendations Learning Provision Leadership Cameos Professional learning support Appendices

Cameo 2

Context

Practitioners state that 'oracy is the foundation to ensure standards of literacy' when developing learners' skills in acquiring language. They invest their time to ensure that all learners speak clearly and accurately when expressing themselves.

What do practitioners do?



Practitioners provide opportunities for learners to interact naturally in creative activities, and use these opportunities to introduce new vocabulary to them. For example, they take part in a listening and speaking activity where they pretend that they are flying on Rala Rwdins' broomstick. They use their imagination by pretending to see characters such as Llipryn Llwyd and interesting objects in Gwlad y Rwla. Practitioners encourage learners to extend their use of adjectives and similes, for example *'Mae Rala Rwdins yn hedfan fry uwchben y cymylau gwynion fel gwrach ddireidus ar noson calan gaeaf'*, and *'Mae Llipryn Llwyd yn ymlwybro'n drist i'r ogof llwm fel llygoden wlyb ar noson o storm'* ('Rala Rwdins is flying high above the white clouds like a mischievous witch on Halloween night' and 'Llipryn Llwyd is walking sadly to the bare cave like a wet mouse on a stormy night').

What is the impact?

Nearly all learners use their imagination highly effectively when presenting their spoken sentences to their peers. They listen carefully to each other's contributions, and discuss and extend their vocabulary further from what they saw in this magical land. A practitioner displays the adjectives and similes in the classroom, and celebrates learners' efforts. Most learners apply this vocabulary constructively in their written work when describing Gwlad y Rwla. For example, one learner writes *'Mae'r wlad yn lifeiriant o laeth a mêl'*.

Back to vignette

Teaching and assessment

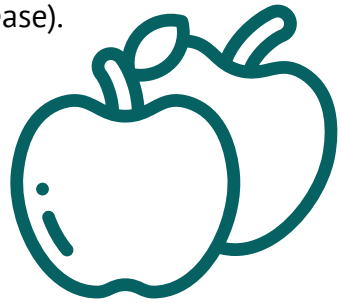
Cameo 1

Context

In a non-maintained setting where very few learners come from Welsh-speaking homes, practitioners use planned opportunities to help learners to acquire and use new words.

What do practitioners do?

Practitioners plan purposefully to teach linguistic patterns and new vocabulary to learners during their daily routines. They ensure that learners hear and practise the same patterns and vocabulary regularly, for example by singing *'Bore da'* and *'Hwyl fawr ffrindiau'* at the beginning and end of the day. Snack and lunch time arrangements provide authentic opportunities to introduce vocabulary and to practise language patterns with learners. Practitioners model language for them and encourage them to use the patterns, for example to ask questions of each other: *'Pa ffrwyth wyt ti eisiau bore 'ma?'* (What fruit would you like this morning?), *'Afal os gweli di'n dda'* (An apple, please). Practitioners use these opportunities to extend learners' understanding and their verbal responses, by asking follow-up questions, such as *'Afal llawn neu hanner afal?'* (A whole apple or half an apple?), *'Hanner afal os gweli di'n dda'* (Half an apple, please).



What is the impact?

Practitioners support learners, who do not have experience of hearing the Welsh language at home, effectively to become familiar with common phrases as part of their daily school routines. Repetition helps to develop learners' confidence and, through carefully-judged support, they make progress in their language acquisition.



Back to vignette

Cameo 2

Context

Foundation phase practitioners use songs to develop learners' language successfully.

What do practitioners do?

During daily whole-class teaching sessions, practitioners present a variety of rhymes, nursery rhymes and familiar and unfamiliar songs to learners, for example *'Lawr ar lan y môr'*, *'Migldi Magldi'* and *'Aderyn Melyn'*. Practitioners also use other fun songs, for example *'Mae gen i het dri chornel'* and various mathematical songs as an engaging way of teaching vocabulary and language patterns, and educational concepts, across the areas of learning. Over time, learners sing them while performing for their peers in assemblies and concerts, and spontaneously while playing on the playground.

What is the impact?

As practitioners sing with learners, learners hear correct vocabulary and language patterns. Over time, learners use the language independently in a range of activities with increasing confidence and accuracy. They learn vocabulary and practise unfamiliar patterns which, over time, become a part of spontaneous communication through Welsh in formal and informal activities.

Back to vignette

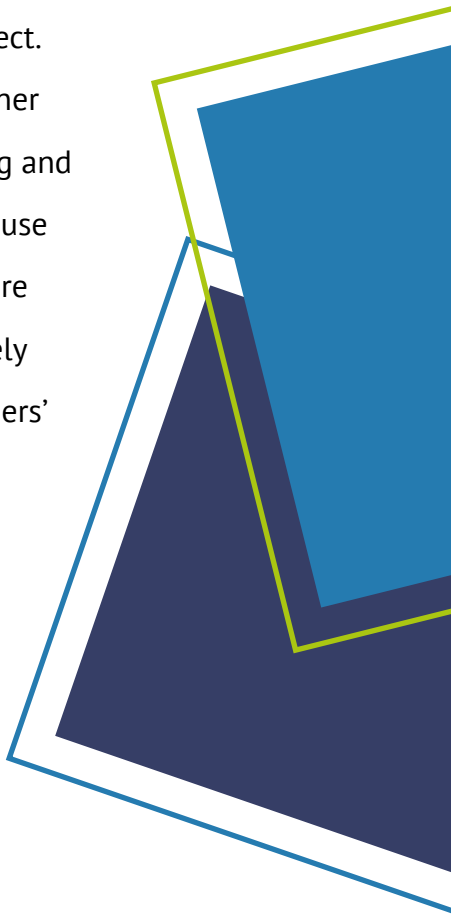
Cameo 3

Context

A Year 6 practitioner develops learners' listening and speaking skills successfully while providing a philosophy activity. Learners use particular conversational language effectively and develop varied vocabulary and syntactic patterns while taking part in a discussion.

What do practitioners do?

The practitioner provides images and photographs on the interactive whiteboard for learners to develop their conversational language in different contexts, for example when considering *'Effaith chwaraeon ar y byd'* (The effect of sport on the world). They follow a familiar structure to ensure that the contributions of all members of the discussion are treated with respect. As learners contribute ideas and opinions about the theme, the practitioner helps to enrich learners' vocabulary effectively, often subtly by facilitating and supporting learners' responses. Learners gain confidence to extend their use of vocabulary independently as the discussion develops, showing a mature appreciation of the theme. They also develop each other's ideas effectively by using the precise language of argument to agree or disagree with others' contributions respectfully, for example *'Rwy'n anghytuno'n llwyr gyda thi oherwydd...'* (I disagree with you completely because...) and *'Mae'n bwysig defnyddio gwybodaeth ehangach er mwyn...'* (It's important to use wider information to...).



The practitioner does not lead the discussion, but rather facilitates it, challenges and prompts where appropriate, and extends learners' grasp of the Welsh language effectively. Relevant language resources are a useful tool for learners to develop discursive language, for example vocabulary mats that include terminology and syntactic patterns that are relevant to the topics under discussion. Following class discussions, learners choose whether they want to record their contributions as a news bulletin or record them by writing a newspaper report.

What is the impact?

Learners gain the confidence to discuss a wide range of topics with developing maturity in front of their peers. They listen attentively to their peers' opinions and extend their own vocabulary in a supportive learning environment, in which there is no right or wrong opinion. They apply new vocabulary independently to create verbal and written reports.

Back to vignette



Cameo 4

Context

A practitioner, who is highly skilled in developing learners' Welsh skills, provides rich language and literacy activities that stretch more able learners, including those from homes where Welsh is the dominant language.

What do practitioners do?

The class teacher monitors learners' progress in their Welsh language and literacy skills carefully. She prioritises their next steps in learning and plans carefully for the learning support assistant to work with them to accelerate their progress in reading and writing. Using a variety of Welsh traditional and contemporary texts, more able learners work collaboratively to write a contemporary *'cainc'* (story) that incorporates a modern analogy. For example, they read and respond to an adapted version of the 'Pedair Cainc y Mabinogi'. The learning support assistant guides learners to improve the creative aspects of their writing, such as producing enticing openings and descriptive dramatic scenes into the *'cainc'*.

What is the impact?

Learners participate enthusiastically and write a creative 'cainc' over a series of sessions. Practitioners support learners to develop their composition skills through the drafting process, to a final, polished piece of writing of a high standard. Subsequently, the 'cainc' is read to their peers and the teacher uses learners' work as a meaningful way of debating moral topics in an expressive arts session, for example *'Pwy ydy Bendigeidfran yr unfed*

ganrif ar hugain' (Who is our Bendigeidfran in the twenty first century?) and *'Ydy anghydraddoldeb dal i fodoli mewn gwledydd Celtaidd?'* (Does inequality still exist in Celtic countries?) Learners develop their oracy skills confidently by developing enriched and sophisticated language.

More able learners lead discussions effectively with their peers modelling sophisticated vocabulary and sentence patterns, such as well-chosen adjectives and similes that they have incorporated into their writing. As a result, all learners benefit from their peers receiving focused support to extend their language and literacy skills.



Back to vignette

Findings Recommendations Learning Provision Leadership
Cameos Professional learning support Appendices

Cameo 5

Context

Using practitioner observations to introduce new vocabulary to nursery-age learners

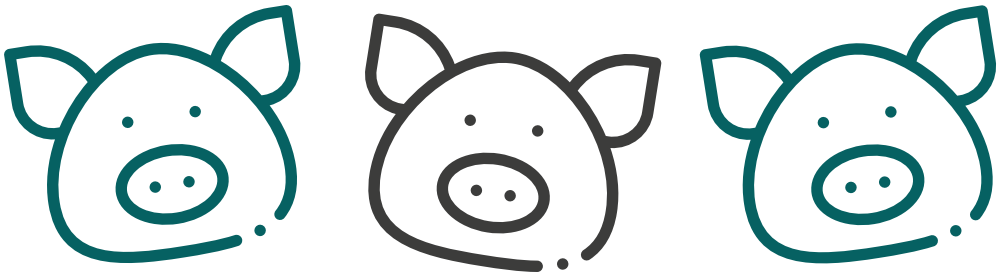
What do practitioners do?

While observing learners building a house for the three little pigs in the construction area, practitioners ask how learners how they might make the house stand sturdily. They introduce new vocabulary, such as *'briciau'* (bricks), *'gwellt'* (straw), *'tywod'* (sand), *'dŵr'* (water) and the like, and encourage learners to use it while continuing to play.

What is the impact?

Learners hear and use new vocabulary with increasing confidence while completing a practical activity.

Back to vignette



Cameo 6

Context

Practitioners in a non-maintained setting observe learners' progress in Welsh during practical activities.

What do practitioners do?

Practitioners encourage learners to use new vocabulary, for example by observing different flowers while going on a nature walk around the school. After returning to the creative area, learners paint a sunflower and discuss the features of the flower with the assistant by using vocabulary such as *'coes'* (stem), *'petal'* (petal), *'tal'* (tall) and *'byr'* (short). Practitioners observe learners' use of vocabulary during the discussion session, and use their observations to expand learners' understanding. They encourage them to use the language of comparison, for example *'Mae blodyn haul Dafydd yn dalach na blodyn haul Efa'* (The stem of Dafydd's sunflower is taller than Efa's) and *'Mae pedwar o betalau ar flodyn haul Hari ond dim ond tri ar flodyn haul Tegwen'* (Hari's sunflower has four petals, but Tegwen's sunflower only has three). They make valuable use of this assessment information to meet learners' needs by planning further opportunities for learners to use comparatives and superlatives in their spoken language.

What is the impact?

Learners develop their understanding of specific vocabulary and their knowledge of the language of comparison in a variety of authentic contexts.

Back to vignette

Findings Recommendations Learning Provision Leadership
Cameos Professional learning support Appendices

Cameo 7

Context

Using constructive feedback to raise standards and improve the quality of learners' written work

What do practitioners do?

A Year 6 practitioner and learning support assistant discuss learners' written work regularly with themes they undertake activities across the curriculum. They use different symbols to refer to the need to correct or improve particular aspects of their writing. Learners respond to this feedback well, for example by using a thesaurus to expand their use of adjectives to describe different characters in Welsh legends and myths.

Effective dialogue between practitioners and learners draws the learners' attention to particular linguistic errors, guides them towards improving the standard of their work and also to take pride in their efforts. This helps to develop learners' knowledge and understanding of different linguistic features, for example when using similes in a descriptive paragraph about a character from a book.

Practitioners often provide specific times for learners to re-draft particular parts or whole pieces of written work in order to improve its standard, or to celebrate the work through *'Gwaith Gwych'* (Wonderful Work) or *'Dysgwr yr Wythnos'* (Learner of the Week) displays.

What is the impact?

Learners listen to, and act effectively on, practitioners' feedback when improving the standard of their work. This positive and supportive relationship gives learners the confidence to make mistakes, to try out new ideas and to refine their work as part of the improvement process.



Back to vignette

Cameo 8

Context

Using tracking procedures to assess learners' phonological and vocabulary development

What do practitioners do?

Practitioners teach particular phonics activities and specific vocabulary, for example the letter 'p' in the foundation phase and imperative verbs in key stage 2, and assess learners' understanding and use of these in different contexts. They use this assessment information to plan activities that correspond to, and develop, the linguistic knowledge and understanding of individual learners and groups of learners.

What is the impact?

Leaders and practitioners have a grasp and understanding of learners' progress in language acquisition and the next steps needed in their learning. As a result, they plan activities that meet learners' linguistic needs.

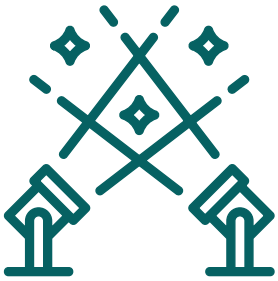
Back to vignette

Listening and speaking

Cameo 1

Context

Using *'Llwyfan Llafar'* (Speaking Stage) to develop listening and speaking skills when preparing to compete in a local eisteddfod



What do practitioners do?

Practitioners support learners to recall simple vocabulary and familiar syntactic patterns in order to perform on stage, for example *'Mae gen i dipyn o dŷ bach twt'* and *'Mi welais Jac y Do'*.

As learners perform, practitioners encourage them to pronounce words clearly and use appropriate intonation to ensure meaningful expression in the parts they perform. The rhythm of the lines, consistency of rhyme and repetition are reinforced through an effective and enjoyable approach for learners to acquire the language.

What is the impact?

Most learners learn the importance of listening to their peers presenting familiar songs that are rich with suitable language for the learners' age range and linguistic ability. They gain confidence by performing on stage, and apply their use of the Welsh language successfully.

A few less confident learners with less experience of acquiring the Welsh language also develop confidence. Usually, they listen to their peers who are more confident in Welsh first, then imitate them. They enjoy using and developing their listening and speaking skills in this creative environment.



Back to vignette

Cameo 2

Context

Year 1 class practitioners encourage learners to use the Welsh language spontaneously in the language rich learning environment. Many learners come from non Welsh-speaking homes and do not hear the language regularly in their local community.

What do practitioners do?

As practitioners promote the use of the Welsh language in formal and informal situations, learners hold conversations in Welsh spontaneously, in the classroom and around the school. They play together confidently on the playground in a variety of activities, and encourage their young peers to play playground games in order to promote the Welsh language naturally, for example *'Mae'r ffermwr eisiau gwraig?'* (The farmer wants a wife). They acquire the Welsh language in a social and less formal context and extend their vocabulary and syntactic patterns successfully.

Practitioners distribute language tokens to learners who are keen to speak Welsh spontaneously at school. The learner with the most tokens chooses a Welsh t-shirt to purchase from a website to wear on specific Welsh celebrative days as positive recognition of their efforts.

What is the impact?

Most learners communicate in Welsh enthusiastically in a variety of situations. Older learners promote the use of the language among younger learners successfully by leading playground games with them through the medium of Welsh. They see value in using the language and wear their t-shirts with pride as a celebration of their Welshness. This intensifies their pride in the Welsh language, and contributes positively to their attitudes to develop their language skills further.

Back to vignette

Cameo 3

Context

Providing a practical context for learners to develop their listening and speaking skills effectively, for example to ask and answer questions correctly

What do practitioners do?



A teacher of learners in Years 4, 5 and 6 sets up a law court scenario as part of the class's *'Merched Beca'* (Rebecca's Riots) theme. The practitioner presents information about the historical context to learners, provides learners with evidence about the reasons for and against the riots, and supports their views with valid reasons when deciding the fate of Twm Carnabwth in the court of law. The practitioner develops learners' ability to ask and answer questions correctly, for example *'Ydy Twm Carnabwth yn euog neu'n ddieuog?'* (Is Twm Carnabwth guilty or not guilty?), with learners answering by saying *'Ydy'* (Yes) or *'Nac ydy'* (No) correctly, and *'Oes digon o dystiolaeth i'w ddedfrydu?'* (Is there enough evidence to convict him?), with learners responding with *'Oes'* (Yes) neu *'Nac oes'* (No), and supporting their views with valid reasons and evidence.

What is the impact?

The practitioner develops their understanding of asking and answering questions that are grammatically correct within an important historical context that is local to the school.

Back to vignette

Findings Recommendations Learning Provision Leadership Cameos Professional learning support Appendices

Cameo 4

Context

Practitioners provide valuable opportunities for learners to develop the use of specific activity based language such as imperative verbs, when they take part in an entrepreneurial activity such as a selling pitch as part of their theme on keeping healthy.

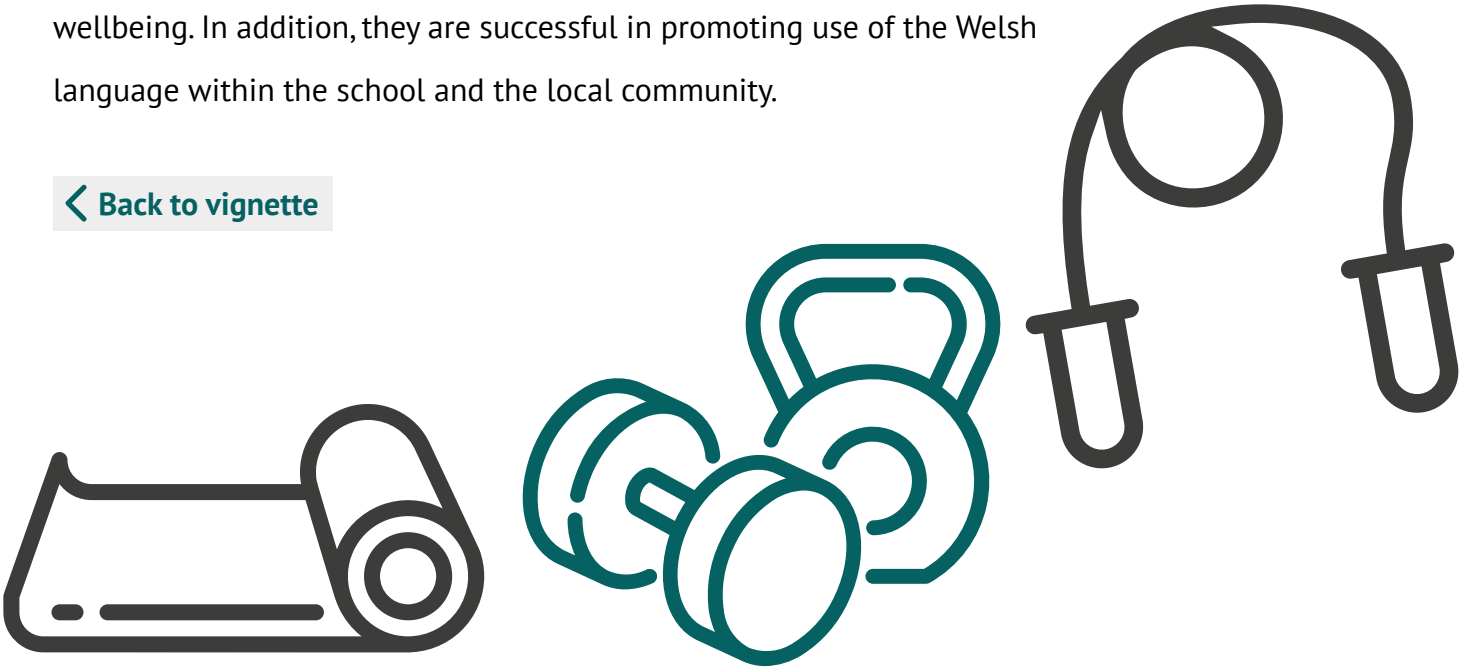
What do practitioners do?

Practitioners plan interesting and authentic learning experiences, such as entrepreneurial activities, that engage learners effectively. They set learners the challenge of creating a compact disc to promote different physical education exercises, as part of a healthy living project. Learners create scripts with instructions for these exercises and record them by using electronic devices. Adults encourage learners to use specific terminology, phrases and imperative verbs, such as *'Lledwch eich coesau ac ymestynnwch eich breichiau yn uchel at y nenfwd er mwyn gwneud siâp seren'* (Widen your legs and stretch your arms up to the ceiling to make a star shape). Learners sell the resource in their school fair and make profit from the initiative. Their peers in the school and the community use the compact disc to take part in the exercise sessions at home.

What is the impact?

Nearly all learners see the benefit of the Welsh language by using it practically in an activity that has evolved from their ideas. This has a positive impact on the standard of their spoken language, and their health and wellbeing. In addition, they are successful in promoting use of the Welsh language within the school and the local community.

Back to vignette



Cameo 5

Context

Practitioners provide beneficial opportunities for learners to plan a story with them orally.



What do practitioners do?

Practitioners tell learners a familiar story to develop their listening skills and their ability to recall details. As the story is read, learners hear and repeat aspects of language, for example contracted verb forms and adverbs: *'cerddodd yn araf'* and *'brasgamodd yn hyderus'* ('walked slowly' and 'sketched confidently'). When re-telling the story, they make a series of gestures and physical movements as a memory aid for different linguistic aspects, for example clicking their fingers when using a different opening, and clapping twice to refer to the use of an adjective.

As learners work together to create their own spoken story, they follow this familiar structure as a guide. Often, they work with a partner to develop descriptive phrases, for example by using similes to create an image of wandering through a dark forest. While discussing their ideas, learners 'take' each other's ideas by using their peers' best suggestions to develop a story together orally. For example, rather than the learner saying *'Aeth yr anghenfil yn gyflym'* (The monster moved quickly), they extend this by saying *'Ymlwybrodd yr anghenfil blin yn chwim fel bollt o wn'* (The angry monster enroached its way quickly, like a bullet from a gun). As the practitioners record the story in the form of images and simple language, they lead

learners in reciting the new story together. The practitioners encourage them to use the gestures they have become familiar with as a memory aid.

What is the impact?

They develop their listening skills effectively by listening to familiar stories and copy various gestures and movements to help them to remember different language structures.

As learners listen to their peers' stories, they sometimes copy their suggestions and develop their oracy skills successfully. As they repeat the language structures accompanied by gestures and movements, they internalise new vocabulary and phrasing.

Back to vignette

Reading and fostering a culture of reading

Cameo 1

Context

Practitioners follow a systematic programme to support learners to develop their phonological knowledge.

What do practitioners do?

Practitioners teach learners the letters of the alphabet while taking part in daily language activities. They use a variety of strategies, including repetition, to help learners to identify letters successfully as their systematic and consistent approach to the teaching of phonics. For instance, they teach learners a gesture to accompany each sound as a way of helping learners to remember the sounds that correspond to specific letters. Within the systemic and consistent approach, learners:

- identify the sounds of individual letters
- sound, recognise and form letters, blend and segment words
- match each individual letter of the alphabet with its unique sound; sound, recognise and form double letters
- read simple text that uses a repetitive pattern
- identify, read and spell high-frequency words
- read familiar words fluently, discuss the context sensibly, read with expression and intonation

Specific gestures often act as a memory aid for young learners to remember and apply the knowledge that they have learned. This is supported with the gestures being recorded and adapted to a quick response code for easy access for learners.

Learners that need more support with their knowledge and understanding of phonics continue with the consistent strategy in smaller groups for a specific period of time.

What is the impact?

Most learners develop their knowledge of phonics effectively. They make the link between spoken language and the form of letters, and apply their knowledge of the in the enhanced and continuous provision.



Back to vignette

Findings Recommendations Learning Provision Leadership
Cameos Professional learning support Appendices

Cameo 2

Context

Practitioners provide rich opportunities for learners to apply their knowledge and understanding of phonics effectively in practical outdoor activities in the foundation phase.

What do practitioners do?

Practitioners arrange for learners to work in groups and take part in an obstacle race while collecting letters to build words that relate to the class theme, *'Ar lan y môr'* (At the seaside). They develop their skills in listening to instructions, wait their turn and participate enthusiastically in the activity. They also develop their physical skills effectively by taking part in an obstacle race, for example by riding a bicycle, side-stepping with a ball and jumping over hurdles to retrieve the letters. When they return to the group, they build on their blending skills effectively by selecting the relevant letters to form familiar words, for example *'rhedeg', 'cerdded', 'ymlusgo'* (run, walk and drag).

What is the impact?

Most learners make sound progress in their reading skills by taking part in practical, fun activities in the outdoors. They recall their experiences in formal phonics activities, and reinforce their reading skills successfully.



Back to vignette

Cameo 3

Context

A practitioner develops Year 2 learners' English language skills effectively in the summer term before their transition to Year 3, by drawing on their Welsh language development during their time in the foundation phase.

What do practitioners do?

A practitioner reads a familiar story to learners in Welsh and in English as a means of developing learners' English language and literacy skills, based on their Welsh language and literacy skills. She discusses the plot and characteristics of the story in English for the first time in the learners' educational experience in Welsh medium provision. Following familiarising themselves with the text by discussing the story through the medium of English, they read the text from the 'big book' together. The practitioner focuses on different aspects of language, for example unfamiliar spelling patterns of high frequency words and the different use of adjectives in both languages, i.e. red cloak instead of clogyn coch in the *'Hugan Fach Goch'* (Little Red Riding Hood) tale. Learners map the familiar tale with the practitioner providing the beginning of sentences and relevant simple English vocabulary as a framework to support them. In groups, learners write the story on a large piece of paper, as a guide for them to retell it for Year 1 learners.

When in Year 3, a practitioner plans activities carefully and provides a holistic approach on developing these skills, referring effectively to the immersion process that they have experienced as part of their Welsh language acquisition process.

What is the impact?

This transitional phase of developing learners' understanding of English is an important aspect of learning English in Welsh medium providers, even though it is a familiar language of conversation for most learners.

Learners develop their understanding and confidence of the English language successfully using a familiar tale. They are introduced to the similarities and differences between the languages and make connections between them such as the fact that in general the adjective follows the noun in Welsh, for example *'blodau lliwgar'* in comparison to 'colourful flowers' in English.



Back to vignette

Findings Recommendations Learning Provision Leadership
Cameos Professional learning support Appendices

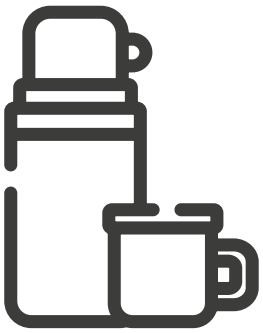
Cameo 4

Context

Practitioners promote reading skills effectively by using a variety of reading strategies.

What do practitioners do?

Practitioners use and reinforce reading strategies when developing learners' reading skills. Learners select the most suitable strategy in a variety of activities across the areas of learning, for example while gathering and collating information about which material acts as the best insulator to keep soup hot, and facts about learners' experiences during World War Two. Over time, learners become increasingly confident in using these strategies and apply them successfully in their work across the curriculum as they move through the school.



What is the impact?

Most learners have the confidence to use a variety of reading strategies in different learning contexts. By using these strategies consistently over time, they are able to access information from a range of sources for different purposes.

Back to vignette

Writing

Cameo 1

Context

A school leader makes arrangements for Theatre in Education to perform a historical show about the World War 2 for learners in key stage 2.

What do practitioners do?



Learners listen to, and enjoy, a historical show about the poet, Hedd Wyn. Through this biographical play, the actor communicates with the audience by sharing facts, stories and emotions while using accurate and refined language. The actor interacts with learners by inviting them to be a part of the play. Jointly with the practitioner, the actor supports learners' vocabulary development by introducing them to new language, such as *'ffrith'* (pasture), *'ffosydd'* (trenches) and *'awen'* (muse). He encourages learners to respond to questions at the end of the performance by repeating vocabulary and syntactic patterns that have been introduced during the performance. After returning to the classroom, they use this newly acquired vocabulary successfully in their writing of diaries and monologues about the poet.

What is the impact?

Through the topic of Welsh heroes, learners work with an actor to develop their Welsh listening and speaking skills successfully. They use newly acquired language to discuss the poet and develop their use of syntactic patterns in their oral work and in their writing, from the experience of watching a play being performed.

Back to vignette

Cameo 2



Context

Practitioners and learners plan interesting activities jointly, which use the local community as a valuable resource to promote learning further.

What do practitioners do?

Practitioners provide a variety of resources for learners, for example maps of their local agricultural area, and invite members of the community to the school to discuss the different names of local farms and fields. They introduce regional words to learners, such as *'trabwr',* and encourage them to incorporate these words and dialect into their creative writing, for example when they write the diary of a child from the last century. Using words that are at the heart of their community in their writing helps learners to create authentic imaginative written pieces.

What is the impact?

These meaningful activities engage and maintain nearly all learners' interest in language learning, for example morphology and etymology, and strengthen their pride in the local community. Learners also come to understand and appreciate dialect that is unique to their local community. This enriches their experience of language.

Back to vignette

Cameo 3

Context

Learners in Years 5 and 6 receive road safety training from the local authority's safety officers.

What do practitioners do?

The practitioner takes advantage of a practical road safety activity to develop learners' speaking, writing and information technology skills. As learners receive training in how to cycle safely by indicating clearly their intentions to change direction using arm signals, the practitioner plans language activities that relate to this experience. For example, learners write a script to capture dialogue between eyewitnesses and the police, about an accident between a cyclist who was not wearing a helmet, and a car. They create a poster outlining instructions for young learners on how to cross the road safely, and a newspaper report about the need for a pedestrian crossing for children to walk to school safely in the winter. Learners apply their information technology skills skilfully by using various technological media to record their written work being read and performed as a short cameo.

What is the impact?

Learners develop their speaking and writing skills, in addition to the information technology skills, and are successful in gaining a prize at a national road safety competition.

Back to vignette

Leadership and vision

Cameo 1

Context

Leaders act purposefully on their vision by ensuring Welsh-medium childcare provision on the school premises.

What do leaders do?

The headteacher implements his vision for Welsh-medium provision from a very early age to when learners start school. Leaders plan strategically by inviting parents and carers to the school and working with them successfully as they choose Welsh-medium education for their children, rather than English-medium education.

Infants from six months old to statutory school age receive highly effective childcare provision on the school grounds. Learners from all linguistic backgrounds acquire the Welsh language from a very early age. As children develop, they attend the school's nursery provision and are immersed in the Welsh language. All practitioners work together successfully by following a language scheme. They continue with the approaches to teaching and learning introduced to the children in the childcare settings. As a result, learners make positive progress in their language and literacy skills while attending nursery provision.

What is the impact?

Following learners' positive experiences of Welsh-medium provision at the setting during the early years, parents and carers choose Welsh-medium education for their children. Provision is organised and managed by an external agency, which is led independently of the school, but with the headteacher acting as a trustee within the structures of the provision. Consistency between childcare provision and the foundation phase at the school supports children's learning well. The strong partnership between practitioners supports parents and carers in their decision to pursue Welsh-medium education for their children. As a result of the leaders' purposeful planning and action, many parents and carers choose Welsh-medium education for their children.



Back to vignette

Findings Recommendations Learning Provision Leadership
Cameos Professional learning support Appendices

Cameo 2

Context

Practitioners take advantage of every opportunity to broaden learners' knowledge and understanding of additional languages.

What do practitioners do?

Practitioners strengthen learners' understanding of the structure of the Welsh language and other languages, namely how languages work, while being immersed in the additional language. They take advantage of learners who speak various languages as their first language, and use external agencies such as local secondary schools and universities to teach additional languages to learners other than Welsh and English.

What is the impact?

Through engaging activities, learners acquire Welsh, English and other languages successfully and make connections between different aspects of language, for example the origin of words and the structure of syntactic patterns. As a result, most are confident and proficient in Welsh and English, and have increasing knowledge and understanding of additional languages that have been introduced to them as part of provision, by the end of their time at primary school.

Back to vignette

Self-evaluation and planning for improvement activities

Cameo 3

Context

Leaders of a bilingual non-maintained setting and the local primary school communicate with parents and carers effectively to encourage them to attend the local Welsh-medium school.



What do leaders and practitioners do?

During learners' time at the non-maintained provision, school and foundation phase leaders work closely with the leader of the non-maintained setting. While their children attend the bilingual nursery provision, they invite parents and carers to a presentation at the primary school during the autumn term, for them to have a tour of the school and to share information about language acquisition and how they develop learners' Welsh language skills. They discuss the principles of the foundation phase and provide details about the consistent learning approaches at the setting and the school to provide a smooth transition for learners, for example developing their speaking skills while taking part in physical development activities. They confirm that information is sent home in Welsh and English about all activities in the nursery class, as a guide for parents and carers to support their children at home as they acquire the Welsh language.

They also organise for representatives from the local Welsh language initiative, the Urdd, Menter Iaith and Learn Welsh providers to address the parents and carers during the presentation. They provide details of the extra-curricular provision that is available for their children through the medium of Welsh, in addition to the support that is available to them as parents and carers to support their children's language acquisition in Welsh.

What is the impact?

Parents and carers receive comprehensive information from practitioners at both the setting and school as they choose Welsh-medium education for their children. They receive first-hand information in plenty of time to make a purposeful decision, and to confirm that there is support for the whole family during their children's time in Welsh-medium education. As a result, most learners transfer from the non-maintained provision to the Welsh-medium primary school successfully.

Back to vignette



Findings Recommendations Learning Provision Leadership
Cameos Professional learning support Appendices

Professional learning support



Thinking about your own practice in planning for learning

You can read about the effective practice that supports this chapter on the learning environment and planning for learning on pages 57 to 62.

A Curriculum for Wales

In the Languages, Literacy and Communication area of learning and experience, the Welsh Government sets out key considerations for schools when designing provision for skills development in all the languages they will offer their learners (Welsh Government, 2020b, pp.159-160).

Provision and experiences

- How will you provide opportunities for learners to participate in spontaneous as well as planned speaking in various contexts with a range of peers and adults?
- How will you create an environment which encourages learners to draw upon their knowledge of a number of languages, including knowledge of language varieties (accent, dialect, register, jargon, and idiolect) to facilitate understanding and improve communication when interacting with others?
- How will you provide learners with a wide range of literature, including multimodal and challenging texts in paper, digital, electronic and live form, fostering their enjoyment of purposeful reading and viewing, and encouraging them to explore books and new technologies?

In Welsh-medium settings and schools and Welsh-medium streams in bilingual providers, you may also wish to consider:

- how will you ensure rich language environments for all learners that will support them in acquiring and improving their Welsh language skills?
- how will you provide opportunities for learners to listen to Welsh being spoken as part of the immersion process?
- how will you provide learners with a variety of formal and less formal activities in order for them to speak proficiently and confidently in Welsh over time?

Language development

- How will you ensure that all learners continue to progress in all their languages from their different starting points?
- How will you ensure rich language environments for all learners, including multilingual environments, face-to-face, via digital or written language(s), as a model for improving their own language skills?
- How will you support reading for all learners?
- What relevant, engaging, authentic and challenging stimuli can you provide to inspire and aide preparation for purposeful speaking and writing (indoors, outdoors, through visits etc.)?
- How will you provide opportunities for learners to make progress both in learning to talk and learning through talk?
- How will you ensure that knowledge and skills in one language are transferred to and developed in other languages?

In Welsh-medium settings and schools and Welsh-medium streams in bilingual providers, you may also wish to consider:

- how will you provide opportunities for learners to make progress in developing their listening and speaking skills?
- how will you develop learners' translanguaging skills to support their listening, speaking, reading and writing skills across the curriculum?
- how will you use a variety of materials that are appropriate to the age and ability of learners so that they are able to interpret and understand the meaning of unfamiliar words, and whether they can convey the main points or themes from other languages successfully?

Considerations when selecting literature

Schools should:

- create a positive reading culture which immerses learners in literature that reflects their interests and ignites their enthusiasm
- choose literature which is sufficiently rich and substantial to engage learners intellectually and emotionally and which can encourage them to be inspired, moved and changed
- ensure that learners experience a range of contemporary literature and literature from periods in the past

In Welsh-medium settings and schools and Welsh-medium streams in bilingual providers, you may wish to consider:

- how you ensure that learners have access to a wide range of traditional and contemporary literature that is unique to the Welsh language in order to enrich their knowledge and understanding of morphology, orthography and etymology, and also to appreciate unique dialect and idioms of different areas of Wales

Learners should:

- experience a wealth of literature which provides opportunities to realise the four purposes of the curriculum
- be exposed to a diverse range of literary experiences beyond the classroom
- be introduced to literature which reflects diversity and cultures in the locality, Wales and the wider world
- have the opportunity to experience and to learn about literature and the creators of literature which have made a significant contribution, be that in Wales, other nations in the UK, and/or the wider world

In Welsh-medium settings and schools and Welsh-medium streams in bilingual providers, you may wish to consider:

- how learners have the opportunities to listen to, read and appreciate Welsh literature and poetry by Welsh authors, and not only adaptations from other languages

Your practice

After reading this chapter of the report, you may wish to reflect on your current practice in developing immersion methods and learners' language and literacy skills. Consider the questions from the *Curriculum for Wales* guidance (Welsh Government, 2020b) and the questions below. These questions might help to inform your thinking as you design your curriculum for this area of learning and experience:

- What are the strengths of the immersion methods used as part of the process of learners acquiring Welsh?
- What are the strengths of the teaching and learning of language and literacy experiences in your class and in your school?
- Which areas are not as strong? What are the reasons for this?

Now think about how you will build on the current strengths for developing learners' listening, speaking, reading and writing skills:

- What needs to be improved?
- What needs to change in light of the Welsh Government's guidance?
- What is new?
- How might you address the areas which are not strong enough, when you design your Languages, Literacy and Communication curriculum?

Thinking about your own practice in developing learners' language skills by immersion

You can read more about effective practice in developing learners' language skills through immersion methods on pages 63 to 66.

Immersion practices characterise provision in Welsh-medium settings and schools, and Welsh-medium streams in bilingual providers. They contribute successfully in developing learners who are confident in both their Welsh and English skills.

Practitioners develop learners' language skills through immersion methods as an integral part of the teaching and learning process. Learners who speak some or no Welsh at home are introduced to new vocabulary and syntactic patterns in order to be able to use both Welsh and English proficiently by the end of key stage 2.

Your practice

You may wish to use these questions as a starting point to help you reflect upon your own practice and provision for immersing pupils in Welsh:

- How well does the learning environment support and promote Welsh immersion?
- How do you ensure that practitioners understand how learners acquire the Welsh language, and in effect language immersion methodology?

- Are there enough opportunities for learners to listen to, and speak Welsh in a variety of formal and informal activities?
- How do you support learners to understand and appreciate the benefits in being able to converse in Welsh, and English?

Planning

- How do you ensure that your planning meets the needs of learners in relation to their different starting points and language acquisition progress?
- What needs to be improved when you plan subsequent activities that support learners to develop their vocabulary and syntactic patterns across the curriculum?
- Which areas of planning for immersion are not as strong? What are the reasons for this?

Teaching and assessment

- How do you adapt your teaching to ensure that learners from different linguistic backgrounds make suitable progress in acquiring Welsh?
- What methods do you use to support learners to acquire the language?
- How effective is the language modelling of all practitioners?
- How do you introduce and consolidate new vocabulary and syntactic patterns to learners?
- How do you support learners to develop their listening and speaking skills in both formal and informal activities?

- How well do you support learners' knowledge and understanding of orthography as part of the reading provision?
- What strategies are used to develop learners' listening, speaking, reading and writing skills across all areas of learning? How effective are they in supporting learners to make progress in all skills over time?
- How well you do use resources, including multi-media, to develop learners' skills in language acquisition?
- How do you encourage learners to take ownership of their own language development?

Thinking about your own practice in reading and fostering a culture of reading

You can read more about effective practice in developing learners' reading skills and the benefits of fostering a reading culture for learners on pages 90 to 99.

Your practice

1. Thinking about what learners read

You might wish to look at the Languages, Literacy and Communication guidance in *A Curriculum for Wales* (Welsh Government, 2020b) and relate the practice we have described about developing learners' reading skills to the following sections:

Statements of what matters

'They [learners] should be encouraged to experience and respond to a variety of literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners can develop their ability to demonstrate empathy. This in turn can contribute to their emotional and mental well-being. In all, the literary experiences offered aim to spark learners' imagination and creativity and help to build a lifelong love of literature'. (Welsh Government, 2020b, p128)

As a result, learners need access to a wealth of diverse and rich literature that has been written by authors and poets in Welsh to develop their knowledge and understanding of morphology, orthography and etymology over time.

Is it important for learners to read literature and poetry by Welsh authors and poets?

Blog Bethan Gwanas: Pwysigrwydd darllen a syniadau sut i annog plant i siarad am lyfrau (Wordpress, 2019) [Welsh only]

2. Does it matter whether learners read fiction or non-fiction?

Research suggests it does. You might like to read the following online articles to explore further the link between reading fiction for enjoyment and reading attainment:

- **Book Trust Cymru: Re-thinking Reading for Pleasure in the New Curriculum** (Welsh Government, 2020d)
- **Fact or fiction? Novels come top for reading skills** (University College London, Institute of Education, 2018) [English only]
- **Are all types of reading equal, or are some more equal than others?** (Jerrim, 2019) [English only]

3. Thinking about what teachers read

Evidence from our inspection work in both Welsh-medium, bilingual and English-medium settings and schools suggests that many teachers may not be sufficiently familiar with a diverse range of children's authors and poets to enable them to foster learners' reading habits as well as they could. In general, we see that many primary teachers

rely on a limited canon of children's authors and, to an even lesser extent, poets. This restricts their ability to make appropriate book recommendations that meet learners' diverse needs and interests, and to promote independent reading for pleasure. It also limits the opportunity to enhance learners' understanding and appreciation of literature that has been written by Welsh authors and poets.

Thinking about your own practice in developing learners' writing

You can read more about effective practice in developing learners' writing skills on pages 100 to 105.

The resources that schools in Wales use most often to support their planning for developing learners' writing have the following common characteristics:

- They provide a systematic and structured approach to teaching aspects of writing
- The resources, activities, approaches and strategies are designed to be used across classes in a 'whole school' approach
- They are based on the principle that learners learn to write better through talk and the oral rehearsal of ideas before writing
- There is emphasis on planning for writing and structuring writing
- Scaffolding supports the language learning process, and this includes the gradual release of responsibility from teacher to learner
- They aim to extend learners' knowledge and use of vocabulary, syntactic patterns, grammar, sentence structure and punctuation
- They provide information that is relevant to developing learners' understanding of morphology, etymology and orthography that is unique to the Welsh language
- They encourage daily writing practice
- They aim to improve learners' ability to write creatively and at length

Your practice

You might wish to consider the following questions as a staff team. They might help you to:

- reflect on why you use the resources you do
- consider whether they support your planning and teaching to develop learners' writing well enough
- think about how you use research and evidence to inform your professional choices

1. **How do you achieve shared, consistent and suitably high expectations for developing learners' writing?**

2. **Should all teachers use the same resources, with common approaches and strategies, to develop learners' writing skills?**

- What are the reasons for doing this?
- Are there benefits to adopting bespoke approaches for specific age phases or groups of learners?
- Do some approaches and strategies lend themselves better to a particular stage of language learning, for example when learners write in Welsh as part of a translanguaging activity?
- How do you ensure that you meet learners' developmental needs as they progress through the school?
- How do you ensure consistency in the quality of teaching for writing?

3. **How well do the resources and approaches help you to plan sufficient challenge for more able learners to progress their writing skills to a high standard?**

- Do they support older and more able pupils in key stage 2 to experiment with *combinations* of text types and styles to suit different purposes?
- Do they help to develop confident and mature writers who can use the characteristics of different forms?
- How do you ensure that scaffolding does not constrain learners' writing?

4. **Do the resources and approaches you use to plan and teach writing link closely enough to learners' reading, particularly in key stage 2?**

Appendix 1: Evidence base

- **Visits to 15 providers, including non-maintained settings and primary schools**
- **Inspection reports since 2016**

During the visits:

- interviews were held with learners, practitioners and leaders
- lessons were observed to evaluate standards and the quality of teaching
- documents were scrutinised, including language and literacy policies, schemes of work, learners' books, wall displays
- inspection evidence was scrutinised, such as those who are highly successful at developing learners' language and literacy
- interviews were held with regional consortia and local authority officers
- evidence was gathered from Estyn's best practice case studies

Estyn would like to thank the following settings and schools that supported this thematic review:

Meithrinfa Miri Mawr, Cardiff

Meithrinfa Seren Fach, Gwynedd

Ysgol Beca, Carmarthenshire

Ysgol Bro Teifi, Ceredigion

Ysgol Garth Olwg, Rhondda Cynon Taf

Ysgol Gymraeg Bro Teyrnon, Newport

Ysgol Gymraeg Dafydd Llwyd, Powys

Ysgol Gymraeg Pen Barras, Denbighshire

Ysgol Gynradd Cae Top, Gwynedd

Ysgol Gynradd Dyffryn Cledlyn, Ceredigion

Ysgol Gynradd Gymraeg Caerffili, Caerphilly

Ysgol Gynradd Gymraeg Gwenffrwd, Flintshire

Ysgol Gynradd Rhydypennau, Ceredigion

Ysgol Llanhari, Rhondda Cynon Taf

Ysgol Morfa Nefyn, Gwynedd

Appendix 2: Background information about settings and schools[1]

[1] All contextual information (unless otherwise noted) is taken from the Pupil Level Annual School Census (PLASC). Information about learners on roll includes learners of all ages, but eFSM, SEN, ethnicity and EAL percentages are calculated for learners of statutory school age (5-15 y.o.).

Meithrinfa Miri Mawr is a Welsh-medium non-maintained nursery in Llandaff North in Cardiff.

Meithrinfa Seren Fach is a Welsh-medium non-maintained nursery in Brithdir, near Dolgellau, in Gwynedd local authority.

Ysgol Beca is a Welsh-medium primary school that is situated in the village of Efailwen, in the west of Carmarthenshire. In January 2020, there were 64 pupils on roll. Over a three-year rolling average, 6% of pupils have been eligible for free school meals, which is significantly lower than the national average (19%). The school has identified 23% of its pupils as having additional learning needs, which is in line with the national average. Very few pupils have a statement of special educational needs. Many pupils are from white British backgrounds and around half come from Welsh-speaking homes. Some pupils come from ethnic minority backgrounds (10%), which is lower than the national average of 13%. No pupils speak English as an additional language.

Ysgol Bro Teifi is a bilingual all-through school that is maintained by Ceredigion local authority. There are currently 924 pupils between 3 and 19 years old on roll, of which 377 are in the primary stage. Over the last three years, 13% of primary phase pupils have been eligible for free school meals, on average, which is lower than the national average of 19%. The school has identified around 29% of its primary pupils as having additional learning needs. This is higher than the national average of 22%. Very few pupils have a statement of special educational needs. Nearly all primary pupils come from white British backgrounds. Over half of primary pupils come from Welsh speaking homes, and none speak English as an additional language.

Ysgol Garth Olwg is a Welsh-medium all-through school in Rhondda Cynon Taf local authority. There are 1,180 pupils between 3 and 18 years old on roll, of which 347 are in the primary stage. Over the last three years, around 7% of pupils in the primary stage have been eligible for free school meals, on average, which is significantly lower than the national average of 19%. The school has identified around 19% of its primary pupils as having additional learning needs, which is lower than the national average of 22%. A very few pupils have a statement of special educational needs. Around half of pupils in the primary stage come from Welsh-speaking homes. Very few pupils come from ethnic minority backgrounds, and none are learning English as an additional language.

Ysgol Gymraeg Bro Teyrnon is a Welsh-medium primary school that is situated in the north of Newport. There are 200 pupils on roll, including part-time nursery age pupils. Over the last three years, 12% of pupils have been eligible for free schools meals, on average, which is lower than the national average of 19%. The school has identified around 21% of its pupils as having additional learning needs, which is also lower than the national average of 22%. A few pupils come from ethnic minority backgrounds, although none speak English as an additional language. Very few pupils come from Welsh-speaking homes.

Ysgol Gymraeg Dafydd Llwyd is situated in Newtown in Powys local authority. There are currently 154 pupils between 3 and 11 years old on roll. Over the last three years, around 6% of pupils have been eligible for free schools meals, on average, which is below the national average of 19%. The school has identified around 19% of its pupils as having additional learning needs. This is lower than the national average of 22%. Nearly all pupils are from white British backgrounds. Very few pupils come from Welsh-speaking homes.

Ysgol Gymraeg Pen Barras is a Welsh-medium primary school that is situated in Ruthin, Denbighshire. There are 278 pupils on roll. This includes part-time pupils in the school's nursery class. Over the last three years, around 4% of pupils have been eligible for free school meals, on average, which is significantly lower than the national average of 19%. Nearly all pupils are of white British ethnicity and many come from Welsh-speaking homes. The school has identified around 7% of its pupils as having additional learning needs, which is significantly lower than the national average (22%). Very few pupils have a statement of special educational needs.

Ysgol Gynradd Cae Top is a voluntary controlled school that is under the control of the Church in Wales. It is situated in Bangor, Gwynedd. There are 236 pupils between 3 and 11 years old on roll, including part-time nursery age pupils. Over the last three years, around 12% of pupils have been eligible for free school meals, on average, which is below the national average (19%). A few pupils come from different ethnic backgrounds (17%) and speak English as an additional language. A few pupils come from Welsh-speaking homes. The school has identified around 18% of its pupils as having additional learning needs. This is below the national average (22%). Very few pupils have a statement of special educational needs.

Ysgol Gynradd Dyffryn Cledlyn is a Welsh-medium primary school that is situated in the village of Drefach near Llanybydder, in Ceredigion local authority. The school has 123 pupils between 3 and 11 years old on roll, including part-time nursery pupils. The proportion of pupils who are eligible for free school meals is around 5%. Nearly all pupils come from white British backgrounds, and many come from Welsh speaking homes. The school has identified around 32% of its pupils as having additional learning needs, which is higher than the national average of 22%. Very few pupils have a statement of special educational needs.

Ysgol Gynradd Gymraeg Caerffili is a Welsh-medium primary school that is situated on the northern outskirts of Caerphilly. There are 456 pupils between 3 and 11 years old on roll, including part-time nursery pupils. The average proportion of pupils who have been eligible for free school meals over the last three years is around 11%. This is significantly lower than the national average of 19%. Nearly all pupils are of white British ethnicity and very few come from Welsh-speaking homes. The school has identified around 16% of its pupils as having additional learning needs. This is below the national average (22%).

Ysgol Gynradd Gymraeg Gwenffrwd is situated in Holywell, Flintshire. There are 177 pupils between 3 and 11 years old on roll, including part-time nursery age pupils. The three-year rolling average of pupils who are eligible for free school meals is around 15%, which is lower than the national average (19%). Very few pupils come from ethnic minority backgrounds and speak English as an additional language. Very few pupils come from Welsh-speaking homes. The school has identified around 49% of its pupils as having additional learning needs. This is significantly higher than the national average (22%). Very few pupils have a statement of special educational needs.

Ysgol Gynradd Rhydypennau is a Welsh-medium primary school that is situated in the village of Bow Street, a few miles north of the town of Aberystwyth in Ceredigion. There are 193 pupils on roll, including part-time and full-time nursery age pupils. The three year rolling average of pupils who are eligible for free school meals is around 9%, which is lower than the national average of 19%. The school has identified around 21% of its pupils as having additional learning needs, which is about the same as the national average. Very few pupils come from ethnic minority backgrounds, and none speak English as an additional language. A minority of pupils come from Welsh speaking homes.

Ysgol Llanhari is a Welsh-medium all-through school, which is situated in the village of Llanharry in Rhondda Cynon Taf. There are currently 713 pupils between 3 and 18 years old on roll, of which 199 are in the primary stage. Over the last three years, 3% of pupils in the primary stage have been eligible for free school meals, on average, which is significantly lower than the national average of 19%. The school has identified around 22% of its primary pupils as having additional learning needs, which is the same as the national average for the primary stage. Most of the primary pupils come from white British backgrounds. Many of the primary pupils come from Welsh-speaking homes.

Ysgol Morfa Nefyn is a Welsh-medium primary school that is situated in the village of Morfa Nefyn near Pwllheli, Gwynedd. There are 42 pupils on roll up to Year 3, including part-time nursery pupils. Over the last three years, 27% of pupils have been eligible for free school meals, on average, which is higher than the national average of 19%. The school has identified around 15% of its pupils as having additional learning needs, which is lower than the national average of 22%. Nearly all pupils come from white British backgrounds. Many pupils come from Welsh speaking homes.

Glossary

Additional learning needs	A learner has additional learning needs if he or she has a learning difficulty or disability which calls for additional provision
Advanced reading skills	Skills that enable learners to read a range of materials including complex literary and non-literary texts with confidence and understanding, and to be able to respond well, verbally or in writing
Blending	Blending individual phonemes together to produce a grapheme or word
Continuous and enhanced provision	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 subject or learners' interests. Learners use these resources, in addition to the usual resources in continuous provision.
Disadvantaged learners	Disadvantaged learners are learners who may face obstacles to success at school due to harmful circumstances beyond their control. These can include financial and social hardship within pupils' families, including those who are eligible for free school meals (FSM) and learners from low-income families.
Early writing	The early stages of writing. Children experiment with writing, perhaps by trying to form letters, showing an understanding of the direction of written Welsh/English, and talking about what they have written.
Etymology	The origin and history of a word or words

Formal and less formal activities	Formal activities are those that are led by a practitioner. Less formal activities are those in which pupils learn increasingly independently in the learning environment.
Guided reading or writing	In guided reading or writing, the practitioner teaches reading or writing with a small group of learners, who are usually at similar levels of attainment. By working together, learners can also learn with each other and from each other, and discuss texts and how they are structured. The aim of guided learning methods is to help learners to move towards independence.
High-frequency words	Words that are spoken or read more often than others. Many are very common (for example *'mae'*, *'dyma'*, *'yw'*) and can be identified to help the reader gain confidence.
Higher-order reading skills	These usually include location, reorganisation, inference, evaluation and appreciation. The context of level of sophistication in using these skills should be considered when planning teaching and learning. These skills should be taught to learners from the beginning of their reading journey. They are relevant to literary and non-literary texts.
Immersion	A term that encompasses different educational approaches to encourage language development
Learning environment	Where the teaching and learning takes place in the classroom and around the setting or school
Makaton	Makaton is a language programme that uses symbols, signs and speech to enable people to communicate.

Morphology	This is the study of word parts: roots, prefixes and suffixes. This includes small changes to words, such as adding 'au' [or 's' n English] to make a plural form.
Oracy	Using language to communicate through listening, speaking and making gestures in a range of formal and informal contexts
Orthography	The conventional spelling system of a language, in particular the relationship between phonemes and graphemes
Phoneme	A sound that is made by a letter or a group/combination of letters. Phonemes are represented by graphemes.
Phonological awareness and phonemic awareness	Phonological awareness is usually understood as the ability to differentiate between the features of speech, such as syllables and phonemes, and the ability to split the beginning and end of a word. A sub-set of phonemic awareness that relates to the listener's ability to manipulate and differentiate between the smallest meaningful elements of sound in words (i.e. phonemes).
Practitioner	A generic term to describe adults that work with learners, for example teachers, assistants and playgroup leaders
Prefix	A groups of letters added to the beginning of a word to change its meaning e.g. *'aneglur'*
Receptive and expressive language	Receptive language refers to the ability to understand spoken language, written words and gestures. This includes an understanding of vocabulary and grammar. Expressive language is using words, sentences, gestures and writing to convey meaning and messages to others.

Scanning	Searching for information by identifying key words and locating information around them
Segmenting	Individual phonemes within words where that can be represented with graphemes
Skimming	Reading to gain an initial overview of the subject and the main ideas of the text, perhaps through techniques such as reading the beginning and end of paragraphs, or reading down the middle of the page
Suffix	A group of letters added to the end of a word to change its meaning e.g. *'meddylgar'*
Syntactic patterns	The structure of a sentence which includes words in a particular order
Translanguaging	Translanguaging is a pedagogical practice that means switching between two languages for input and output in the same activity. Learners receive information in one language and then work with that information in another language.
Vocabulary development and knowledge	Vocabulary development is learning words. Vocabulary knowledge is knowing the meaning of words.
Wow word	A word that is chosen specifically in order to have a particular effect

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%

References

Baker, C. R. (2000) *The care and education of Young bilinguals: An introduction for professionals*. Clevedon: Multilingual Matters.

Bahrick, H. P., Hall, L. K., Goggin, J. P., Bahrick, L. E., and Berger, S. A. (1994) Fifty years of language maintenance and language dominance in bilingual Hispanic immigrants. *Journal of Experimental Psychology: General*, **123** (3), 264-283.

Binks, H. L. and Thomas, E. M. (2019) Long-term outcomes for bilinguals in minority language contexts: Welsh-English teenagers' performance on measures of grammatical gender and plural morphology in Welsh. *Applied Psycholinguistics*, **40** (4), 1019-1049.

Cenoz, J., and Genesee, F. (ed.) (2001) *Trends in bilingual acquisition*. Amsterdam: John Benjamins.

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Cardiff: Welsh Government. [Online]. Available from: **https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf** [Accessed 21 August 2020]

Estyn (2020) *The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales*. Cardiff: Estyn. [Online]. Available from: **https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/2020-07/Annual_Report_2018_2019_en_2.pdf** [Accessed 21 August 2020]

Gathercole, V. C. Mueller and Thomas, E. M. (2009) Bilingual first language development: Dominant language takeover, threatened minority language take-up. *Bilingualism: Language and Cognition*, **12** (2) 213-237.

Gathercole, V. C. M., Thomas, E. M., Jones, L., Guasch, N. V., Young, N. and Hughes, E. K. (2010) Cognitive effects of bilingualism: digging deeper for the contributions of language dominance, linguistic knowledge, socio-economic status and cognitive abilities. *International Journal of Bilingual Education and Bilingualism*, **13** (5), 617-664

Gathercole, V. C. M., Thomas, E. M., Guasch, N. V., Kennedy, I., Prys, C., Young, N., Roberts, E. J., Hughes, E. K and Jones, L. (2016) Teasing apart factors influencing executive function performance in bilinguals and monolinguals at different ages. *Linguistic approaches to bilingualism*, **6** (5), 605-647

Genesee, F. (1989). Early bilingual development: One language or two? *Journal of Child Language*, **16**, 161-79.

Genesee, F. (2001). Bilingual first language acquisition: Exploring the limits of the language faculty. *Annual Review of Applied Linguistics*, **21**, 153-68.

Genesee, F. and Nicoladis, E. (2009). Bilingual acquisition. In: E. Hoff and M. Shatz (eds.), *Bilingual first language acquisition*,. Oxford: Blackwell, 324-42

Jerrim, J. (2019) *Are all types of reading equal, or are some more equal than others?* [Online]. Available from: **https://ffteducationdatalab.org.uk/2019/10/are-all-types-of-reading-equal-or-are-some-more-equal-than-others/** [Accessed 2 April 2020] [English only]

Pearson, B. Z., Fernández, S., and Oller, D. K. (1993). Lexical development in simultaneous bilingual infants: Comparison to monolinguals. *Language Learning* **43**, 93-120.

National Assembly for Wales (2015) *Well-being of Future Generations (Wales) Act 2015*. London: The Stationery Office. [Online]. Available from: **https://www.legislation.gov.uk/anaw/2015/2/contents/enacted** [Accessed 9 March 2020]

Rhys, M. and Thomas, E. M. (2013) Bilingual Welsh-English children's acquisition of vocabulary and reading: implications for bilingual education. [Online]. *International Journal of Bilingual Education and Bilingualism* **15** (6), 633-656. Available from: **https://www.tandfonline.com/doi/abs/10.1080/13670050.2012.706248** [Accessed 31 March 2020]

Thomas, E, M., Apolloni, D. and Lewis, G. L. (2014) The learners' voice: exploring bilingual children's selective language use and perceptions of minority language competence. [Online]. *Language and Education* **28** (4), 340-361. Available from: **https://www.tandfonline.com/doi/abs/10.1080/09500782.2013.870195** [Accessed 31 March 2020]

Thomas, E. M., Apolloni, D. and Parry, N. M. (2018) *Bilingual Teaching Methods*. Bangor: Bangor University. [Online]. Available from: **https://www.bangor.ac.uk/education-and-human-development/educational-resources.php.en** [Accessed 31 March 2020]

United Nations (2020) *Policy Brief: The Impact of COVID-19 on children. United Nation*s. [Online]. Available from: **https://unsdg.un.org/resources/policy-brief-impact-covid-19-children** [Accessed 5 May 2020] [English only]

University College London, Institute of Education (2018) *Fact or fiction? Novels come top for reading skills* [Online]. Available from: **https://www.ucl.ac.uk/ioe/news/2018/oct/fact-or-fiction-novels-come-top-reading-skills** [Accessed 3 April 2020] [English only]

Volterra, V. and Taeschner, T (1978) The acquisition and development of language by bilingual children. *Journal of Child Language* **5**, 311-26.

Welsh Government (2013) *National Literacy and Numeracy Framework: To support schools in introducing the National Literacy and Numeracy Framework*. [Online]. Available from: **https://hwb.gov.wales/api/storage/64812b0e-3d20-4d10-94e8-68221e47a38d/to-support-schools-in-introducing-the-national-literacy-and-numeracy-framework.pdf** [Accessed 21 August 2020]

Welsh Government (2015) *Qualified for Life: A curriculum for Wales – a curriculum for life. Cardiff*: Welsh Government. [Online]. Available from: **https://llyw.cymru/sites/default/files/publications/2018-02/cwricwlwm-i-gymru-cwricwlwm-am-oes.pdf** [Accessed 21 August 2020]

Welsh Government (2017a) *Education in Wales: Our National Mission Action Plan 2017-21*. Cardiff: Welsh Government. [Online]. Available from: **https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf** [Accessed 21 August 2020]

Welsh Government (2017b) *Welsh in education: Action plan 2017-21*. Cardiff: Welsh Government. [Online]. Available from: **https://gov.wales/sites/default/files/publications/2018-02/welsh-in-education-action-plan-2017%E2%80%9321.pdf** [Accessed 05 March 2020]

Welsh Government (2020a) *Curriculum for Wales Guidance*. Cardiff: Welsh Government. [Online]. Available from: **https://hwb.gov.wales/api/storage/afca43eb-5c50-4846-9c2d-0d56fbffba09/curriculum-for-wales-guidance-120320.pdf** [Accessed 21 August 2020]

Welsh Government (2020b) *Education in Wales – Our national mission: update October 2020*. Cardiff: Welsh Government. [Online]. Available from: **https://gov.wales/education-wales-our-national-mission-update-october-2020-html** [Accessed 13 January 2021]

Welsh Government (2020c) *Schools' census results: as at January 2020*[Online]. Available from: **https://gov.wales/schools-census-results-january-2020** [Accessed 23 August 2020]

Welsh Government (2020d) *BookTrust Cymru: Re-thinking Reading for Pleasure in the New Curriculum*. [Online]. Available from: **https://curriculumforwales.gov.wales/2020/02/14/booktrust-cymru-re-thinking-reading-for-pleasure-in-the-new-curriculum/** [Accessed 3 April 2020]

Williams, C. (2003) *Learning in two Languages: Professional development for bilingual provision in Healthcare education*. Bangor: School of Nursing, Midwifery and Health Studies, Bangor University

Young, N. E., Rhys, M., Kennedy, I. A., and Thomas, E. M. (2017) The linguistic, cognitive and emotional advantages of minority language bilingualism. In: F. Lauchlan, F. and M. des Carmen Parafita Couto (eds.) *Bilingualism and minority Languages in Europe*. Newcastle upon Tyne: Cambridge Scholars Publishing, 120-140.