



INSPIRE • CHALLENGE • SUCCEED

YSGOL
TREFFYNNON

Languages, Literacy and Communication
Curriculum For Wales Journey



Authentic learning
experiences

Finding natural
links across AoLEs

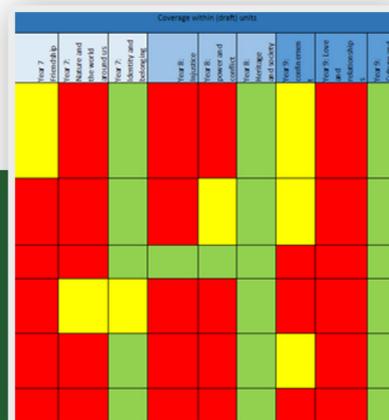


Essential questions	Complex
<ul style="list-style-type: none"> How can we improve the way we treat our planet? How will our actions change techniques for living things in the world around us? How important is planning for consequences? 	<ul style="list-style-type: none"> Compare Planning for Covid in November: you have been asked to advise young people (ages 4-14) from around the globe about changes which will have a big impact on us.
English progression steps	Structural transfer targets
<ul style="list-style-type: none"> Find information about climate change Identify research and resources which will support ideas Describe young people's impact on climate change using simple persuasive language Compare and contrast which actions would have most impact Synthesise information to persuade others to change their actions 	<ul style="list-style-type: none"> Develop hypotheses Develop inferences Develop a purpose and view Develop the way that fashion, plastic and water usage have had positive and negative effects Develop research filtering criteria Develop a persuasive speech text in simple persuasive language

Developing
purposeful assessment

Statement	Statement	Statement	Statement
I can understand that there are connections between languages, culture and identity and that these differ within Wales and around the world.	Where is English spoken, how does this differ between nations-starting with Wales and England, exploring American, New Zealand and Australian where English is de facto language	English as a language with a variety of cultures and identity-what does English mean to me and other people across the globe	English as a global language-recognising the reasons for English as a world dominating language linking to international languages of significance (French in our setting)
I can recognise and discuss connections, commonalities and differences between the languages I speak and those that I am	My language and me-how English provides an identity within Wales and the wider British Isles	English as a cultural identity in the wider world	English as a global language-exploring the reasons for English as a world dominating language
I can understand how and why languages have evolved and are continually evolving.	Ethymology roots and word origins-using word construction to understand new words with similar linguistic roots	How language changes over time-reasons for language change, effects of language change-links to history of language (origin and etc)	Reading English texts which use the language in different ways (eg. Jaberwocky, Benjamin Zephaniah and eynwilyg) I can improve my knowledge of language
I can recognise and respect different accents and dialects	Difference between accent and dialect How they differ and what they mean	Accents, dialect and stereotyping-looking at accents	I can adapt and be sensitive to variety within languages and

Creating a continuum of
progression



Mapping
the disciplinary knowledge

Developing natural links
between languages

- 3 Explore the influence of culture starter: retrieval vocab: what is culture? shared: paired or group discussion independent: examples of picture poetry that celebrate diversity planary: why should we celebrate diversity?
- 3 Explore the links between identity and culture: starter: retrieval-vocab, inference, quotes, shared: read Skirid Favr small group: belonging (wellbeing), planary: group feedback
- 3 Use single word quotes: starter: retrieval hooks, quotes, vocab, shared: independent: planary: peer or self-assessment
- 3 Compare two or more texts with connectives: shared: recap comparison independent: compa assessment

- 3-4 Topic 2: Cymru 2023.
Theme 2: Culture and History
- Past Tense
 - Conditional Tense
 - Creative Lesson (timelines of Wales)

Unpacking the Statements
of What Matters

English – Unpacking the What Matters Statements

Approach to unpacking the 'What Matters Statements'

For each statement, the important ideas and concepts are identified (as highlighted in yellow). These are summarized into overarching key ideas which should form the basis of the curriculum for years 7 to 11. Using these key ideas, coupled with the learning descriptors for each progression step, the subject content/skills are mapped across each year. The key consideration when doing this is how the curriculum enables students to progress from PS3 to PS4; the acquisition of new knowledge and skills should be part of the students' journey through school, the learning descriptors are not tick boxes that are addressed by individual lessons. Rather, they are developed over time through a range of student experiences and high-quality teaching and learning.

Languages connect us.

- Languages connect us with people, places and communities. This Area is designed to equip learners, as citizens of a bilingual Wales in a multilingual world, with the ability to use Welsh, English and other languages in a plurilingual context. Meaningful language learning experiences go hand in hand with learning about one's own cultural identity as well as the cultural identities of others. Engagement with this Area can therefore foster in learners' pride in their sense of identity and belonging to Wales as well as the world.
- By raising an awareness of the diversity of languages from a young age, the aim is to enable learners to recognise similarities between languages and embrace the differences between them. Learning and experience in this Area can support learners to develop an understanding of the origins, evolution and features of a range of languages. This provides them with opportunities to develop their creativity, as well as a set of skills such as adaptability and empathy.

Developing
Cross-Cutting themes



Building integral skills

