

Statements of What Matters:

Languages connect us.

Descriptions of Learning:

Progression Step 1

- I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging.
- I am beginning to understand that there are different languages in my environment.
- I am beginning to talk with my peers in the language of the setting/school.

Progression Step 2

- I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.
- I can understand that people use different languages.
- I am beginning to understand that there are similarities and differences between our languages.
- I am beginning to draw on information presented in one language and convey it in my own words in another.

Progression Step 3

- I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.
- I can communicate in a growing range of languages.
- I can recognise and discuss connections, commonalities and differences between the languages I speak and those that I am learning.
- I can understand how and why languages have evolved and are continually evolving.
- I can recognise and respect different accents and dialects.
- I can receive information in one language and adapt it for various purposes in another language.

Progression Step 4

- I can understand how languages can provide a sense of belonging to a local and global community.
- I can explore and analyse how languages impact upon identity and culture and understand that learning them offers enhanced opportunities in Wales and in international contexts.
- I can use my knowledge of how languages work to support further language learning.
- I can use my knowledge of connections, commonalities and differences between languages to support my language learning skills.
- Through exploring the process of language evolution and etymology, I can improve my knowledge of language construction.
- I can adapt and be sensitive to variety within languages and understand that variety occurs within different social, regional and linguistic groups.
- I can apply my translanguaging skills to support my learning in familiar and new languages.

Progression Step 5

- I can show an open attitude towards learning about different languages and the different cultures of Wales and the world.
- Through learning about languages, I can articulate how the association between languages and culture is preparing me for Welsh and global citizenship.
- I can communicate, interact and mediate in multiple languages and identify myself as multilingual.
- I can apply my knowledge of connections, commonalities and differences between languages to improve my communication.
- I can use my knowledge of language evolution and etymology to deepen my understanding of language construction.
- I have a positive disposition towards different accents and dialects and embrace language diversity.
- I can independently identify translanguaging opportunities to enhance my learning and communication in my languages.

Statement of What Matters:

Understanding languages is key to understanding the world around us.

Descriptions of Learning:

Progression Step 1

- I can discriminate sounds, play with sounds and manipulate sounds both in my environment and in words.
- I am beginning to discriminate phonemes aurally in different positions.
- I can recognise and follow pictorial and/or spoken information and multi-step instructions about familiar topics and routines.
- I can listen to others with growing attention.
- I can enjoy sharing books and reading materials and handle them like a reader.
- I can use units of sound of varying sizes to learn to read.
- I can segment and blend.
- I can understand there is a one-to-one relationship between the printed and spoken word.
- I am beginning to develop my knowledge of grapheme-phoneme correspondence.
- I am beginning to recognise and read high-frequency words.
- I can use context and pictures to help me understand what I read.
- I am beginning to read back my own writing.
- I can understand and use basic concepts in language.
- I have an awareness of how words are separated by spaces.
- I am beginning to have an awareness of how capital letters and full stops demarcate sentences.
- I am beginning to ask and answer questions to clarify my understanding.
- I can respond to what I hear, read and see.
- I can talk about what I hear, read or see and express simple opinions.

- I can experiment with newly-learned vocabulary.

Welsh in English Medium Settings/Schools/Streams

- I can recognise and follow information and simple instructions about familiar topics and routines.
- I can listen to others with growing attention.
- I am beginning to recognise and read high-frequency words that I encounter.
- I can use context and pictures to help me understand words.
- I can experiment with newly-learned vocabulary.

British Sign Language (BSL)

- I am beginning to distinguish between phonologically similar signs.
- I am beginning to recognise some BSL lip patterns and mouthings.
- I can understand a range of signs across different contexts.
- I can experiment with vocabulary.
- I can recognise differences in signs and differences in non-manual features that show affirmation, negation and questions.
- I can recognise non-manual features in emotion signs.
- I am beginning to recognise fingerspelled words, particularly for familiar names.
- I can recognise and follow multi-step instructions about familiar topics and routines.
- I can engage with BSL users with growing attention, making good use of eye contact.
- I can follow storytelling and descriptions of past events.

Progression Step 2

- I can listen to, understand and communicate the general meaning of what I hear.
- I can listen to, understand and later recall what I have heard.

- I can understand information about a variety of topics, identifying main points.
- I can understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.
- I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts.
- I can listen to others and understand that they may have a different perspective from my own.
- I can use grapheme-phoneme correspondences when reading.
- I can use a range of strategies to read with increasing fluency.
- I can read different texts using a range of strategies to make meaning.
- I can recognise the features of different types of texts and use appropriate language to talk about them.
- I can find and use information from different materials that I read.
- I can infer meaning from text and images.
- I can read aloud with expression, paying attention to punctuation.
- I can respond to what I hear, read and see, asking questions and showing my understanding.
- I can develop my vocabulary through listening and reading and use these new words in a variety of contexts.

Welsh in English Medium Settings/Schools/Streams

- I can listen to, understand and later recall what I have heard.
- I can understand information about a variety of topics.
- I can use a variety of cues to predict the general meaning in a variety of spoken contexts.
- I can listen, understand and respond to a range of questions and multi-step instructions in a variety of familiar contexts.
- I can listen to others and understand that they may have a different perspective from my own.
- I can use grapheme-phoneme correspondences when reading.
- I can use a range of strategies to read with increasing fluency.

- I can read different texts using a range of strategies to make meaning.
- I can find and use information from different materials that I read.
- I can infer meaning from text and images.
- I can read aloud with expression, paying attention to punctuation.
- I can develop my vocabulary and pronunciation through listening and reading, and can use these new words.

British Sign Language (BSL)

- I can recognise similarities in meaning across signs that share features, for example handshape and location.
- I can recognise signs, including those for verbs associated with cognition (for example 'think', 'know', 'understand', 'sense') and signs that express time references and abstract concepts.
- I understand how individual signs can be modified to change meaning.
- I can develop my vocabulary through interaction with other BSL users and with BSL texts, and use these new signs in a variety of contexts.
- I can understand signs, including signs that time relations, abstract concepts and verbs associated with cognition, and signs associated with feelings.
- I can understand how both manual and non-manual features can be used to modify the meanings of individual signs.
- I can understand the use of manual and non-manual features, for example to show prominence.
- I can understand the use of manual and non-manual modifiers.
- I can understand the difference between signs and fingerspelling and that fingerspelled letters represent letters in written words.
- I can recognise fingerspelled words for names and places.
- I can understand the gist of what is being signed.
- I can understand information about a variety of topics, identifying main points.
- I can understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.

- I can use context and cues to help me understand BSL in a range of familiar and unfamiliar contexts.
- I can engage with others and recognise that they may have a different perspective from my own.
- I can infer meaning.
- I can follow narratives and descriptions of past events, including some authentic narratives, for longer periods of time.

International Languages

- I have heard international languages being used.

Progression Step 3

- I can listen to, understand and later recall in greater detail the general meaning of what I have heard.
- I can listen to and understand information about a variety of topics, summarising the main points.
- I can listen to, identify and use cues to understand the general meaning and implied ideas.
- I can listen empathetically to different people's viewpoints on various subjects.
- I can read texts, choosing strategies which best help me understand them; these strategies may include working across my languages.
- I can compare different things I read.
- I can use inference and deduction to understand texts and can consider the reliability of what I read.
- I can listen and read to gain an understanding of how grammar and punctuation affect meaning.
- I can read empathetically to identify different people's viewpoints on various subjects.
- I can listen and read to build my vocabulary, develop my pronunciation and sentence structures and use these in my own communication.

Welsh in English Medium Settings/Schools/Streams

- I can understand the general meaning of what I hear and can communicate it in my language of choice.
- I can listen to and understand information about a variety of topics, recall it and summarise the main points in my language of choice.
- I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts.
- I can listen and read empathetically, recognising the differing perspectives of others.
- I can read texts, choosing strategies which best help me understand them.
- I can compare different things I read.
- I can use inference and deduction to understand a text.
- I can listen and read, showing awareness of how grammar and punctuation affect meaning.
- I can develop my vocabulary and pronunciation through listening and reading, and use new words and phrases in a variety of contexts.

British Sign Language (BSL)

- I can understand when phonology is being used creatively in BSL literature.
- I can understand some regional BSL variants, such as signs for colours and numbers.
- I can engage with other BSL users and with BSL texts to build my vocabulary and to develop my understanding of BSL grammar.
- I can understand an increasing range of general and subject-specific vocabulary.
- I can understand increasingly complex morphological constructions, including non-manual features and modifications to speed and duration of signs that add to or alter meaning.
- I can recognise and understand common patterns in fingerspelling.
- I can understand and later respond to questions about a BSL text.

- I can understand information in BSL about a variety of topics, summarising the main points.
- I can engage empathetically with different people's viewpoints on various subjects.
- I can use inference and deduction to understand BSL texts and to consider their reliability.
- I can follow more complex narratives that incorporate role shift and different referents.

International Languages

- I can recognise high-frequency words and phrases and understand the general meaning in what I hear, read and see.
- I can listen and read empathetically, recognising the differing opinions of others.
- I can listen and read to build a bank of words and sentences and use these to improve my own communication.
- I can listen and read to gain an understanding of how grammar and punctuation affect meaning.

Progression Step 4

- I can understand and analyse general meaning and implied ideas.
- I can listen empathetically to different people's viewpoints on various subjects, using them to arrive at my own conclusions.
- I can read a range of texts, choosing strategies to understand them, and to improve my own expression and communication.
- I can employ a range of strategies to summarise, synthesise and analyse information to gain in-depth understanding of texts.
- I can use inference and deduction to understand more complex texts and can consider the reliability and impact of what I read.
- I can listen and read to build on my understanding of how grammar and punctuation shape sentences and whole texts.

- I can read empathetically to identify different people's viewpoints on various subjects, using them to arrive at my own conclusions.
- I can listen and read to consolidate and develop my vocabulary and sentence structures and use what I learn accurately in my own communication.

Welsh in English Medium Settings/Schools/Streams

- I can listen and use cues to understand the general meaning of what I have heard and can summarise in my language of choice.
- I can listen and read empathetically and reflect on different people's perspectives to help inform my own thinking.
- I can read a range of texts, choosing strategies to understand them, and to improve my own expression and communication.
- I can employ a range of strategies to recognise and predict the general meaning across a wide range of texts.
- I can use inference and deduction to understand more complex texts and can consider the reliability of what I read.
- I can listen and read to build on my understanding of how grammar and punctuation shape sentences and whole texts.
- I can listen and read to build my vocabulary, develop my pronunciation and sentence structures, and use these in my own communication across a range of contexts.

British Sign Language (BSL)

- I understand a wide range of regional BSL variants.
- I can engage with BSL communication and BSL texts to consolidate and develop my BSL vocabulary and grammar.
- I can understand a range of general and subject-specific vocabulary.
- I can identify signs derived from fingerspelled forms.
- I can understand fingerspelling at a natural speed.
- I can understand and analyse the general meaning and implied ideas in BSL texts.

- I can engage empathetically with different people's viewpoints on various subjects, using them to arrive at my own conclusions.
- I can use inference and deduction to understand more complex BSL texts and can consider their reliability and impact.
- I can follow authentic narratives and descriptions of past events.

International Languages

- I can employ a range of strategies to recognise and predict the general meaning across a wide range of texts.
- I can listen and read empathetically to gain different people's perspectives on various subjects.
- I can listen and read to increase my vocabulary and can vary my sentence structures to improve my own communication.
- I can listen and read to build on my understanding of how grammar and punctuation shape sentences and whole texts.

Progression Step 5

- I can understand and evaluate what I hear and read in different contexts across a wide range of language.
- I can listen empathetically, respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.
- I can employ a range of strategies to recognise and predict the meaning across a wide range of texts and from this enhance my own expression and communication.
- I can use inference and deduction to gain in-depth understanding of complex texts, and can evaluate the reliability, validity and impact of what I read.
- I can use my knowledge of word construction, grammar, including syntax, and text organisation to support my understanding of what I hear and read.

- I can read empathetically to respect and critically evaluate different people's perspectives, using them to arrive at my own considered conclusions.
- I can listen and read to build an extensive range of general and specific vocabulary, and I can use them with precision in different contexts.

Welsh in English Medium Settings/Schools/Streams

- I can understand and evaluate what I hear and read in different contexts across a wide range of language.
- I can listen and read empathetically respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.
- I can employ a range of strategies to summarise, synthesise and analyse information to gain greater understanding of texts and to enhance my own expression and communication.
- I can use inference and deduction to gain understanding of complex texts, and can evaluate the reliability and impact of what I read.
- I can use my knowledge of word construction, grammar including syntax, and text organisation to support my understanding of what I hear and read.
- I can listen and read to consolidate and develop my vocabulary and sentence structures and use these accurately in my own communication across a wide range of contexts.

British Sign Language (BSL)

- I can engage with BSL communication and BSL texts to build an extensive range of general and subject-specific vocabulary, which I can use with precision in different contexts.
- I can understand complex subject-specific vocabulary and sophisticated use of vocabulary more generally.
- I can understand and evaluate signed communication and BSL texts in different contexts across a wide range of language varieties and registers.

- I can engage empathetically with other BSL users, respecting and critically evaluating different people's perspectives before arriving at my own considered conclusions.
- I can use inference and deduction to gain in-depth understanding of complex BSL texts, and can evaluate their reliability, validity and impact.
- I can understand long and complex narratives across many different genres.

International Languages

- I can employ a range of strategies to recognise and predict the general meaning across a wide range of texts and can understand implied ideas.
- I can listen and read empathetically to gain different people's perspectives on various subjects, using them to inform my own thinking.
- I can listen and read to enhance my range of language and to improve my own expression and communication.
- I can use my knowledge of word construction, grammar, including syntax, and text organisation to support my understanding of what I hear and read.

Statement of What Matters:

Expressing ourselves through languages is key to communication

Descriptions of Learning:

Progression Step 1

- I can produce many speech sounds accurately.
- I can communicate meaning using extended speech and/or gesture.
- I am beginning to use appropriate language to talk about events in the past and future.
- I am beginning to take turns in conversations, following the topic.
- I am beginning to ask and answer questions to clarify my understanding.
- I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts.
- I am beginning to form letters correctly using an appropriate grip.
- I am beginning to write using familiar words and phrases.
- I can write words and phrases by using knowledge of letters and the sounds they represent.
- I have an awareness of how words are separated by spaces.
- I am beginning to have an awareness of how capital letters and full stops demarcate sentences.
- I can share ideas and feelings and express what I like and dislike.
- I can describe objects and events, building and extending my vocabulary.
- I am beginning to understand that writing can be for different purposes and audiences.
- I can contribute to shared writing for different audiences and purposes.
- I am beginning to communicate using text, image, sound, animation and video.
- I can use familiar words and phrases and experiment with newly-learned vocabulary.

Welsh in English Medium Settings/Schools/Streams

- I can produce many speech sounds accurately.
- I can choose to talk with my peers in Welsh.
- I can communicate meaning through speech and gesture.
- I am beginning to ask and answer questions.
- I can contribute to shared writing for different audiences and purposes.
- I am beginning to communicate using text, image, sound, animation and video.
- I am beginning to express my feelings.
- I can use familiar words and phrases and experiment with newly-learned vocabulary.

British Sign Language (BSL)

- I am beginning to form signs correctly.
- I can describe objects and events, building and extending my vocabulary.
- I am beginning to use the non-manual features of individual signs consistently.
- I am beginning to use signs to indicate time.
- I am beginning to use fingerspelled signs, for example for familiar names.
- I can combine signs to form sentences.
- I can ask questions, using manual and non-manual features.
- I am beginning to show negation and affirmation using manual and non-manual features.
- I am beginning to modify spatial verbs to show movement or manner.
- I can use directional verb agreement.
- I can use a range of handling classifiers.
- I am beginning to use size and shape specifiers.
- I can use classifier repetition or numbers to show plurals.

- I am beginning to take turns in conversation, following the topic and following appropriate Deaf cultural norms (for example for gaining attention and giving feedback).
- I am beginning to ask and answer questions.
- I can share ideas and feelings, and express what I like and dislike.
- I am beginning to use digital technology to communicate.

Progression Step 2

- I can speak clearly, varying expression and gestures to communicate my ideas.
- I can use single and multi-clause sentences, making choices to meet the intended audience and purpose.
- I can communicate using an increasingly varied and precise vocabulary.
- I can use single and multi-clause sentences.
- I can vary the types of sentences I use in my spoken language.
- I can review my work and am beginning to use a range of familiar strategies and tools to improve my speaking and writing.
- I can explain where and why I have made any changes or corrections.
- I can adopt a range of roles and manage my contributions appropriately.
- I can change how I communicate, depending on where I am and who I am with.
- I can use spoken language for different purposes.
- I can ask and answer questions and exchange ideas and information.
- I can write legibly.
- I can spell common irregular words correctly.
- I can use my knowledge of letter sounds and patterns accurately in my spelling.
- I can attempt to spell more difficult words plausibly using a range of strategies.
- I can use familiar punctuation.

- I can explain information and share ideas, opinions and feelings using relevant vocabulary.
- I can talk to plan writing and write for different purposes and audiences.
- I can organise my writing into a logical sequence.
- I can write using an increasingly imaginative, varied and precise vocabulary.

Welsh in English Medium Settings/Schools/Streams

- I can speak with expression and using gestures to communicate my ideas.
- I can communicate using an increasingly varied vocabulary.
- I am beginning to use appropriate language to talk about events in the past and future.
- I can review my work and am beginning to use a range of familiar strategies and tools to improve my speaking and writing.
- I can adopt a range of roles and manage my contributions appropriately.
- I can change how I communicate, depending on where I am and with whom.
- I can use spoken language for different purposes.
- I can ask and answer questions and exchange ideas and information.
- I can spell high-frequency words correctly.
- I can use my knowledge of letter sounds and patterns to support my spelling.
- I can talk in my language of choice to plan writing for different purposes and audiences.
- I can share ideas, and express opinions and feelings using relevant vocabulary.
- I can describe events, building and extending my vocabulary.
- I can use an increasingly imaginative and varied vocabulary.

British Sign Language (BSL)

- I can articulate BSL signs and individual fingerspelled letters correctly.

- I can accurately articulate numerals.
- I can use increasingly varied and imaginative vocabulary.
- I can vary the meaning by including non-manual features.
- I can use signs that have directly associated lip patterns or mouthings.
- I can fingerspell accurately at my own pace.
- I can use single and multi-clause sentences.
- I can use manual and non-manual features to modify spatial verbs in order to show manner and/or movement.
- I can show consistency in referent location.
- I can link sentences to develop meaning and to build a whole BSL text.
- I can indicate when things happen in the past, the present and the future through use of signing space and timelines.
- I can use both hands to represent verbs happening simultaneously.
- I can use size and shape specifiers, and whole entity classifiers.
- I can sign clearly, using appropriate expression and non-manual features to communicate my ideas.
- I can use single and multi-clause sentences, making choices to meet the intended audience and purpose.
- I can review my signing and modify it to improve my BSL narratives.
- I can vary how I communicate depending on context and audience.
- I can ask and answer questions, and exchange ideas and information.
- I can use familiar strategies to engage in conversations effectively.
- I can explain information and share ideas, opinions and feelings.
- I can plan and organise my BSL narratives in a logical sequence for different purposes and audiences.

International Languages

- I have experienced opportunities to use international languages.

Progression Step 3

- I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.
- I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.
- I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication.
- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.
- I can write legibly and fluently.
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.
- I can use familiar idiomatic language and appropriate register in my communication.

Welsh in English Medium Settings/Schools/Streams

- I can use and adapt familiar language, varying vocabulary and tone to suit the audience.
- I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself.
- I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication.
- I can explain in my language of choice where and why I have made any changes or corrections.
- I can respond to others' points of view.
- I can attempt to spell more difficult words plausibly using a range of strategies.
- I can plan and write for different purposes and audiences.
- I can organise my writing into a logical sequence.

- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.
- I can use familiar idiomatic language and appropriate register in my communication.

British Sign Language (BSL)

- I can adapt and manipulate language and make appropriate choices about vocabulary in order to express myself with fluency and clarity.
- I can use BSL variants from other regions, as appropriate for the audience.
- I can fingerspell accurately and at a natural pace.
- I can topicalise through use of manual and non-manual features.
- I can express aspect through a variety of grammatical devices.
- I can use body part classifiers.
- I can select appropriate language for different audiences and purposes.
- I can reflect on my signing and use a range of strategies to improve my BSL across different registers and contexts.
- I can explain where and why I have made changes or corrections in a BSL text.
- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have understood.
- I can use a variety of strategies to engage in conversation effectively.
- I can interact with others, communicating my thoughts, feelings and opinions, showing empathy and respect.
- I can use familiar idiomatic language and appropriate register in my communication.

International Languages

- I can communicate using familiar phrases and sentences.
- I am beginning to reflect on my language use in order to improve the quality of my communication.

- I am beginning to interact with others, sharing information, feelings and opinions.
- I can construct my own sentences using the vocabulary and patterns I have learnt.

Progression Step 4

- I can select and adapt the appropriate language for a range of audiences and purposes, conveying meaning effectively to the audience.
- I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself with fluency, clarity and accuracy.
- I can reflect on my use of strategies to improve the quality, accuracy and effects of my spoken, written and visual communication.
- I can respond to others' points of view, summarising and evaluating what I have heard, read or seen, structuring arguments and challenging what others say with confidence and sensitivity.
- I can share my thoughts, feelings and opinions with others using a range of techniques for different effect and showing empathy and respect.
- I can choose idiomatic language and appropriate register in my communication to enrich my expression.

Welsh in English Medium Settings/Schools/Streams

- I can select and adapt the appropriate language for a range of audiences and purposes, conveying meaning effectively to the audience.
- I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself.
- I can reflect on my use of strategies to improve the quality, accuracy and effects of my spoken, written and visual communication.
- I can respond to others' points of view by seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.
- I can share my thoughts, feelings and opinions with others using a range of techniques for different effect and showing empathy and respect.

- I can choose idiomatic language and appropriate register in my communication to enrich my expression.

British Sign Language (BSL)

- I can make informed choices about vocabulary in order to express myself with fluency, clarity and accuracy.
- I can use appropriate fingerspelling patterns and fingerspelled signs.
- I can use a wide variety of manual and non-manual features, including temporal features, to emphasise meaning.
- I can use classifiers as spatial verbs.
- I can use appropriate language for a range of contexts, registers, audiences and purposes, conveying meaning effectively.
- I can reflect on my use of strategies to improve my BSL across different genres.
- I can respond to others' points of view, summarising and evaluating what I have understood, structuring arguments and challenging what others say, with confidence and sensitivity.
- I can share my thoughts, feelings and opinions with others, using a range of techniques to create different effects and showing empathy and respect.
- I can choose idiomatic language and appropriate register in my communication in order to enrich my expression.

International Languages

- I can convey meaning by using vocabulary and language patterns that I have learned, and can apply them to new situations.
- I can reflect on my language use and can apply familiar strategies to improve the quality of my spoken, written and visual communication.
- I can express and justify my thoughts and ideas. I can interact with others, sharing my points of view with empathy and respect.

- I can adapt and manipulate language to build sentences, using increasingly varied vocabulary.

Progression Step 5

- I can convey meaning convincingly in a range of contexts so that the audience is fully engaged.
- I can make informed choices about vocabulary and grammar to enhance my communication skills.
- I can reflect critically on my use of language and can consider the effects of my spoken, written and visual communication objectively.
- I can evaluate and respond critically to what I have heard, read or seen.
- I can communicate my thoughts, feelings and opinions in challenging and contentious contexts showing empathy and respect.
- I can use sophisticated idiomatic language and appropriate register in a range of contexts.

Welsh in English Medium Settings/Schools/Streams

- I can convey meaning convincingly in a range of contexts so that the audience is fully engaged.
- I can make informed choices about vocabulary and grammar to enhance my communication skills.
- I can reflect critically on my use of language and can consider the effects of my spoken, written and visual communication objectively.
- I can respond to others' points of view, summarising and evaluating what I have heard, read or seen, structuring arguments and challenging what others say with confidence and sensitivity.
- I can communicate my thoughts, feelings and opinions in challenging and contentious contexts showing empathy and respect.
- I can use idiomatic language and appropriate register to enhance my expression in a range of contexts.

British Sign Language (BSL)

- I can make informed choices and use vocabulary to enhance my communication skills.
- I can use complex spatial verbs and classifiers appropriately.
- I can reflect critically on my use of language and objectively consider the impact of my BSL across different genres.
- I can evaluate and respond critically to BSL conversations and texts.
- I can communicate my thoughts, feelings and opinions in challenging and contentious contexts, showing empathy and respect.
- I can use sophisticated idiomatic language and appropriate register in a range of contexts.

International Languages

- I can select the appropriate range and register for different audiences and purposes, varying my language to engage the audience.
- I can reflect critically on my language use and can make informed choices about vocabulary, idiomatic language and syntax in order to express myself with clarity.
- I can respond to and challenge others' points of view, seeking clarity and structuring arguments.
- I can communicate my thoughts, feelings and opinions in contentious contexts showing empathy and respect.
- I can use my knowledge of grammar, including syntax, and a wide range of vocabulary, to enhance my independent communication.

Statement of What Matters:

Literature fires imagination and inspires creativity.

Descriptions of Learning:

Progression Step 1

- I can join in with familiar songs, rhymes, stories and poems.
- I can retell stories.
- I can respond creatively to the range of literature I hear, read or view.
- I can use familiar words and phrases and experiment with newly-learned vocabulary.
- I can respond to what I hear, read and view and can express simple opinions on it.
- I am beginning to ask and answer questions to clarify my understanding.

Welsh in English medium settings/schools/streams

- I have experienced literature.
- I can join in with familiar songs, rhymes, stories and poems.
- I am beginning to respond to literature I hear and view.
- I can use familiar words and phrases and experiment with newly-learned vocabulary.
- I am beginning to respond to what I hear and view.

British Sign Language (BSL)

- I can tell short, simple stories in BSL.
- I can respond creatively to a range of BSL literature.
- I can use familiar signs and phrases and experiment with newly learned vocabulary.
- I am beginning to represent different characters in my narratives.
- I am beginning to modify my signing to enhance my narratives.
- I can understand and recognise roles and characters in narratives that use constructed action.
- I can respond to BSL literature and can express simple opinions on it.
- I am beginning to ask and answer questions to clarify my understanding of BSL literature.

Progression Step 2

- I can listen to and remember poetry, drama and prose.
- I can retell stories creatively.
- I can use my imagination to respond to and adapt literature to create my own work.
- I can use my imagination to create my own literature.
- I can respond to what I hear, read, and view, asking questions and showing my understanding.
- I can recognise the features of different types of literature and use appropriate language to talk about them.
- I am beginning to show empathy with characters in literature.

Welsh in English Medium Settings/Schools/Streams

- I have experienced a range of literature.
- I can listen to and remember poetry, drama and prose.
- I can retell stories.
- I can use my imagination to respond to and adapt literature.
- I can use my imagination to create my own literature.
- I can respond to what I hear, read and view and express opinions in my language of choice.
- I am beginning to ask and answer questions to clarify my understanding.

British Sign Languages (BSL)

- I can join in with familiar stories and poems and can respond to BSL humour and Deaf humour.
- I can watch and comment on BSL poetry, drama, prose, as well as on visual vernacular.
- I can tell my own BSL stories and creatively retell familiar stories.
- I can use my imagination to respond to and adapt BSL literature to create my own work.
- I can use my imagination to create my own BSL literature.

- I can understand and use BSL for creative purposes such as dramatic effect.
- I can consistently represent different characters through use of constructed action.
- I can respond to BSL literature, asking questions and showing my understanding.
- I can recognise the features of different types of BSL literature and use appropriate language to talk about them.
- I am beginning to show empathy with characters in BSL literature.

International Languages

- I have experienced literature from other cultures and in international languages.

Progression Step 3

- I can comment on literature and make connections between what I hear, read and view.
- I can use my knowledge of writing styles and the features of different literary genres to create my own work.
- I can use my imagination and experiment with language to create my own literature.
- I can consider the plot, character, theme and context of literature I experience supporting my ideas and opinions with evidence from the literature.
- I can make connections between what I hear, read and view.
- I can show empathy when responding to literature and understand that others may have different views from mine.

Welsh in English Medium Settings/Schools/Streams

- I can listen to and remember poetry, drama and prose and can adapt them creatively.

- I can retell stories creatively.
- I can use my imagination to respond to literature.
- I can respond to what I hear, read and view expressing opinions and showing my understanding in my language of choice.
- I can use my imagination and can experiment with language to create my own literature.
- I can respond to what I hear, read and view, asking questions to show my understanding.
- I can recognise the features of different types of literature and use appropriate language to talk about them.
- I am beginning to show empathy with characters in literature.

British Sign Language (BSL)

- I can comment on BSL literature and make connections between different BSL texts.
- I can use my knowledge of BSL styles and genres, including comedy, poetry, prose and visual vernacular, to create my own work.
- I can retell extended BSL stories, maintaining referents and character.
- I can use my imagination and experiment with language to create BSL literature.
- I can produce fully developed narratives.
- I can understand and use a wide range of BSL for creative purposes.
- I can use constructed action creatively and for extended narratives.
- I can consider the plot, character, theme and context of BSL literature, supporting my ideas and opinions with evidence from the literature.

- I can show empathy when responding to BSL literature and understand that others may have different views from mine.

International Languages

- I can join in with familiar songs, rhymes, stories and poems.
- I can respond creatively in my language of choice to literature in the international language.
- I can use familiar words and phrases and experiment with newly-learned vocabulary to create work in the international language.
- I can express my opinions in my language of choice supporting my views with examples from the literature I have heard, read or viewed in the international language.
- I can show empathy when responding to literature and understand that others may have different views from my own.

Progression Step 4

- I can explore a wide range of genres, experimenting with language choices and techniques for my own creative purposes.
- I can use my imagination and experiment with different creative forms and techniques to create my own literature.
- I can explore, analyse and compare key ideas using relevant terminology, supporting my views with relevant textual detail.
- I can appreciate literature, showing empathy and understanding that literature can be interpreted differently.

Welsh in English Medium Settings/Schools/Streams

- I can use my knowledge of writing styles and the features of different literature to create my own work.

- I can use my imagination and can experiment with different creative forms and techniques to create my own literature.
- I can consider the plot, character, theme and context of the literature I experience, supporting my ideas and opinions with evidence from the text.
- I can make connections between what I hear, read and view.
- I can show empathy when responding to literature and understand that others may have different views from my own.

British Sign Language (BSL)

- I can explore a wide range of BSL genres, experimenting with language choices and devices (including classifiers and constructed action) for my own creative purposes.
- I can use my imagination and experiment with different creative forms and techniques to create my own BSL literature.
- I can use separate story and narrator space.
- I can use constructed action creatively, incorporating increasingly complex placements and referents.
- I can explore, analyse and compare key ideas, using relevant terminology and supporting my views with relevant textual detail.
- I can appreciate BSL literature, showing empathy and recognising that literature can be interpreted differently by different people.

International Languages

- I can listen to and remember short excerpts from literature in the international language, and can retell in my language of choice what I have heard, read or seen using my imagination.
- I can use my imagination and experiment with language to create my own literature in the international language.
- I can recognise the features of different genres responding in my language of choice to what I have heard, read, or viewed in the international language, asking and answering questions to gain an understanding.

- I can express my opinions in my language of choice on what I have heard, read or viewed in the international language, showing empathy and consideration of others' views.

Progression Step 5

- I can engage with a wide range of literary genres in depth in order to explore and craft my own work.
- I can experiment with and craft my own literature.
- I can critically evaluate key concepts and the impact of language choices and techniques on the reader/viewer using an assured selection of relevant textual detail.
- I can appreciate literature, showing empathy when evaluating different interpretations of literature, including my own.

Welsh in English Medium Settings/Schools/Streams

- I can explore a wide range of literature experimenting with language choices and techniques for my own creative purposes.
- I can experiment with and craft my own literature.
- I can explore, analyse and compare key ideas using relevant terminology, supporting my views with relevant textual detail.
- I can appreciate literature showing empathy and understanding that literature can be interpreted differently.

British Sign Language (BSL)

- I can engage with a wide range of BSL literary genres in depth in order to explore and craft my own work.
- I can express fine nuances of mood, character and viewpoint in the BSL literature I create.
- I can critically evaluate key concepts, as well as the impact of language choices and techniques on the viewer, using an assured selection of relevant textual detail.

- I can appreciate BSL literature, showing empathy when evaluating different interpretations.

International Languages

- I can respond creatively and critically in my language of choice to the main features of what I have heard, read or seen in the international language.
- I can use my imagination and experiment with different creative forms and techniques to create my own literature in the international language.
- I can explore and analyse what I have heard, read or viewed in the international language and compare it with my own culture and experiences, communicating this in my language of choice.
- I can express and justify my opinions in my language of choice on what I have heard, read or viewed in the international language, showing empathy and explaining others' views.