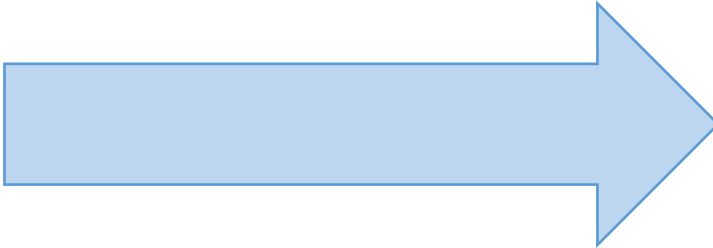



Curriculum for Wales	AoLE Focus	Languages, Literacy and Communication (English)
	Our School Curriculum Vision	Within the Taff Bargoed Learning Partnership, our learners will be provided with learning experiences, through high quality teaching, that will enable them to achieve their potential within literacy their skills. Our learners will experience a sense of pride and achievement as they decode, blend and build words to read, discover different language strategies, and apply their skills independently through authentic contexts. Our learners will gain a deep understanding of the subject, explored through a range of concepts/contexts, which ensures they fully understand and engage with what they are learning, and develop as literate individuals, able to apply their skills in their everyday lives.
	Progression Step	3
Knowledge – ‘Learn ABOUT’		Experience – ‘Learn FROM’
Within our Curriculum, a focus is given to Pupil interest in contributing to the learning that is taking place, in order to develop a child-centred approach. However there is a range of expected knowledge that we aim to develop Pupils Skills through.		Pupils will be provided with an opportunity to experience:-
<b>In Year 5, Pupils will learn about...</b> <p><b>ORACY</b></p> <ul style="list-style-type: none"> <li>Engage as individuals and in groups, talking to different audiences, including friends, the class, teachers, practitioners and other familiar adults, and visitors</li> <li>Talk/communicate, spontaneously and through structured activities, for a variety of purposes, including: <ul style="list-style-type: none"> <li>Repeating rhymes and poems, sometimes from memory</li> <li>Telling and retelling stories, both real and imagined</li> <li>Talking of matters of immediate and personal interest</li> <li>Discussing information texts</li> <li>Asking and answering questions</li> <li>Expressing thoughts, ideas and feelings, likes, dislikes and needs</li> <li>Expressing opinions</li> <li>Predicting outcomes and discussing possibilities.</li> </ul> </li> <li>Extend their vocabulary through activities that encourage their interest in words</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Hear lively readings from a variety of sources</li> <li>Be introduced extensively to books, stories and words around them</li> <li>Read individually and collaboratively</li> <li>Read aloud their own work and other texts to different audiences</li> <li>Experience and respond to a wide range of print and fonts that include: <ul style="list-style-type: none"> <li>Picture books, plays, stories with familiar settings, those based on imaginary or fantasy worlds, retellings of traditional folk tales and fairy stories, poems and chants, including those with patterned and predictable language that are challenging in length or vocabulary</li> </ul> </li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Write independently and collaboratively in response to a variety of stimuli, on subjects that are of interest and importance to them, including stories, poems, class activities and personal experiences</li> <li>Explore the key features of specific genres, both fictional and non-fictional, including; <ul style="list-style-type: none"> <li>Recount:- Diary</li> <li>Explanation Tests:- Fact Files, Autobiographies</li> <li>Instructions:- Websites, instructions</li> <li>Discussion:- Debating</li> <li>Persuasion:- Leaflet, Letter</li> <li>Reports:- Newspaper, TV report</li> <li>Poetry &amp; Plays:- Script Writing, Cinquain, Poetry in the Style of a famous poet</li> </ul> </li> <li>Opportunities to write creatively at length, using a range of stimuli, including; <ul style="list-style-type: none"> <li>Stories from other Cultures</li> <li>Myths and Legends</li> <li>Stories by Significant Children’s Authors</li> </ul> </li> </ul>		<b>ORACY</b> <ul style="list-style-type: none"> <li>see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard</li> <li>increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages</li> <li>respond orally to a variety of stimuli and ideas, including written and dynamic texts, e.g. paintings, music, film, still and moving images</li> <li>communicate for a range of purposes,</li> <li>speak and listen individually, in pairs, in groups and as members of a class</li> <li>use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate</li> <li>present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults</li> <li>listen and view attentively, responding to a wide range of communication</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses.</li> <li>read individually and collaboratively</li> <li>read for different purposes,</li> <li>Develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>write for a variety of purposes</li> <li>utilise a variety of structures to plan writing and ideas</li> <li>write in a range of continuous and non-continuous texts in a variety of forms</li> <li>write for a range of authentic audiences, real or imagined,</li> <li>produce poetic writing, using imagery and poetic devices,</li> <li>use a wide range of written and dynamic stimuli,</li> <li>use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others.</li> </ul>
<b>In Year 6, Pupils will learn about...</b> <p><b>ORACY</b></p> <ul style="list-style-type: none"> <li>Engage as individuals and in groups, talking to different audiences, including friends, the class, teachers, practitioners and other familiar adults, and visitors</li> <li>Talk/communicate, spontaneously and through structured activities, for a variety of purposes, including: <ul style="list-style-type: none"> <li>Repeating rhymes and poems, sometimes from memory</li> <li>Telling and retelling stories, both real and imagined</li> <li>Talking of matters of immediate and personal interest</li> <li>Discussing information texts</li> <li>Asking and answering questions</li> <li>Expressing thoughts, ideas and feelings, likes, dislikes and needs</li> <li>Expressing opinions</li> <li>Predicting outcomes and discussing possibilities.</li> </ul> </li> <li>Extend their vocabulary through activities that encourage their interest in words</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Hear lively readings from a variety of sources</li> <li>Be introduced extensively to books, stories and words around them</li> <li>Read individually and collaboratively</li> <li>Read aloud their own work and other texts to different audiences</li> <li>Experience and respond to a wide range of print and fonts that include: <ul style="list-style-type: none"> <li>Picture books, plays, stories with familiar settings, those based on imaginary or fantasy worlds, retellings of traditional folk tales and fairy stories, poems and chants, including those with patterned and predictable language that are challenging in length or vocabulary</li> </ul> </li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Write independently and collaboratively in response to a variety of stimuli, on subjects that are of interest and importance to them, including stories, poems, class activities and personal experiences</li> <li>Explore the key features of specific genres, both fictional and non-fictional, including; <ul style="list-style-type: none"> <li>Recount:- Diary</li> <li>Explanation Tests:- Encyclopaedia Entry, Autobiographies &amp; Biographies</li> <li>Instructions:- Websites, instructions</li> <li>Discussion:- Balanced Arguments</li> <li>Persuasion:- Adverts</li> <li>Reports:- Newspaper</li> <li>Poetry &amp; Plays:- Play Scripts, Narravtive Poetry, Free Verse</li> </ul> </li> <li>Opportunities to write creatively at length, using a range of stimuli, including; <ul style="list-style-type: none"> <li>Stories from another Cultures</li> <li>Suspense Story</li> <li>Portal Story</li> <li>Dilemma Story</li> </ul> </li> </ul>		

SKILLS – ‘Learn TO’					
LNF Links		N/A			
Through our Curriculum for LLC, our pupils will develop as <b>Ambitious, Capable Learners</b> , <b>Healthy confident Individuals</b> , <b>Ethical, informed Citizens</b> & <b>Enterprising, Creative contributors</b> . Enrichment and Experiences within this AoLE, at our School, will include opportunities for Pupils to;					
WMS		Descriptions of Learning	What this looks like in <b>YEAR 5:</b>	What this looks like in <b>YEAR 6:</b>	On to <b>YEAR 7</b>
Languages connect Us	Through opportunities to;	3.1 I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.	<ul style="list-style-type: none"><li>Begin to appreciate that different countries around the world will have their own culture and heritage, and that language forms a part of this culture.</li></ul>	<ul style="list-style-type: none"><li>Understand that different countries around the world will have their own culture and heritage, and that language forms a part of this culture.</li></ul>	
		3.2 I can communicate in a growing range of languages.	<ul style="list-style-type: none"><li>Develop an increasing confidence in using a language, additional to their own</li></ul>	<ul style="list-style-type: none"><li>Develop an increasing confidence in using a language, additional to their own</li></ul>	
		3.3 I can recognise and discuss connections, commonalities and differences between the languages I speak and those that I am learning.	<ul style="list-style-type: none"><li>Begin to understand the links between symbols and sounds, including the use of phonics as a way of being able to read and write.</li><li>Understand that not all countries and cultures use the same symbols in communicating</li><li>Identify similarities and difference in the way the communicate</li></ul>	<ul style="list-style-type: none"><li>Understand the links between symbols and sounds, including the use of phonics as a way of being able to read and write.</li><li>Understand that not all countries and cultures use the same symbols in communicating</li><li>Identify similarities and difference in the way the communicate</li></ul>	
		3.4 I can understand how and why languages have evolved and are continually evolving.	<ul style="list-style-type: none"><li>Explore history of communication including the development of writing and recording</li></ul>	<ul style="list-style-type: none"><li>Explore history of communication including the development of writing and recording</li></ul>	
		3.5 I can recognise and respect different accents and <i>dialects</i> .	<ul style="list-style-type: none"><li>Appreciate that depending where you are from, dialects and accents change; even within a country, as well as externally to a country</li></ul>	<ul style="list-style-type: none"><li>Appreciate that depending where you are from, dialects and accents change; even within a country, as well as externally to a country</li></ul>	
		3.6 I can receive information in one language and adapt it for various purposes in another language.	<ul style="list-style-type: none"><li>Explore different strategies and resource to translate a language other than their own</li></ul>	<ul style="list-style-type: none"><li>Explore different strategies and resource to translate a language other than their own</li></ul>	

LNF Links		Speaking & Listening			
Within our Curriculum for <b>LLC</b> , our pupils will develop as <b>Ambitious, Capable Learners</b> , <b>Healthy confident Individuals</b> , <b>Ethical, informed Citizens</b> & <b>Enterprising, Creative contributors</b> . Enrichment and Experiences within this AoLE, at our School, will include opportunities for;					
What Matters Statement		Descriptions of Learning	What this looks like in <b>YEAR 5</b> :	What this looks like in <b>YEAR 6</b> :	On to <b>YEAR 7</b>
Understanding languages is key to understanding the world around us.	Through opportunities to;	3.7 I can listen to, understand and later recall in greater detail the general meaning of what I have heard.	<ul style="list-style-type: none"><li>Develop their ability to use a wide range of syntax structures, vocabulary and terminology in their talk.</li></ul>	<ul style="list-style-type: none"><li>Use a wide range of syntax structures, vocabulary and terminology in their talk with precision.</li></ul>	
		3.8 I can listen to and understand information about a variety of topics, summarising the main points.	<ul style="list-style-type: none"><li>Listen carefully to presentations using techniques to remember the main points</li></ul>	<ul style="list-style-type: none"><li>Listen carefully to presentations and show understanding of the speakers' conclusions or opinions</li></ul>	
		3.9 I can listen to, identify and use cues to understand the general meaning and implied ideas.	<ul style="list-style-type: none"><li>Understand when it is appropriate to use Standard English and use formal and informal language.</li></ul>	<ul style="list-style-type: none"><li>Extend their understanding of the use of Standard English and their ability to recognise and use formal and informal language appropriately.</li></ul>	
		3.10 I can listen empathetically to different people's viewpoints on various subjects.	<ul style="list-style-type: none"><li>Listen to others, asking questions and responding to both the content and the speaker's viewpoints</li><li>Build on and develop the ideas of others in group discussions</li><li>Contribute to group discussion, taking some responsibility for completing the task well</li></ul>	<ul style="list-style-type: none"><li>Respond to others with questions and comments which focus on reasons, implications and next steps</li><li>Follow up points in group discussions, showing agreement or disagreement giving reasons.</li><li>Contribute purposefully to group discussion to achieve agreed outcomes.</li></ul>	
		3.11 I can read texts, choosing strategies which best help me understand them; these strategies may include working across my languages.	<ul style="list-style-type: none"><li>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of content.</li><li>Identify features of texts</li></ul>	<ul style="list-style-type: none"><li>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of content.</li></ul>	
		3.12 I can compare different things I read.	<ul style="list-style-type: none"><li>Use a range of strategies for skimming</li><li>Scan to find specific details using graphic and textual organisers</li></ul>	<ul style="list-style-type: none"><li>Use a range of strategies for finding information</li><li>Read closely, annotating for specific purposes</li></ul>	

		<p>3.13 I can use <i>inference</i> and <i>deduction</i> to understand texts and can consider the reliability of what I read.</p>	<ul style="list-style-type: none"> <li>Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary</li> <li>Show understanding of main ideas and significant details in texts</li> <li>Infer meaning which is not explicitly stated</li> <li>Consider if the content is reliable</li> </ul>	<ul style="list-style-type: none"> <li>Use internet searches carefully, deciding which sources to read and believe (reliability)</li> <li>Show understanding of main ideas and significant details in different texts on the same topic</li> <li>Infer ideas which is not explicitly stated</li> <li>Consider whether a text is effective in conveying information and ideas</li> </ul>	
		<p>3.14 I can listen and read to gain an understanding of how <i>grammar</i> and punctuation affect meaning.</p>	<ul style="list-style-type: none"> <li>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Understand how punctuation can vary and so affect sentence structure and meaning</li> </ul>	
		<p>3.15 I can read empathetically to identify different people's viewpoints on various subjects</p>	<ul style="list-style-type: none"> <li>Read extended texts independently for sustained periods</li> <li>Express opinions about topics and written texts and include some supporting reasons</li> </ul>	<ul style="list-style-type: none"> <li>Read extended texts independently for sustained periods</li> <li>Express opinions about topics and written texts and include some supporting reasons</li> </ul>	
		<p>3.16 I can listen and read to build my vocabulary, develop my pronunciation and sentence structures and use these in my own communication.</p>	<ul style="list-style-type: none"> <li>Explain information and ideas, exploring and using ways to be convincing.</li> <li>Explore issues and themes through role play</li> </ul>	<ul style="list-style-type: none"> <li>Express issues and ideas clearly, using specialist vocabulary and examples</li> <li>Explore challenging or contentious issues through sustained role play</li> </ul>	



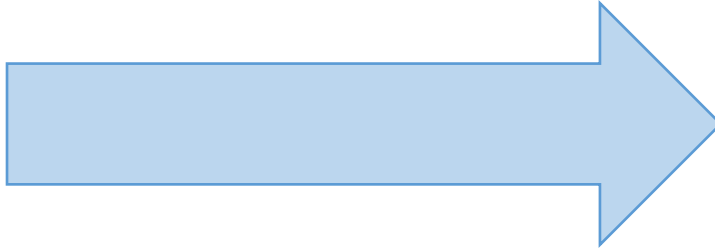
LNF Links					
		Within our Curriculum for LLC our pupils will develop as <b>Ambitious, Capable Learners</b> , <b>Healthy confident Individuals</b> , <b>Ethical, informed Citizens</b> & <b>Enterprising, Creative contributors</b> . Enrichment and Experiences within this AoLE, at our School, will include opportunities for;			
What Matters Statement		Descriptions of Learning	What this looks like in <b>YEAR 5</b> :	What this looks like in <b>YEAR 6</b> :	On to <b>YEAR 7</b>
Expressing ourselves through languages is key to communication	Through opportunities to;	3.17 I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.	<ul style="list-style-type: none"> <li>Begin to comment on how texts change when they are adapted for different media and audiences</li> <li>Use language appropriate to writing, including standard forms of English</li> <li>Write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Comment on how texts change when they are adapted for different media and audiences</li> <li>Use language appropriate to writing, including standard forms of English</li> <li>Write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion.</li> </ul>	
		3.18 I can adapt and manipulate language and make appropriate choices about vocabulary, <i>idiomatic language</i> and <i>syntax</i> in order to express myself with fluency and clarity.	<ul style="list-style-type: none"> <li>Choose and use a wide range of adventurous and imaginative vocabulary with increasing precision</li> <li>Use appropriate vocabulary including subject-specific words and phrases</li> <li>Use images, graphs and illustrations which are clear, relevant and appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Choose and use a wide range of adventurous and imaginative vocabulary with increasing precision</li> <li>Use varied and appropriate vocabulary, including subject-specific words and phrases</li> <li>Use features and layout which are constructed to present data and ideas clearly</li> </ul>	
		3.19 I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and <i>visual communication</i> .	<ul style="list-style-type: none"> <li>Proofread their own work and that of others, assessing it and making appropriate recommendations for improvements; edit/redraft work to show progression</li> <li>Revise and improve writing, explaining why they have made changes</li> <li>Speak clearly, using formal language and projecting voice effectively to a large audience</li> </ul>	<ul style="list-style-type: none"> <li>Proofread their own work and that of others, assessing it and making appropriate recommendations for improvements; edit/redraft work to show progression</li> <li>Reflect on, edit and redraft to improve their writing.</li> <li>Speak clearly, using formal language, varying expression, tone and volume to keep listeners interested.</li> </ul>	
		3.20 I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.	<ul style="list-style-type: none"> <li>Consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation; begin to select evidence to support their views.</li> </ul>	<ul style="list-style-type: none"> <li>Consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation; begin to select evidence to support their views.</li> </ul>	
		3.21 I can write legibly and fluently.	<ul style="list-style-type: none"> <li>Produce legible, cursive handwriting with increasing fluency</li> <li>Use a variety of strategies to spell words with complex regular patterns</li> </ul>	<ul style="list-style-type: none"> <li>Produce fluent and legible handwriting</li> <li>Use strategies to spell correctly polysyllabic, complex and irregular words</li> </ul>	
		3.22 I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.	<ul style="list-style-type: none"> <li>Use paragraphs, which have a main idea and related details</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs making links between them</li> </ul>	



**TAFF BARGOED LEARNING PARTNERSHIP**  
School Curriculum – Whole School Progression



		3.23 I can use familiar <i>idiomatic language</i> and appropriate <i>register</i> in my communication.	<ul style="list-style-type: none"><li>▪ Speak clearly, using formal language and projecting voice effectively to a large audience</li></ul>	<ul style="list-style-type: none"><li>▪ Speak clearly, using formal language, varying expression, tone and volume to keep listeners interested.</li></ul>	
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LNF Links		Within our Curriculum for LLC, our pupils will develop as <b>Ambitious, Capable Learners</b> , <b>Healthy confident Individuals</b> , <b>Ethical, informed Citizens</b> & <b>Enterprising, Creative contributors</b> . Enrichment and Experiences within this AoLE, at our School, will include opportunities for;			
What Matters Statement		Descriptions of Learning	What this looks like in <b>YEAR 5</b> :	What this looks like in <b>YEAR 6</b> :	On to <b>YEAR 7</b>
Literature fires imagination and inspires creativity	Through opportunities to;	3.24 I can comment on <i>literature</i> and make connections between what I hear, read and view.	<ul style="list-style-type: none"><li>Gather and organise information and ideas from different sources</li><li>Expand upon main ideas with supporting reasons, information and examples</li></ul>	<ul style="list-style-type: none"><li>Collate and make connections</li><li>Write a comprehensive account of a topic or theme</li></ul>	
		3.25 I can use my knowledge of writing styles and the features of different literary <i>genres</i> to create my own work.	<ul style="list-style-type: none"><li>Write with a clear purpose, showing consideration for the reader</li><li>Recognise and understand the characteristics of an increasing range of texts in terms of language, structure and presentation</li><li>Use the full range of punctuation to guide the reader in complex sentences</li><li>Explore the layout of web pages to create material using available tools</li></ul>	<ul style="list-style-type: none"><li>Adapt writing style to suit the reader and purpose</li><li>Confidently recognise and understand the characteristics of a range of different texts in terms of language, theme, structure and presentation</li><li>Use the full range of punctuation accurately to clarify meaning</li><li>Explore different ways to present work and use them appropriately.</li></ul>	
		3.26 I can use my imagination and experiment with language to create my own literature	<ul style="list-style-type: none"><li>Craft their writing by using the standard forms of English</li><li>Use different sentence structures, including complex sentences showing relationships of time or cause</li><li>Use conditionals to show hypothesis or possibilities.</li></ul>	<ul style="list-style-type: none"><li>Craft their writing by using the standard forms of English</li><li>Use varied sentence structures for emphasis and effect</li></ul>	
		3.27 I can consider the plot, character, theme and context of literature I experience supporting my ideas and opinions with evidence from the literature.	<ul style="list-style-type: none"><li>Use techniques in planning writing</li><li>Identify and explore ideas and information that interest them</li><li>Read an increasing range of continuous and non-continuous texts with fluency, accuracy, understanding and enjoyment; respond to them orally and in writing.</li></ul>	<ul style="list-style-type: none"><li>Use a range of strategies to plan writing</li><li>Identify and explore ideas and information that interest them to develop further understanding</li><li>Confidently read a range of continuous and non-continuous texts with fluency, accuracy, understanding and enjoyment; respond to them orally and in writing</li></ul>	
		3.28 I can make connections between what I hear, read and view.	<ul style="list-style-type: none"><li>Independently identify similarities and differences between continuous and/or non-continuous texts.</li></ul>	<ul style="list-style-type: none"><li>Identify and begin to comment on similarities and differences between continuous and/or non-continuous texts in terms of language, techniques, structure, character and form.</li></ul>	
		3.29 I can show empathy when responding to literature and understand that others may have different views from mine.	<ul style="list-style-type: none"><li>Identify what the writer thinks about the topic</li></ul>	<ul style="list-style-type: none"><li>Compare the viewpoint of different writers on the same topic</li><li>Distinguish between facts, theories and opinions</li></ul>	