

Confidential Filing

General Policy on Education EDUCATION

In attached folder: History Group for Wales final report
History Working Group: final report
Geography working Group: final report

Pt 1: May 1979

Pt 25: April 1980

Referred to	Date	Referred to	Date	Referred to	Date	Referred to	Date
2.4.90							
4.4.90							
27.4.90							
30.4.90							
25.90							
15.5.90							
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Par ends							
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PREM 19/2956

ART 25 ends:-

DES to BP 29.5.90

PART 26 begins:-

AT to DES 1.6.90

SG5-2



ELIZABETH HOUSE
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B H Potter Esq
Private Secretary
10 Downing Street
London SW1A 2AA

29 May 1990

Dear Barry

NATIONAL CURRICULUM HISTORY COMMITTEE FOR WALES; FINAL REPORT

The Secretary of State has seen your letter of 21 May to Stephen Williams, which you copied to John Ratcliff.

He has asked me to confirm to you that in his consideration of the final form that his statutory proposals for the school curriculum in History should take, he will take fully into account, and discuss with the Secretary of State for Wales, those respects in which the report of the History Committee for Wales differs from that of the History Working Group.

*Yours
Stephen*

S T CROWNE
Private Secretary



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afu

10 DOWNING STREET

LONDON SW1A 2AA

21 May 1990

From the Private Secretary

Dear Stephen,

NATIONAL CURRICULUM HISTORY COMMITTEE FOR WALES:
FINAL REPORT

The Prime Minister was grateful for your Secretary of State's minute of 14 May covering the Final Report of the National Curriculum History Committee for Wales.

The Prime Minister agrees that the Report should be published for consultation without proposals at this stage. She has noted that aspects of this Report seem to be a distinct improvement on the English version - in particular the changes to the PESC (political, economic, social, cultural) formula, the less complex attainment targets and the significantly greater emphasis on British history. She regrets that the Report concludes that historical knowledge should not be tested as an end in itself: she suggests that your Secretary of State might like to consider this particular issue further.

Finally the Prime Minister sees advantage in the Secretary of State for Education considering further the implications of the Welsh Report for the History Curriculum for England. In particular, the Education Secretary, in consultation with your Secretary of State, should consider the different approaches to assessment, the number of History Study Units (HSUs) required, the different PESC formula and the greater British history content.

I am sending copies of this letter to John Ratcliff (Department of Education and Science) and Carys Evans (Chief Secretary's Office).

*Yours,
Barry*

Barry H. Potter

Stephen Williams, Esq.,
Welsh Office.

pm

HISTORY NATIONAL CURRICULUM: WALES

The Welsh Report is much more down to earth than the History Working Group's Report for England, with much less pseudo-intellectual jargon about skills and pupils' cultural identity. It will be extremely helpful in reinforcing the case for change to the English Report.

Attached is a note setting out the main differences.

Although the Welsh Report accepts the HWG's conclusion that historical knowledge should not be a separate attainment target, its general approach to knowledge for its own sake (and, equally, things like chronology) is definitely more positive.

The actual content of its programmes of study is also much better. Changing the "PESC" formula (political/economic/social/cultural) has enabled the Welsh Report to drop a variety of more marginal items as found in the HWG's programme of study (especially under its heading of 'cultural and aesthetic'). The Welsh lists of essential knowledge are in general more wide-ranging and demanding. For example, the HWG's 'permissive society' (KS4 20th century Britain) becomes the 'affluent society'. In KS2 The Tudors, the HWG's "Courts of Henry VIII and Elizabeth" becomes "Monarchs and personalities of the Tudor Period".

The Welsh Report's British History content is significantly higher. For KS2-3 core units it is 100% (HWG 70-75%) plus greater British emphasis in the options. It says unashamedly that British History should have pride of place.

What is perhaps most striking is that the Welsh Report has no difficulty in making a virtue out of drawing on national history as the main source and inspiration for the syllabus (emphasising that Wales cannot be seen apart from Britain as a whole). In para 3.24 it says:

"The most obvious, natural and defensible point of entry into an understanding of the past is through the history of the society and country in which we live".

This kind of sentiment is simply not mirrored in the HWG Report, which almost seems - perhaps even is - ashamed to admit "Englishness" as a concept to serve as a practical basis for a history course.

In short, if both the English and Welsh Reports are implemented unchanged, I am quite sure Welsh children will end up knowing more about English as well as Welsh history than their English counterparts. And they won't have been given apologies for it.

Recommendation

- (a) agree that the Report should be published for consultation without proposals at this stage (as with the English Report);
- (b) note that aspects of it seem to be a distinct improvement on the English version, notably the adjustment to the PESC formula and its ideas for less complex attainment targets, and its significantly greater emphasis on British history;
- (c) regret, however, that it is reluctant to test historical knowledge as an end in itself. Invite David Hunt to consider this further;
- (d) invite John Macgregor to consider the implications for the HWG Report of the specific differences between the two - particularly the different approaches to assessment, the number of HSUs required, the different PESC formula, and the greater British History content.

John Mills
JOHN MILLS

COMPARISON OF WELSH AND ENGLISH HISTORY PROPOSALSAttainment Targets

The Welsh Committee (W) agrees with the English History Working Group (HWG) that there should not be a specific attainment target for historical knowledge.

But W does reject the HWG's scheme of 10 levels within each attainment target as over-elaborate and impossible in practice to implement meaningfully. Instead it recommends SEAC be asked to consider a single 10 level scheme which aggregates the concepts within each attainment target. Each level, it suggests, should be illustrated by model pupils' work.

PESC Framework

W rejects its use at KS2 on the grounds that it is too complex for the primary school situation and likely to make it more difficult for pupils to grasp chronology.

At KS3 and 4, W proposes some significant modifications to HWG's four categories, eg:

HWG : political/economic technological and scientific/
social and religious/cultural and aesthetic

W : political/economic/social/cultural and religious

Judging from the programmes of study it is evident that these changes, notably the dropping of "aesthetic", tip

the balance away from some of the more marginal "essential information" items in HWG towards mainstream political/economic history.

PROGRAMMES OF STUDY

W proposes only 20 HSUs during the 26 terms of KS2-4, compared with 25 proposed by HWG. It suggests that more than 20 would impose a volume of content too high to be covered realistically.

The coverage of some Welsh HSUs which are directly comparable with HWG's, is rather better. For example, KS4 Britain in the 20th century covers the whole period up to 1939 (bar the First World War) and 1960-79, compared with the HWG's rather more limited periods (1906-14, 1930-39, 1960-69).

British History

The British History content in W is noticeably higher than in HWG. At KS2-3 it is 100% in the core units (HWG 70-75%). W also recommends that teachers should select from the optional units in a way which will support the core. This is specifically NOT recommended by HWG, which rather more vaguely sees the optional units as themes over long time scales linking local, national and world history, offering a path into chronological understanding.

Hence W excludes marginal HWG options such as medieval Islam, and the overall effect is to push up the overall British content of the syllabus. W is not ashamed to say that British History should have pride of place, in contrast with HWG's rather grudging language that its course is weighted in favour of British History.

GENERAL

The detailed language of the Welsh Report is full of wording which is subtly different to HWG on such issues as the importance of knowledge and chronology, primacy of written work in assessment etc. This has obviously been drafted with deliberation and care and in full knowledge of the wording of the HWG Report. The overall effect is to make the Welsh Report more, realistic and, if one can use the word, "mainstream" in its approach.

This comes out particularly clearly by comparing what the two reports say about the purposes of school history.

The Welsh Report states clearly (para 1.3) that the overriding purpose of school history is to provide a map of the past. It also states that another purpose is to offer pupils 'a sense of time, sequence, change and chronology'. The purposes stated by the HWG do not mention either a sense of time or a map of the past. They are much more skills-orientated and read like an attempt to justify, through emphasising eg Britain's culturally diverse society, not concentrating on British History. The difference in tone between this crucial element of the two Reports is marked.

The Welsh Report is also less prescriptive. This is apparent not only from the way the HSUs are written but also from the emphasis put on teachers' own flexibility. An example: the Welsh Report says of the programmes of study that they are a basis from which teachers can develop a syllabus and schemes of work. The words underlined do not appear in what is otherwise an identical passage in the HWG's Report. It is an accumulation of items like this which makes the overall tone so different.

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●
PROFESSOR GRIFFITHS

17 May 1990

cc: Barry Potter (for info) ✓

HISTORY NATIONAL CURRICULUM: WALES *into Pw*

I attach a note of the main differences between the Welsh and English Reports. The differences are marked, not only on the specific points mentioned, but, more generally, as regards the whole tone of the two Reports. The Welsh Report is much closer to what I call proper and ordinary history, with much less of the bag and baggage of pseudo-intellectual jargon about skills and identity which characterises the English Report.

Although the Welsh Report does accept the HWG's conclusion that knowledge should not be a separate attainment target, its general approach to historical knowledge for its own sake (and, equally, things like chronology) is much more positive.

The actual content of its programmes of study is also much better. The change to the PESC formula has enabled the Welsh Report to drop a variety of nonsense as found in the HWG's lists of essential knowledge. There is not a single mention of gender roles. The HWG's 'permissive society' (KS4 20th century Britain) becomes the 'affluent society'. In KS2 The Tudors, the HWG's "Courts of Henry VIII and Elizabeth" becomes "Monarchs and personalities of the Tudor Period".

The Welsh approach is also less prescriptive. This is apparent not only from the way the HSUs are written but also from the emphasis put on teachers' own flexibility. An example: the Welsh Report says of the Programmes of Study that they are a basis from which teachers can develop a syllabus and schemes of work. The words underlined do not appear in what is otherwise an identical passage in the HWG's Report. It is an accumulation of items like this which makes the overall tone so different.

What is perhaps most striking is that the Welsh Report has no difficulty in making a virtue out of drawing on national history as the main source and inspiration for the syllabus (emphasising that Wales cannot be seen apart from Britain as a whole). In para 3.24 it

"The most obvious, natural and defensible point of entry into an understanding of the past is through the history of the society and country in which we live".

This kind of sentiment is simply not mirrored in the HWG Report, which almost seems - perhaps even is - ashamed to admit "Englishness" as a concept to serve as a practical basis for a history course. Instead there is lots of jargon about cultural diversity and the importance of not being insular. In reality this is simply code for paring down British History content so that, for example, KS2 "Exploration and Encounters 1450-1550" imposes strong essential information requirements about Aztec technology, Aztec life, the Aztec Empire, Aztec religion, Aztec art, artefacts and building while leaving out of account the great voyages of the English seafarers, which can only be covered as 1 out of the 11 essential information items in KS2 Tudors and Stuarts.

Hence also the HWG's emphasis on skills, which offer a convenient way out of facing up to questions such as the reality of national pride. I am quite sure the Scottish approach will be identical to the Welsh and I'm sure the same would be true of say France. The contrast with the HWG's mealy-mouthed approach is marked.

In short, if both the English and Welsh Reports are implemented unchanged, I am quite sure Welsh children will end up knowing more about English as well as Welsh history than their English counterparts.

WAY FORWARD

Publishing the Welsh Report will - at least I hope it will - focus attention on the comparisons I have outlined. There are important implications for the way in which the English Report is treated, given that its consultation period is due to end in mid-June. It is important that this artificial deadline is not used as a constraint against using relevant aspects of the Welsh Report to improve the English and inform the debate about it. Ditto the English deadline must not constrain the Welsh consultation eg on knowledge as an

ainment target.

How to advise the Prime Minister?

I suggest she should

- welcome the Report and agree that it should be published for consultation without proposals at this stage (as with the English Report)
- note that aspects of it seem to be a distinct improvement on the English version, notably the adjustment to the PESC formula
- invite John Macgregor to consider the implications for the HWG Report of the specific differences between the two - particularly the different approaches to assessment, the number of HSUs required, and the different PESC formula.

Advice will need to go in for the weekend.

JM.

JOHN MILLS

COMPARISON OF WELSH AND ENGLISH HISTORY PROPOSALS

Attainment Targets

The Welsh Committee (W) agrees with the English History Working Group (HWG) that there should not be a specific attainment target for historical knowledge.

But W does reject the HWG's scheme of 10 levels within each attainment target as over-elaborate and impossible in practice to implement meaningfully. Instead it recommends SEAC be asked to consider a single 10 level scheme which aggregates the concepts within each attainment target. Each level, it suggests, should be illustrated by model pupils' work.

PESC Framework

W rejects its use at KS2 on the grounds that it is too complex for the primary school situation and likely to make it more difficult for pupils to grasp chronology.

At KS3 and 4, W proposes some significant modifications to HWG's four categories, eg:

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PROGRAMMES OF STUDY

W proposes only 20 HSUs during the 26 terms of KS2-4, compared with 25 proposed by HWG. It suggests that more than 20 would impose a volume of content too high to be covered realistically.

The coverage of some Welsh HSUs which are directly comparable with HWG's, is rather better. For example, KS4 Britain in the 20th century covers the whole period up to 1939 (bar the First World War) a separate option at KS3 and 1960-79, compared with the HWG's much more limited periods.

British History

The British History content in W is noticeably higher than in HWG. At KS2-3 it is 100% in the core units (HWG 70-75%). W also recommends that teachers should select from the optional units in a way which will support the core. This is specifically not recommended by HWG, which rather more vaguely sees the optional units as themes over long time scales linking local, national and world history, offering a path into chronological understanding.

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GENERAL

The detailed language of the Welsh Report is full of wording which is subtly different to HWG on such issues as the importance

of knowledge and chronology, primacy of written work in assessment etc. This has obviously been drafted with deliberation and care and in full knowledge of the wording of the HWG Report. Some examples are attached. The overall effect is to make the Welsh Report more sensible, realistic and, if one can use the word, "Mainstream" in its approach.

This comes out particularly clearly by comparing what the two reports say are the purpose of school history.

The Welsh Report states clearly (para 1.3) that the overriding purpose of school history is to provide a map of the past. It also states that another purpose is to offer pupils 'a sense of time, sequence, change and chronology'. The purposes stated by the HWG are less forthcoming and do not mention either a sense of time or a map of the past. Taken overall, the HWG's purposes (para 1.7) are much more skills-orientated and read like an attempt to justify, through emphasising eg Britain's culturally diverse society, not concentrating on British History. The difference in tone between these two paragraphs is marked.



tw
A.S. GEOGRAPHY

10 DOWNING STREET
LONDON SW1A 2AA

From the Private Secretary

15 May 1990

GEOGRAPHY IN THE NATIONAL CURRICULUM

The Prime Minister was grateful for your Secretary of State's minute of 9 May, attaching the final report of the Working Group on Geography in the National Curriculum. *in attached folder*

The Prime Minister is content for your Secretary to State to publish the proposals on Geography in the National Curriculum at the end of May.

I am copying this letter to Stephen Wall (Foreign and Commonwealth Office), Robert Caniff (Office of the Chancellor of the Duchy of Lancaster), Jim Gallagher (Scottish Office), Phillip Ward (Department of the Environment), Stephen Leach (Northern Ireland Office) and Stephen Williams (Welsh Office).

BARRY H. POTTER

Stephen Crowne, Esq.,
Department of Education and Science.

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(letter only)

Prime Minister

PRIME MINISTER

Yes

Are you content for Mr Hunt to publish the report as recommended by Policy Unit?

Yes

Content also for me to minute out as recommended at 4.1 p. 4 note?

NATIONAL CURRICULUM HISTORY COMMITTEE FOR WALES: FINAL REPORT

BHP
1815

I enclose a copy of the final report of the National Curriculum History Group for Wales. Under the chairmanship of Professor Rees Davies the Committee have fulfilled the remit we gave them of producing a complete and balanced history course for schools in Wales. With your agreement I propose to publish the report, but without making formal proposals at this stage.

The Committee were asked to work within the structural framework devised by the History Working Group. They have taken this to mean that they should not depart from the attainment targets developed by HWG. Nevertheless they were not entirely comfortable with them and they offer some helpful comments in their final report.

I believe their proposed curriculum has considerable merits. The core units offer a broad chronological progression from pre-history to the 20 century, focusing on British history, but drawing on European and world events as appropriate. They have been careful to give clear guidance to teachers on the essential knowledge which must be taught and learned in each History Study Unit. In particular, they have adopted a presentation at key stage 2 which is clearly chronological. For older pupils in key stages 3 and 4 the Committee have endorsed the "PESC" format devised by HWG, but with explicit warnings that teachers must teach the essential knowledge in a way which protects the overall understanding of history, rather than focusing on particular dimensions of the past.

At key stage 4 they have made a brave attempt to address the issues of citizenship and democracy by building them into the teaching of the history of the post war world. The Committee themselves would acknowledge that this is a difficult area and I think there are still some rough edges in what they propose, which I shall want to iron out in the course of the consultation exercise. But I am sure that the principle is right.



Altogether they have suggested rather fewer units in each key stage than did the HWG, thus leaving plenty of scope for teachers to build their own schemes of work around the core units. I am impressed with the care which the Committee have taken to ensure that their proposals take account of the real world, and the needs of teachers themselves as well as of pupils.

I think the report represents a programme of study which is a sound basis for my statutory proposals. But we need first to resolve the structural issues of the attainment targets and this will clearly need to be agreed on a common England and Wales basis. Subject to your agreement I would therefore propose to publish the report around the end of the month. In doing so I would explain that I would expect to publish proposals based on its programme of study in due course, but that they must await the conclusion of John MacGregor's consultation on the History Working Group's Report. The timetable is critical if teachers and others in Wales are to have a similar opportunity to their colleagues in England to express their views on the Committee's recommendations.

I am copying this minute to John MacGregor, Douglas Hurd, David Waddington, Kenneth Baker, Malcolm Rifkind, Peter Brooke, Michael Howard and to Sir Robin Butler.

14th May 1990

DH

GEOGRAPHY : NATIONAL CURRICULUM

The Geography Working Party report is excellent - by far the best of any report so far in the National Curriculum.

The major reasons for this are:

- it is concise (especially compared to History),
- it contains very little jargon,
- it puts great emphasis on the acquisition of knowledge (and is not ashamed of saying so),
- it makes geography interesting and covers the key areas of skills as well as physical, human and environmental geography.

Attainment Targets

There are seven recommended attainment targets, which are broken down into skills, areas and major themes.

- AT1 Geographical Skills

- AT2 The Home Area and Region
- AT3 The UK within the European Community
- AT4 The Wider World

- AT5 Physical Geography
- AT6 Human Geography
- AT7 Environmental Geography

By comparison with other reports, what is particularly impressive is the rigour with which the different levels under each of these broad categories are expressed.

The four major 'strands' which make up these attainment targets are set out in the following diagram overleaf.

Contrast with the History Report

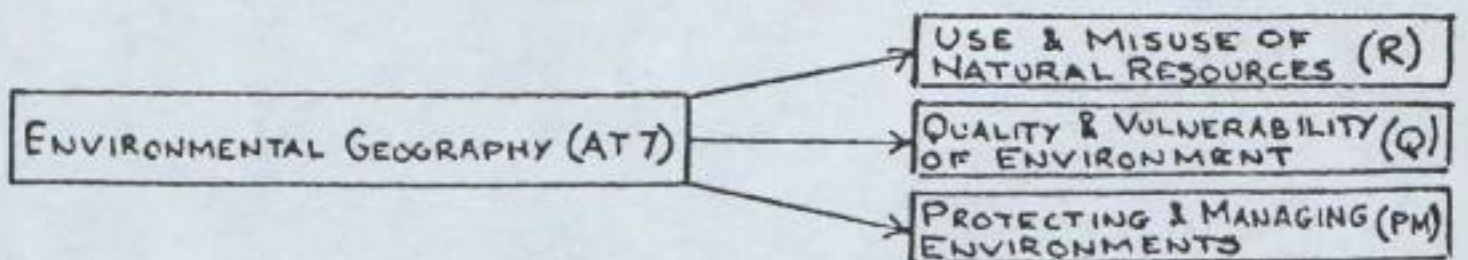
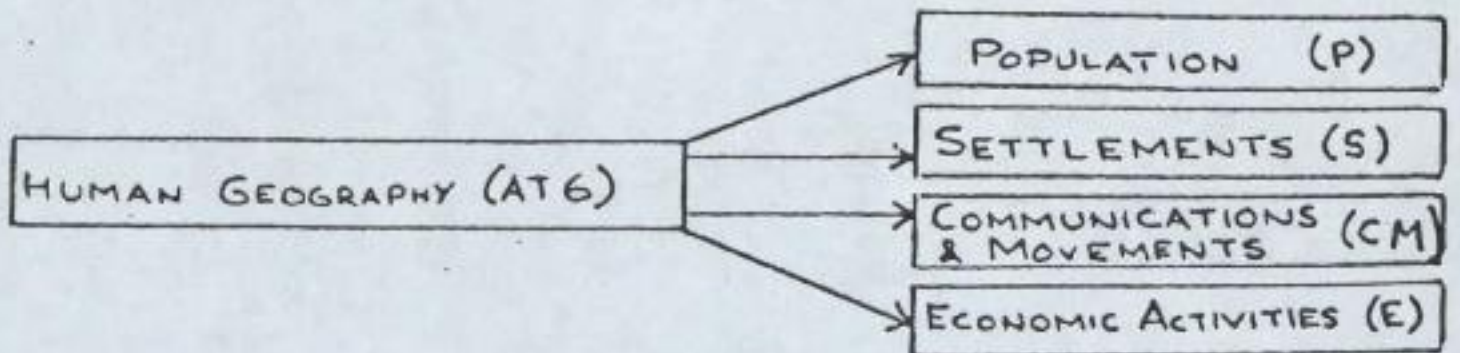
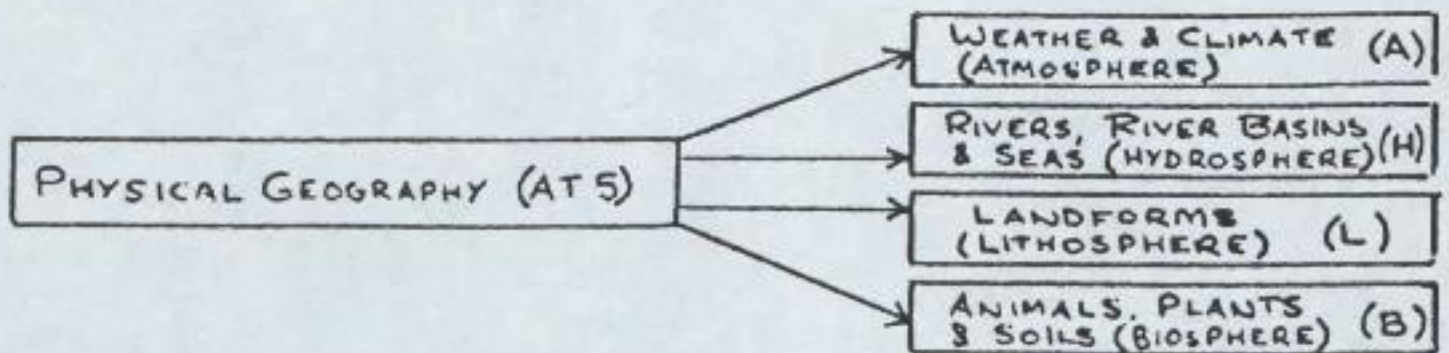
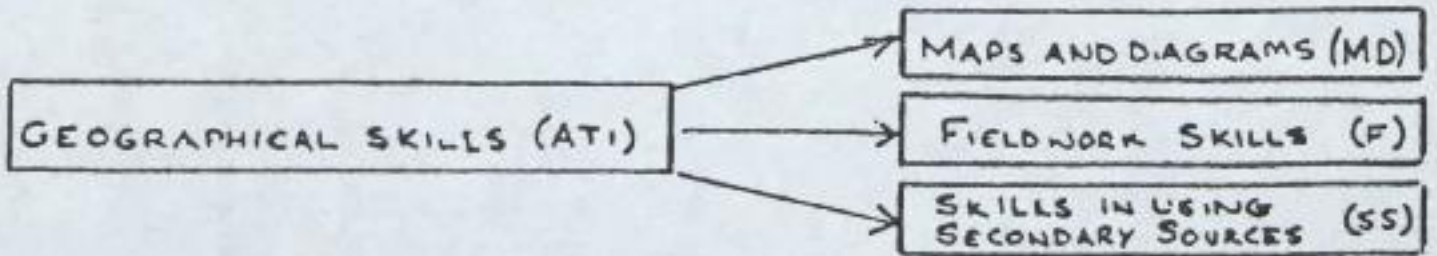
One cannot help notice the contrast with the History Working Party Report.

First there is the unambiguous emphasis on the importance of knowledge. Paras 4.9 on p.15, and 5.11 on p.22 and 6.11 to 6.15 on p.73 are well worth reading. It was a pleasure in the first of these to read that "it is not sufficient merely to build on existing good practice." This is code for saying - we reject the HMI's current approach to geography teaching - and in place of general expressions such as breadth, depth and relevance, it stresses the need to know the facts. By contrast the History Report is really mealy-mouthed on this issue.

Second, in the geography report knowledge is included in the attainment targets, and the targets are drawn up in such a way that the problem of "progression" (testing for 'progress' at higher levels) is easily handled. The Report sets out in paras 5 - 6 on p.21 exactly how this can be achieved, which is frankly a rebuke to the approach used by the History Working Party. These paras are once again well worth reading.

Why is the Geography Report so much better?

The answer very simply is the Chairman. Leslie Fielding has spent most of his career in the FCO and was a strong chairman. I have



talked to him a number of times during the past year and he has stressed how important it was early on to bring heads together. This he did. He had two problems on the Working Party - the HMI and the Left.

He said that the HMI representative was "reticent at the beginning and not very cooperative". He would not express a clear view on the importance of knowledge - and inclined to the position that facts do not really matter, and that what is really important is understanding. He was sympathetic to the empathy approach. Fielding says that one day he took him for a walk in the grounds of the University and challenged him as to whether he was for or against the National Curriculum and for or against Kenneth Baker's remit. He went pale but after that created no problems!

The other problem was the Left, who were all for focussing on issues such as the problems of the Third World, the evils of multi-national corporations, racial conflict in South Africa, and so on. He said that the first half of the life of the working party was a straightforward ideological battle in which he simply had to out argue the Left on the grounds that it was impossible to teach 12 - 14 year old children issues such as these without their first knowing the basic facts of geography - and it was this which the National Curriculum was set up to do. He described the whole exercise as "a colossal sweat" and even at the last moment almost failed to get a unanimous report.

It is precisely this ability and commitment in the chairman which has been lacking in other working party reports.

Recommendations

1. Accept the report in generous terms.
2. It might be worth taking this opportunity to point out to the Secretary of State the contrast between the history and

geography reports, which cannot be explained away simply by
by their being different subjects.

3. Invite the Secretary of State to use this as a model for
introducing knowledge as an attainment target in history.

My personal feeling is that if Sir Leslie Fielding had chaired the
History Working Party we would have had a very different kind of
report.

Brian Griffiths

BRIAN GRIFFITHS



Prime Minister! ~~CC PD~~
The attached note from
Policy Unit describes this report
as excellent.

PRIME MINISTER *MS*

Content for Mr McGregor to
publish the proposals (see annex B)
at end-May? BHP 1415

GEOGRAPHY IN THE NATIONAL CURRICULUM

I enclose at Annex A the final report of the Working Group on Geography in the National Curriculum, chaired by Sir Leslie Fielding, Vice-Chancellor of Sussex University.

The report has a number of particularly welcome features. First, as Sir Leslie's covering letter stresses, the Geography Working Group aims to ensure that teachers can exercise reasonable choice of what to teach and how to fit it all together into a sensible whole. Second, the Group has given useful emphasis to map reading skills and to the environment. Third, and most important, it is clear about the need for geographical knowledge, including knowing where places are in relation to each other. For these reasons, because geography is a less sensitive subject in political terms, and because the proposals are similar in structure to those which we have already put into the statutory order for science, I do not believe that we need the extra stage of non-statutory consultation which we agreed for history. The timing is such that I must make statutory proposals for geography shortly if the subject is to be introduced on schedule in 1991.

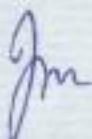
In view of our shared concern that the National Curriculum for non-core subjects should leave ample scope for choice by teachers we shall need to get right the weight and level of detail in geography. The proposed attainment targets set down clearly the knowledge and skills which pupils would be expected to master. At the same time, the programmes of study are less detailed and leave a lot of choice to teachers, which will enable them to exercise their individual knowledge, skills and judgement. The Group has explained in Chapter 10 of its report how teachers can do this and has given some examples in Annex F of the units of work which might result.

Nonetheless, we cannot leave everything to teachers, given the parlous state of geography in the primary schools where it barely exists in many, and its shaky place in secondary schools, where it often disappears in the mishmash of "humanities" courses. We need, as ever, to strike the best balance between freedom and prescription. In my judgement the Working Group has struck the right balance.

Much of the anxiety which teachers have been feeling about the National Curriculum has centred on concerns about the assessment system, and in particular on how primary teachers would cope with applying the nationally prescribed standard assessment tasks to all the attainment targets in all the foundation subjects. My recent announcement that there will be no nationally prescribed tests in geography and the other non-core subjects at the ages of 7 and 11 should alleviate those fears, and we need to be sure that the attainment targets and programmes of study for geography provide the rigour and solid core of content which the subject so badly needs in schools.

Welsh Office Ministers and I have concluded that this report forms an acceptable basis for our proposals for geography in the National Curriculum. I should be grateful for your agreement to our publishing them (Annex B) at the end of May.

I am copying this minute to David Hunt, Malcolm Rifkind, Peter Brooke, Douglas Hurd, Chris Patten and Kenneth Baker.



JM

9 May 1990

seen by PM in connection with meeting with Sir Keith Joseph

**Social Market Foundation
Paper No 5**

Education and the Labour Market: an English Disaster

by Adrian Wooldridge

In this challenging pamphlet the author mounts a devastating attack on the English Educational Establishment. His main criticisms and proposals are:

- In this country we educate for unemployment. Hence growing skill shortages exist side by side with unemployable school leavers.

- Much of the blame attaches to the liberal theory of education, promoted by Mandarin academics and civil servants of the 19th century whose aim was universal gentrification. Aping Oxbridge, the Redbrick — and later the post-war — universities all saw education as a means of escaping from modern life rather than a preparation for it.

- 'Croslandism' aimed at democratising liberal education rather than galvanising vocational training. Arts subjects burgeoned in the polytechnics. The content of comprehensive education was ultra-conservative. Class barriers were not broken down. Even able working class children were switched off education and emerged as leaders of the underclass.

- Recently the Conservatives have seized the initiative in education reform, previously the province of the left. Exercising a judicious mix of Bonapartism and free market liberalism Kenneth Baker introduced an internal market with CTCs and grant-maintained schools, thus reopening the way to selectivity.

- But there are two large barriers to the success of Conservative reforms. First, parsimony: there is not nearly enough investment, particularly in teachers in priority subjects. Second, the Educational Establishment is still in charge of the curriculum and bitterly opposed to any form of selectivity — though the German system of selection at 10-plus achieves far higher consumer satisfaction than the British.

- The internal market is also liable to "market failure". Good schools in middle-class areas will offer opportunities to children of only average ability, while able working-class children will be trapped in sink schools. The remedy is to reintroduce selection (which is inevitable anyway) coherently. We must accept that children do vary widely in innate abilities: education based on individual aptitudes and occupational motives does far more for individual rights than forcing non-academic children into a system, from which they are bound to emerge as failures. Also, selection is much more likely to advance the interests of able working-class children; the 'same' chance is not good enough — a better chance is required, if necessary by bribing them to use their brains.

- For the intellectual Mandarins of the 19th century and the radical academics of the 20th the world of commerce was beneath consideration. The Thatcherite shake-up has done something to reverse this. But it will founder without structural reform, including selectivity, and without increased expenditure. Education has a better claim than any other service on the "peace dividend". Above all, more money is needed to revolutionise the status of vocational education, which must be recognised as an essential component in national regeneration.

PRIME MINISTER

MEETING WITH MR MACGREGOR: NATIONAL CURRICULUM

You are meeting Mr MacGregor on Wednesday morning to discuss the national curriculum. Brian Griffiths will also attend.

I attach a note from Brian (Flag X), which provides advice on the main policy issues.

The meeting might usefully cover three main issues - the national curriculum itself; membership of the National Curriculum Council (NCC) and the Secondary Examinations and Assessment Council (SEAC); and the Yehudi Menuhin School.

National Curriculum

The main items for discussion are as follows:

Syllabuses

- Are any further changes desirable on core subject?
- Are any further changes needed on non-core subjects?
- Are syllabuses too prescriptive, particularly on the non-core subjects?

Testing

- Are the standards high enough; or is there too much emphasis on equity, with insufficient stimulus for the more able pupils?
- Are the standards geared correctly to age levels: are pupils expect to attain standards at a later stage than our European competitors?

- Are the standards at GCSE and A level in effect being reduced by existing proposals?
- Are the testing mechanisms too rigorous on non-core subjects and do they use up too much of teachers' time?

NCC and SEAC

As Brian's note points out, the membership of the NCC is dominated by educational interests. Four members of the NCC finish their term this year and need to be replaced. Can Mr MacGregor offer proposals for getting more industrialists on to the Council?

Similar considerations apply to the SEAC.

THE YEHUDI MENUHIN SCHOOL

At Flag Y is a letter from Mr MacGregor's Private office to Andrew Turnbull arguing that it would not be possible to find funds (about £170,000) needed to increase the flow of overseas music students to the school. You will wish to raise with Mr MacGregor again whether either the Know-How Fund or the aid budget could provide the assistance that Sir Yehudi Menuhin is looking for.

BHP

Barry H Potter

4 May 1990

NATIONAL CURRICULUM

You are to meet John McGregor next Wednesday to discuss the follow up to your Sunday Telegraph interview.

Following the last Manifesto and the Act itself, the starting point must be the importance of the National Curriculum in raising standards in our schools.

In subjects such as English and primary school Science, the National Curriculum has already created a much needed framework to ensure that important parts of these subjects are taught in all schools. Similarly the emphasis on published tests at ages 7, 11 and 14 which are reported to parents, will be an extremely useful check on what teachers do in the classroom.

The Secretary of State is right therefore to emphasise that the Government must maintain its commitment to a statute based National Curriculum.

Having said this the National Curriculum has always been vulnerable to three charges:

- (a) that the over prescriptiveness of the Curriculum itself would be resented by good teachers as an unnecessary constraint in the classroom;
- (b) that the content of the Curriculum and the methods of testing might enshrine the conventional wisdom of the educational establishment (dominated by equality rather than excellence) rather than challenge it; and

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- (c) that the whole exercise might be political, running the risk that at some future date it could be open to abuse by the left.

I enclose three documents (Appendices 1-3) which I have received in the past 6 weeks and which are worth glancing at. They are typical of critical comments which I receive constantly from a wide variety of people about the National Curriculum, and which lend support to points (a) and (b). Point (c) above is no longer considered a serious possibility.

The three documents are:

Appendix 1 - an article which appeared in the Financial Times last week by Professor Prais of the NIESR who is a strong supporter.

Appendix 2 - a letter from one of the many groups campaigning for a return to traditional standards.

Appendix 3 - a highly confidential letter from an educational psychologist employed by the Croydon LEA which claims reading standards at 7 years of age are declining.

Major complaints about the National Curriculum

1. It is over prescriptive and does not discriminate between what is essential and non-essential, especially for less able children.

2. Because children can only be tested at certain attainment levels at ages 7, 11, 14 and 16 (eg children cannot be tested for level 10 at age 14) it holds back the brightest children.

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3. The method of testing - Standard Assessment Tasks (SATS) - is very demanding on teachers and involves a great deal of coursework and standardisation.

eg assessing pupils in English, Mathematics and Science between levels 1 - 4 (roughly 7 - 11 years of age), will involve an estimated 151 statements of attainment per child. Allowing for 30 pupils per class this would require a primary teacher to make over 4,000 comparisons of pupil's performance against statements of attainments over a period of 2 - 3 years - and this in only three core subjects.

4. Standards in GCSE have fallen.

5. SEAC is at present revising 'A' level syllabuses to allow more people to study 'A' levels - hence standards will fall.

6. There is a strong element in SEAC which is hostile to exams other than GCSE and 'A' levels being taught in schools: no link between SEAC and NCVQ.

7. The NCC and SEAC are dominated by educationalists - contrary to the intention when they were set up. The Chief Executive and staff of the NCC are not under the control of the Council.

Reforms of the National Curriculum

Owing to the complexity and the burdens it imposes on teachers the National Curriculum as it now stands could well collapse under its own weight. Reforms are therefore essential.

The reforms should aim to simplify the existing system, allow classroom teachers greater flexibility and ensure that tests are straightforward and that parents know whether their children at ages 7, 11 and 14 are meeting the standards that might be expected of children at those ages.

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Reforms cover three areas: the curriculum testing and the personnel of NCC and SEAC.

The area in which the Secretary of State can have most impact is testing, as he has to respond to the results of existing pilot projects. This is where he needs to be pressed hardest.

Curriculum

1. We have very broad syllabuses for each subject with no indication of priorities between topics. Within each set of attainment targets certain subjects should be asterisked as absolutely essential.

2. The non-core foundation subjects (CDT, history, georgraphy, foreign languages) need not be as prescriptive as the core: this can be achieved by a clear policy of allowing greater choice in these areas.

Testing

Already the Secretary of State has stated that he intends to reduce the amount of testing in non-core subjects at ages 7 and 11.

3. Attainment targets should be assessed by a standard method of assessment - written exams, oral questioning and practical work, with a suitable allowance for coursework. Teachers should be involved in local moderating exercises as little as possible.

4. Attainment targets are at 10 levels. There is no doubt that the main reason for the History Working Party's failure to test for historical knowledge was because they had to fit into this structure. But this is the tail wagging the dog.

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Non-core foundation subjects should not be required to fit into the 10 level system of attainment targets. A simpler structure would be far more effective.

NCC and SEAC

Both these bodies are now completely dominated by the education establishment (see attached Introduction to the Council). For example on the NCC there is not one practising businessman, only an industrial consultant. Thirteen of the others are part of the education system. The sole businessman on SEAC has resigned and once again all the others are educationalists.

5. An urgent need is to reduce the number of educationalists on these bodies and replace them by businessmen or other independent minded people who were prepared to be critical of their mumbojumbo. This would have a very salutary effect.

As it happens there will be four members of the NCC who finish their term this year and need to be replaced. The same might apply to SEAC. Ask the Secretary of State for his proposals in this area.

Recommendations

1. Support John MacGregor in what he has done to increase flexibility.
2. Ask him to come forward with a detailed paper covering the curriculum and testing to reduce the complexity and burden of the system without backtracking on key points.
3. Invite him to put proposals ie new members of NCC and SEAC.

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4. Ask him what he plans to do about the divide between SEAC and NCVO and the effect it is now having on 'A' levels.

B. Griffiths

11.

BRIAN GRIFFITHS

CONFIDENTIAL

● Introduction to the Council

THE NATIONAL Curriculum Council was established in August 1988 under the Education Reform Act, which received the royal assent the previous month. Its functions are set out in Section 14(3) as follows:

- to keep all aspects of the curriculum for maintained schools under review;
- to advise the Secretary of State on such matters concerned with the curriculum for maintained schools as he may refer to it or as it may see fit;
- to advise the Secretary of State on, and if so requested by him assist him to carry out, programmes of research and development for purposes connected with the curriculum for schools;
- to publish and disseminate, and to assist in the publication and dissemination of, information relating to the curriculum for schools; and
- to carry out such ancillary activities as the Secretary of State may direct.

The Secretary of State for Education and Science has appointed the full complement of 15 members allowed under the Act, all of whose photographs appear in this issue.



Mr. Peter C. Boulter,
Director of Education, Cumbria,
President of the Society of
Education Officers.



Mr. Malcolm Brigg,
TVEI Regional Adviser, Northern
Region.



Dr. Ronald Davie,
Director, National Children's
Bureau.



Dr. Hilary Nicolle,
Assistant Director (Schools),
Wandsworth Borough Council.



Mr. Colin Smith MBE,
Headmaster, Delaval County
Middle School, Northumberland.



Mrs. Valerie Stead,
Assistant Director, Thames
Polytechnic.



Mr. Duncan G. Graham CBE,
Chairman and Chief Executive.



Professor Paul J. Black OBE,
Professor of Science Education,
Kings College, London, Deputy
Chairman.



Mrs. Beverly Anderson,
Educational Consultant.



Mrs. Daphne Gould OBE,
Head of Mulberry Girls' School,
Tower Hamlets.



Mrs. Barbara MacGilchrist,
Chief Inspector of Schools, Inner
London Education Authority.



Mr. Richard Martineau,
Chief Executive, London Education
Business Partnership.



Mrs. Felicity Taylor,
Information Officer, National
Association of Governors and
Managers.



Mr. Christopher J. Webb,
Principal, Handsworth Technical
College, Birmingham.



Mr. J. Peter Whitehouse,
Industrial Consultant.

The Rt Hon John MacGregor OBE PC MP
Secretary of State for Education and Science
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9 April 1990

Dear Secretary of State

EDUCATIONAL REFORM APRIL 1990

You will be aware of, and I suspect share, the widespread concern as to the way recent fundamental educational reforms, instituted by your predecessor in your Office, are working out in practice. While there is little dispute about the over-riding and urgent need to raise school attainments, there are doubts whether the machinery has been correctly designed. If allowed to continue on present lines, it might not only be cumbersome, slow and ineffective - but even have the effect of lowering standards. While you are no doubt well advised on these matters by highly experienced officials in your Department, I thought you might not be averse to receiving comments from a different point of view. My own view has been much influenced by the series of international comparisons of productivity, education, and training with which I have been associated at the National Institute. I also benefitted from being a member (until the interim report) of the National Curriculum Working Group on mathematics.

Low attainers and the national curriculum

It is now widely understood that the peculiar problem of British educational reform is how to raise the educational attainments of average and below-average pupils while, at the same time, not lowering the existing very high attainments of the top cream. The Institute's researches into schooling attainments have been particularly concerned with mathematics, regarded as a tool enabling pupils to advance more rapidly in science and technology, as well as in commercial capabilities. Our top pupils - the stratum which takes A-levels and goes on to university - perform very well in international

¹ In the course of preparing the present letter I have also benefitted from extensive discussion with Professor Geoffrey Howson (University of Southampton, an international authority in the field of mathematics education), Professor Neville Postlethwaite (University of Hamburg, for many years president of the International Association for the Evaluation of Educational Achievements), and Hilary Steedman my colleague at this Institute and also a member of the School Examinations and Assessment Council; the usual academic disclaimer applies.

comparisons; but below that, comparisons of pupils of the same age consistently show Britain in a poor light and certainly not among the leaders. By international standards, Britain has an exceptionally 'long tail' of low attainers (expressed statistically by the wide spread of scores on tests applied to large representative samples of pupils). The poor performance of our average and below-average school-leavers has been a serious hindrance in subsequent vocational education; the much greater proportions of the workforce of France and Germany who attain vocational qualifications at craft level (the equivalent of our City and Guilds part 2) - and which contribute crucially to the better economic performance of these countries - depend very much on the better school-leaving attainments of those sections of the ability range.

The move towards a National Curriculum as a means of raising schooling standards is undoubtedly welcome in principle and was, indeed, our main recommendation to Lord (then Sir Keith) Joseph when he was Secretary of State for Education (following publication of our study of British and German schooling in the Institute's Review, May 1985). The object was to have greater clarity in schooling objectives, to avoid wasteful overlap in syllabuses between successive years of schooling, and so reduce the exceptionally wide range of attainments by British pupils. The task of the British teacher would consequently be made easier.

As it has developed so far, the National Curriculum does not seem likely to meet these objectives. There are two fundamental faults (this is the view of both Professor Howson and myself): the average standards expected in essential skills remain too low, and the expected spread of attainments remains too wide. Some examples of low expectations are as follows. The average 16 year-old school-leaver is not expected to multiply simple fractions (what is three-quarters of two-thirds?), nor work out the area of a circle, nor perform simple trigonometrical calculations for right-angled triangles; at primary-school level, simple multiplication 'tables' (eg. 7x9) are not specified by the National Curriculum for the average pupil until age 11 rather than, say, at 8. Calculations involving rates of interest (how much is to be paid if I borrow £80 for a year and a half at 8 per cent a year) seem to be entirely excluded.² It is difficult to see how the same proportion of our 16 year-olds can proceed to the level of vocational education that is available and required of most of that age-group in, for example, Germany, if our average pupils are not required to do better than this.

Turning to the range of variation in pupils' attainments, the problem is that an unduly wide range was accepted as part of the framework of the National Curriculum by the original report of IGAT. That report did not discuss the lower range found in other countries, nor the importance of reducing the range of attainments faced by a teacher in order to raise teaching effectiveness. No guidance was provided in the reports of the various working parties (and task group) for the National Curriculum on how

² Further examples were given in Professor Howson's CPS booklet - *Maths Problem: Can More Pupils Reach Higher Standards?* - and in my Note of Dissent from the Interim Report of the National Curriculum Mathematics Working Group.

teachers should cope with the problems ensuing from a wide range of attainments. A comparison of the mathematical attainments of 9000 pupils in England (published by DES in 1985, based on an analysis by APU) concluded that streaming of pupils in terms of their general ability was associated with significantly higher scores than on those other forms of schooling organisation - totally ungrouped mixed-ability teaching, grouping of pupils within a mixed-ability classroom, or placing of pupils into separate sets within an unstreamed framework. This issue seems to me a matter of the greatest priority, and some suggestions are offered below.

What I have seen of national curricula and the way they are implemented in other countries suggests to me that the issue of breadth of studies has been misunderstood. The Government was right to insist on breadth of curriculum, in the sense that pupils should cover a broad range of subjects (for example, not give up science or mathematics at an early age); but it would have been better if that was accompanied by the specification of narrow core syllabuses within each subject. Broader and deeper syllabuses would be appropriate for high attainers and those on the road to becoming specialists; but it is important to ensure that the average citizen has mastered the basic core of each subject. It is the specification of that basic core for each school class that, in my view, should have been set as the task of the National Curriculum. The GCSE system was in this respect on the right lines in specifying three lists of topics for mathematics: List 1 covered the requirements for subsequent basic vocational instruction; List 2 was broader, and covered topics required for technician level; and a still broader version was required for List 3, which would lead to A-Levels and university education. Under the National Curriculum we now have very broad syllabus specifications for each subject, with no indication of priorities between topics within each subject. All pupils are expected to pursue all topics within each subject; and it is curiously assumed that a slow 14 year-old should be taught the same syllabus as a bright 10 year-old, instead of being guided towards the mastery of a narrower syllabus.

Professor Howson put it this way (in his paper to the Nottingham Mathematics Conference in July 1989, p. 14):-

'no other country's national curriculum is as ambitious as ours in terms of overall coverage...In England the extent of curriculum coverage was not discussed: thus for example, we aim to teach probability and statistics on a scale undreamed of in France, Japan or elsewhere (and alas, judging from the official curriculum, in a manner which would cause mathematicians elsewhere to despair)'. [Serious mathematicians in this country equally despair at the way the latter topics have been handled in the National Curriculum documents.]

It is this unnecessary breadth that has contributed to the delayed introduction of certain essential topics (exemplified above), and the elimination of others from the curriculum of all but top pupils.

Whilst there is much to be learnt from the German type of part-time

3 This criticism was also clearly voiced by the Mathematics Working Group for the National Curriculum in Northern Ireland in their recent Report (October, 1989, p.10).

obligatory vocational schooling for 15-18 year olds, we must also benefit from the experience of countries which provide technical and vocational secondary schooling during the period of compulsory full-time schooling till 16. France and the Netherlands are examples where full-time vocational schools are available from ages 14 and 12 respectively; they are attended by about a quarter of the age-group. These schools help those of a more practical bent to advance not only in vocational competence but also - because they are stimulated by practical work - to higher standards in their general academic studies. Our City Technology Colleges represent a symbolic move in that direction; but the more widely available TVEI and CPVE schemes are at too general a level (lacking the extensive workshop practice of these Continental examples) and cannot be considered as equivalent. It has also to be said that it is not yet clear that the pre-16 curriculum of the CTCs will provide the opportunities for developing vocational skills that are available to the corresponding pupils on the Continent. I continue to believe that this is a serious deficiency in our schooling system.

High attainers and GCSE

The provision made in earlier years for our grammar-school pupils led to very high attainments, and was internationally admired. Both on entering those schools and on leaving them, pupils were subject to tests that were more objective than for the corresponding selective schools in other countries; that is to say, they relied much more on externally-set and externally-marked written examinations than on recommendations (or 'assessments') by current or previous teachers, or on parents' ability to meet fees. That objectivity led to an intellectually more homogeneous group of pupils for whom suitably demanding syllabuses were constructed. In turn, these led to high school-leaving attainments by the best pupils at younger ages than elsewhere, to high standards at universities at younger ages (and thus at lower social costs), and the fostering of the very highest abilities - the Nobel prize winners - whose success in many important subjects requires an early start on their intellectual ladders if they are to excel.

The reforms introduced under the GCSE banner have been widely criticised from the point of view of their detrimental effect on high attainers. My own emphasis is on the following aspects. First, reliance for part of the final GCSE grade on *course-work* carried out by the pupil at home under non-examined conditions, and marked by the pupil's own teacher, is unsatisfactory. It reduces the objectivity of the marking system. It also probably works to the opposite effect than was intended, in that it discriminates against pupils whose parents are intellectually or otherwise unable to help them at home. There are well-known limitations to relying solely on written tests carried out on one or two mornings; but there are better methods by which those limitations can be mitigated (advance estimates of marks by teachers have long been used in this country).

Secondly, experience has confirmed that one of the main objectives of providing a single examination for all pupils at age 16 (in place of the previous separate O-level and CSE examinations) has failed - as many had predicted - and was accompanied by detrimental consequences for high attainers. Educationalists with strong egalitarian concerns had argued that the previous CSE examination, catering for those of middling academic ability, was regarded almost as a certificate of failure; by amalgamating it with O-levels into a single examination it was hoped that the respect for (and self-respect of) those with middling and low attainments would be

enhanced. In practice, and not surprisingly, someone gaining a low grade in the new GCSE examinations is seen in much the same light as someone with the corresponding grade on the previous CSE (perhaps a grade D on the present GCSE sounds even worse than a grade 2 on the previous CSE). It is perhaps not too late to develop GCSE into different strands, much as the French Baccalaureat was extended to include Technical and Vocational Bacs (in addition to the previous General academic Bacs).

Thirdly, it is now widely understood - not least by secondary school pupils - that there has been a devaluation in the currency of GCSE gradings; many pupils who obtained a grade A in 1989 GCSE would, I am told on all sides, have obtained only a B or a C under the previous GCE. Whilst labelling may seem only 'a matter of words', it leads to obvious difficulties in comparisons over time. More important is the lack of a sufficiently high target for top-attaining pupils.

At the same time the nature of the syllabuses was changed as part of the process of 'amalgamating' the two previous examinations. Greater elements of practical work, course work, and project work have been introduced at all attainment levels. I have little doubt that these activities have deleteriously affected the academic progress of the more able pupils, because they absorb too much time and are inadequately structured to guide pupils to higher attainments (there are also complaints that over-conscientious pupils have been put under unnecessary stress because of the open-ended nature of project work). Teachers have not been able to cope with the detailed marking of lengthy projects, and pupils have consequently not benefitted from their teachers in the way that they are entitled to expect. Pupils proceeding to A-levels - in those subjects which so far are unchanged in their standards - have had serious difficulties because they have had to make up for the gap in knowledge now required of them for GCSE in the fifth form and that necessary for entry to existing sixth-form courses. I suspect that in mathematics high-attaining fifth form pupils are now about a year behind where their counterparts were a decade ago in their coverage of the syllabus.

At the time that the reform of examinations at 16+ was under consideration, the main problem was the lack of a school-leaving examination suitable for the lowest 40 per cent of the ability-range (ie. those below CSE). We drew attention in one of the Institute's studies to the centralised school-leaving tests for the corresponding section of pupils in one of the German Länder (those attending the equivalent of Secondary Modern schools in Baden-Wurttemberg), and the excellent results attained by those pupils. The Government's provision of a single GCSE for all pupils, as of a single curriculum for all pupils (under the TGAT approach), was unnecessarily Procrustean. It should rather have increased the choice available to schools and parents by providing a greater range of examinations. Certain examining boards had shown the way by introducing a system of proficiency examinations in arithmetic, and in the use of English, which could be taken by those average pupils who wished to do so at, say, 14 and by lower attainers at 15 or 16; teaching for these examinations has now been made illegal, under the advice of SEAC, following that same Procrustean attitude. The whole of this policy seems to me to need reconsideration.

National testing

A scheme of nationwide testing to inform parents and the Government of pupils' progress at key stages during their compulsory schooling is clearly desirable in the present context of our educational system (though there are

few parallels abroad). The objection to what is proposed for this country, and now under trial, is the cumbersomeness and cost of the proposed testing procedures. This is not the place to go into the curious theorising of those educationalists with a philosophical commitment to avoid specifying the substance to what should be learnt, but are concerned mainly with learning attitudes; the associated controversy has affected the syllabuses for all subjects - in history as much as in mathematics. Especially in the introductory phase in this revolution in the country's schooling system, I still believe that, it would be better to confine centralised testing to simple written test confined to core subjects⁴; but reports to parents should include, as a separate grade, teachers' assessments of each pupil's attainments.⁵ There is no need for teachers to be supplied with Standard Assessment Tasks for this purpose - with all the associated difficulties of comparability and moderation. The written test at each age could be in two parts; the first would cover core knowledge which virtually all pupils would be expected to master, and the second would include a range of progressively more difficult questions designed to stretch pupils and teachers. It may be better to postpone the first centralised test to age 8 (rather than 7) so that the written component has greater validity.

Policy considerations

It is clear from the foregoing that I believe many of the new educational measures now under way will need substantial modification if they are to achieve the Government's highly important objective of raising schooling attainments of average and below average pupils, without lowering the standards of those of top ability. The source of many of the problems, in my view, is that detailed decisions (more strictly, recommendations to the Secretary of State on those decisions) have been put into hands too far removed from the needs of the average citizen and of the average employer, and have been put too much into the hands of theoretical educationalists and specialists in individual subjects. That is to say, advice has been based too much on producers and too little on consumers. An associated problem is that the specification of what is to be taught has been organisationally separated from the specification of its testing; this seems to me an error, and has led to unnecessary tensions. I need not add to the many comments made by others on the extraordinary mountain of words - largely in esoteric code - produced by the present administrative apparatus. I suggest the following.

1. A fundamental organisational reconstitution should be the first step. The curriculum and examination bodies (NCC and SEAC) should be amalgamated; but the responsibilities of the new combined authority should be put into separate hands according to pupils' ages. Many new faces should be seen. For the upper ages (14 and 16) there should be more representatives of employers

4 The view that the approach of SEAC is much too cumbersome and expensive is now widely held; Professor Desmond Nuttall (till recently Research Director of ILEA, now at the London School of Economics) has also called for simple written tests.

5 The Associated Examining Board in a recent publication (on its Certificate of Further Studies) proposes that the teacher's mark will be reported separately, and not altered by the Board unless the correlation between the teacher's mark and the written papers appears 'out of line'.

and of Colleges of Further Education, who have to cope with most of the products of our secondary school system. The bodies for the younger ages (8 and 11) should include persons familiar with the standards that secondary schools look for in their new entrants. The body responsible for examinations at 16+ (GCSE, etc.) should be separated from that responsible for monitoring progress at earlier stages of schooling; they are both very heavy tasks.

2. One of the first tasks of the new bodies should be to attach priorities to the multitude of attainment targets forming the present National Curriculum, that is to say, to classify them into topics required by pupils of different aptitudes. This should permit essential topics to be introduced at earlier ages. Alternative and much simpler methods of assessment of pupils by teachers (that is, alternative to the present approach via Standard Assessment Tasks) need to be piloted.

3. At the 14-16 stage the Government should reintroduce consumer choice in a whole-hearted way. It should encourage schools and parents to choose examinations best suited for their children, whether it be GCSE, O-Levels or Proficiency levels; and whether in general or academic subjects. Vocational courses and the associated examinations (eg. BTEC First Qualifications, and City and Guilds) should be encouraged in schools both before and after 16 - and not subject to the present prohibitions. It is hardly sensible that pupils in schools abroad can still take British O-levels, while pupils in this country are forbidden to do so. Course-work (not carried out under examination conditions) should no longer be a required component of a school-leaving examination.

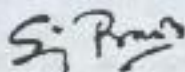
4. We need to understand better the teaching and organisational techniques by which schools abroad manage to have pupils in each class of more even attainment than here, and we need to consider which of those techniques can be applied here. It has been a long-standing theme of HMI reports that teaching is too often unsatisfactory for those much above, or much below, the average for the class. The APU findings on the success of streamed pupils needs to be considered further. Until we have a better approach to these issues, both in primary and secondary schools, I believe we shall not succeed in raising schooling attainments. A fresh policy initiative to meet this problem would have a wide appeal, with far-reaching benefits to both teachers and pupils. Some possibilities are outlined in an Appendix.

5. Perhaps the most important issue on which fresh initiatives are required relates to pupils at about 13, where there is a need to provide wider options to cater for vocational subjects as in France and the Netherlands. This could be done by greater co-operation between secondary schools and nearby Colleges of Further Education which have the necessary equipment, or by the development of specialised technical or vocational schools (CTCs or 'Magnet' schools). The extent to which there already is co-operation with CFEs needs to be documented (eg. what proportion of pupils aged 14-16 spend more than a given number of school-periods each week at CFEs on practical work). The National Curriculum and GCSE will require further adjustment if wider vocational options (on the scale provided in France and the Netherlands) are to be made available.

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I believe that the Government has been right to attach so much importance to educational issues, but that further changes in the machinery will be needed if the Government is to succeed in its aims. Forgive me for not finding it possible to put my suggestions more briefly.

Yours sincerely



S J Prais

APPENDIX

How to lower the range of attainments facing a teacher

The following organisational options have as their object the narrowing of the range of pupils' attainments facing a teacher, and thus easing his task. To a varying extent they are already used in certain schools in this country, but they need to be systematically examined, and statistics compiled. They do not require additional resources. Indeed, resources should ultimately be saved because they should permit more effective teaching to larger classes.

- (a) On entry to school there is a particularly wide relative range of ages and of maturities. Would it be better to be more flexible on admission, and allow, say, those six months above or below the normal age-range to delay or advance their admission, on the advice of educational psychologists and with the consent of parents? Where there are two or more parallel classes, instead of a single entry in September of each year, would it be better to encourage two (or even three) dates of entry during the year - as is the practice in certain schools - to ensure more homogeneous classes? This would benefit not only the pupils at each end of the spectrum, but also the majority in the centre who would benefit from having teaching better directed towards their needs.
- (b) Pupils develop at different rates; to allow for this, repeating and jumping of classes is a normal practice in Continental schools (usually 1-3 pupils a year are affected). Some class-repeating undoubtedly takes place in Britain, and statistics should be compiled as on the Continent. Changes in schooling organisation need to be considered which could mitigate some of the problems associated with class-repeating; for example, if school-entry was twice a year (as suggested above), a pupil could move back into a class six months below him instead of having to lose a whole year as in the present system. It needs perhaps to be emphasised that this is simply an organisational change, which need not require additional resources.
- (c) The concept of 'readiness for secondary schooling' needs greater emphasis. That stage provides a convenient opportunity of class-skipping (i.e. skipping the last year of primary school - not the first year of secondary school). Its extent, and its advantages, deserve a report by HMI, and the practice could be encouraged.

London Good Schools Campaign

11/0/c - Wed 11 April

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call back.
+ Nick Seaton.

Chairman: Katherine Ivens
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B

Professor Brian Griffiths
10 Downing Street SW1

23 March 1990

OK

Dear Professor Griffiths

Members of the London Good Schools Campaign (of which I am chairman) and of the Campaign for Real Education to which we are affiliated are alarmed by certain activities and developments in the National Curriculum Council which, we observe, are likely to sabotage the reforms intended to result from the National Curriculum. Our anxiety is shared by the Baroness Cox and Dr John Marks.

The object of reforming the curriculum, as we recall, was to raise standards with attainment targets and assessments on the one hand, and to guarantee the teaching of a full range of subjects for all pupils on the other. History and geography, for example, would be restored, displacing the ersatz 'integrated' subject areas such as humanities which, with another ersatz subject, Personal and Social Education (PSE), was the vehicle for political themes of anti-racism, anti-sexism, anti-heterosexism, multi-cultural education and so on.

It is about the curriculum subjects that we are currently most concerned.

There is a well-practised, easy-to-implement method of sabotaging a school curriculum. Identify where power over the curriculum is concentrated. Infiltrate. Take over. Permeate and overpower the curriculum with cross-curricular issues and themes.

The NCC's director is Martin Davies who, before his appointment, was known for his hostility to the National Curriculum. Among the NCC's members are Mrs Barbara MacGilchrist (chief inspector of ILCA) and Mrs Beverley Anderson, the anti-racist education enthusiast.

The NCC's work is divided among five committees. Barbara MacGilchrist is chairman of the Whole Curriculum (note the term) Committee. This lady is chief inspector of an education authority which, under her predecessor Dr (now Professor) David Hargreaves pioneered subject integration in the name of anti-cognitive 'Community' education and in which anti-racism et al freely permeated. The wretched fate of Inner London schoolchildren is now a cause of mourning among all. She is clearly an apt choice for advising 'on the phases of education and continuity and progression between them; equal opportunities; special educational needs; secular subjects outside the National Curriculum; cross-curricular issues; the framework of the whole curriculum and curriculum management and organisation...'

The NCC has a statutory obligation to supervise the National Curriculum of ten foundation subjects. Only three of these, the core subjects, are actually in operation. The rest are undergoing a process of working party reports and public consultation. They are the subject of much public debate.

By contrast, extra-statutory responsibilities assumed by the NCC over the 'Whole Curriculum' are being carried out with breathtaking swiftness, and no public consultation. From the end of March a series of 'guidance' documents will go in a rolling programme straight from the NCC into the schools.

Although non-statutory, these 'guidance' documents will be seen, understandably, as having the same status as the 'guidance' documents on the foundation subjects - for which the NCC has statutory responsibility.

These documents will be vehicles for the establishment in all schools of cross-curricular issues and themes which, according to the dictates of the NCC, must 'permeate' the whole curriculum (including the foundation subjects). They are to be of over-riding importance, restore 'coherence' (a favourite word of HMIs and of Hargreaves) to what would otherwise be a subject-bound 'fragmented' (bad word) curriculum.

The cross-curricular issues and themes include anti-racism, anti-sexism, and multi-cultural education. And the subjects? Old favourites like Personal and Social Education (deemed to be the most important) and a new one, Citizenship.

All the cross-curricular subjects/themes are capable of, shall we say, interpretation: 'economic and industrial understanding, careers education and guidance, environmental education, health education, citizenship (individual, family, community, national, European and international, including legal and political dimensions).'

The most important themes (to be all-permeating) 'include equal opportunities and education for life in a multi-cultural society .. development of positive attitudes in all staff and pupils towards cultural diversity, gender equality and people with disabilities.' i.e. a straight modern, Marxist education.

The most important subject is to be Personal and Social Education. So important is this subject that it must be the 'responsibility of all teachers' - as it is currently in Marxist schools, as a condition of employment, to ensure a correct ideology among teachers. 'PSE must not be left to chance and explicit attention must be given to all its aspects e.g. health education, social skills and moral issues.'

But perhaps the more interesting subject is the newcomer, a new invention, Citizenship. This could have far-reaching effects. It claims eighteenth century antecedents of high respectability - a concept of 'active citizenship'. It is said that the Prime Minister herself advocates this subject for our children. And there is said to be consensus on its desirability from Education Minister Mr MacGregor, and opposition spokesman Jack Straw.

Apart from deploring a government minister's endorsement of political intervention in the curriculum, we regret to point out that the concept of 'active citizenship' lends itself easily to translation as 'political activism'. The notion being floated that teaching of the subject might best be

achieved if schools were run with active, pseudo-adult participation of pupils, as 'models' of democracies comes suspiciously close to Hargreaves' concept of community education in community schools for the education of trade union and 'community leaders' of the future. The object of 'Citizenship' should become clear if we point out that the secretary of the grandly-named all-party Commission on Citizenship is one Citizen Frances Morrell!

To show you that we are not making all this up we enclose supporting documents.

We think you will agree that there is grave cause for alarm. Our approaches to Angela Rumbold indicate that she is blithely unaware of the dangers, and we have not managed to secure an interview with her. We believe that the Prime Minister will be as disappointed as we are that this mighty effort to save our education system should be so easily and cheekily subverted.

We would appreciate it and believe it might be helpful if we discussed this situation further with you.

Perhaps we could telephone your secretary for an appointment?

Yours sincerely
Katie Ivens

Katie Ivens

Encs: Extracts from:

NCC News June 1989

NCC News December 1989

NCC Circular Number 6

TES article on Citizenship by Frances Morrell

NCCnews



NATIONAL
CURRICULUM
COUNCIL

December 1989

NEW procedures should make the supply of important National Curriculum documents speedier and more efficient.

NCC's revised distribution system should overcome the teething problems which arose in the first year of operation. The advantages are:

1. DES, NCC and SEAC will use the same mailing lists so that, for example, the ring binders containing the statutory Orders should be closely matched by non-statutory guidance from NCC.

2. Documents should be received by schools more quickly.

3. LEAs will be relieved of the burden of bulk distributions.

4. Schools, LEAs, higher education institutions and other organisations should receive the number of copies they are entitled to.

5. It will be clear who must pay for what.

DES has already sought information from LEAs on their own requirements and the requirements of schools for the National Curriculum documents due to be published in the next year.

When the new system comes into operation early next year, the initial mailing of free publications will be based on these returns and will be sent direct to schools rather than via LEAs. Any extra copies must be paid for, preferably in advance. Goods will be sent out on credit only if the order is received on an official school order form.

In addition, NCC has compiled a list of organisations and individuals who will be sent free copies of reports. They too must pay for additional copies in advance unless they send an official order form.

All other organisations and individuals must pay for documents in advance. They can ensure they receive all NCC publications by taking out an annual subscription for £75, or they may order individual reports.

Proposals of the Secretaries of State on National Curriculum subjects (incorporating the final reports of the subject working groups) are published by DES and the Welsh Office. NCC sends them to statutory consultees and distributes them to schools on the basis

New steps to improve distribution of curriculum documents



Consultations on English and Technology involved NCC in the despatch of 63 tonnes of Working Group reports, plus six response forms.

of two per primary and five per secondary and special school. Because of limited print runs, it is necessary to restrict the supply of further copies.

Issues of NCC News and Circulars will continue to be free to maintained schools in England and

to approved organisations. Reasonable requests for additional copies will be met while stocks last.

Order forms should be returned with cheques (payable to National Curriculum Council) to NCC Publications, 15-17 New Street, York YO1 2RA.

Responding to changing needs

ANY organisation needs to review its management structure from time to time. This helps to ensure that areas of responsibility are clearly defined, that lines of accountability are as simple as possible, and that it can respond efficiently and effectively to changing needs.

This is even more true for a new organisation like NCC — although it retains its basic remit, it has to respond to rapidly changing priorities. In line with this, NCC has modified its management structure to allow for an effective delegation of responsibilities and co-ordinated servicing of the new committees (see next page).

The Chairman and Chief Executive, Mr Duncan Graham, has overall responsibility for all aspects of NCC work. The Director, Mr Martin Davies, will have delegated responsibility for strategic management; corporate planning; financial matters; office services; management information systems; personnel; industrial relations; committee services; publicity and publications; research, development and evaluation;

cross-curricular issues; international relations; and liaison with the Curriculum Council for Wales and other curriculum bodies and with industry and commerce.

Mr Peter Watkins, Deputy Chief Executive, will handle implementation of the National Curriculum subjects; statutory consultations; non-statutory guidance; teacher education and INSET; NCC associates; dissemination; liaison with teacher associations and other educational groups; liaison with the School Examinations and Assessment Council and with local education authorities and higher education institutions.

Three assistant chief executives, Dr Richard Dorrance, Mrs Jenny Hall and Mr Richard Knott, will head up curriculum teams covering all NCC's educational responsibilities. Financial and personnel matters will be dealt with by the Assistant Director (Resources), Mr John Fowell, and a new post of Assistant Director (Publishing and Information) will be filled shortly. ■

NCC reviews its committee structure

ORGANISATIONS representing education and the world of work are keen to get involved in the challenging work of developing the National Curriculum. They have responded with enthusiasm to the request to suggest people to serve on NCC's new committees.

More than 400 names have been submitted from a large range of bodies representing teachers, employers, trade unions, subject associations, professional institutions and others. The membership of the committees is due to be decided this month and a full list will be printed in the next issue of *NCC News*.

When NCC was established, it created four interim committees covering the whole curriculum, core subjects, teacher education and primary education. This worked well because it fitted in with the early priorities, but important issues arose when the system had to be reviewed to meet changing needs.

It rapidly became clear that any particular structure would give rise to certain assumptions e.g. different committees for each foundation subject might suggest NCC saw the National Curriculum only in subject terms and make it difficult to communicate across subject boundaries.

Council has agreed a new system comprising Executive (to advise on policy; finance; staffing; membership of committees; publications; information and publicity) and five committees of equal status: Whole Curriculum, National Curriculum A, National Curriculum B, Curriculum Review, and Professional Development.



▲ Mrs Barbara MacGilchrist

The Whole Curriculum Committee, chaired by Mrs. Barbara MacGilchrist, will advise on the phases of education and continuity and progression between them; equal opportunities; spe-



▲ Mr Malcom Brigg

cial educational needs; secular subjects outside the National Curriculum; cross-curricular issues; the framework of the whole curriculum and curriculum management and organisation; key stage 4; A and AS levels and statutory consultations on exemptions and modifications from the National Curriculum. Within its terms of reference it will also deal with guidance and training materials for teachers and others; monitoring, evaluation and review; and research and development.

The two National Curriculum Committees will carry out statutory consultations on the foundation subjects; carry out further work required by the consultations; advise on non-statutory guidance and in-service training materials; and deal with monitoring, evaluation and review and with research and development work that comes within their remit.

Committee A, under the chairmanship of Mr. Malcolm Brigg, will deal with English, history, modern foreign languages, art, music, physical education and religious education. Committee B, chaired by Mr. Richard Martineau, will oversee work on mathematics, science, technology, and geography.

Curriculum Review Committee, under the chairmanship of Council's Deputy Chairman, Professor Paul



▲ Mr Richard Martineau

Black, will advise on monitoring and evaluation of the curriculum; advice to the Secretary of State on programmes of research and development; modifications to the National Curriculum to facilitate experimentation under Section 16 of the Education Reform Act; a small grants scheme; the SCDC projects; and the evaluation and dissemination of examples of good curriculum practice.



▲ Professor Paul Black



▲ Mrs Valerie Stead

Professional Development Committee, which will be chaired by Mrs. Valerie Stead, will advise on the training needs of schools, institutions of higher education and local education authorities, and the types and sources of training to meet those needs. It will also advise on the initial training of teachers, the development of INSET materials and relevant aspect of monitoring, evaluation and review and of research and development.

In addition to the committees, task groups may be set up under clear terms of reference and timetables.

Executive will recommend names of members to Council and those selected will serve as individual experts rather than as representatives of organisations. It is essential, if NCC is to give authoritative advice to the Secretary of State and to schools, that its committees should have the benefit of the contribution of those best qualified to make it. ■



**NATIONAL
CURRICULUM
COUNCIL**

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circular number 6

The National Curriculum and Whole Curriculum Planning: Preliminary Guidance

THE WHOLE CURRICULUM CONTEXT

1 The basic curriculum as prescribed in law — the ten core and other foundation subjects of the National Curriculum plus Religious Education — is not intended to be the whole curriculum. More detailed guidance on planning within a whole curriculum framework will be provided by NCC towards the end of this year. This Circular offers preliminary help and identifies some issues which schools need to consider when setting the National Curriculum in this broader context.

2 The Education Reform Act says that the curriculum should:

- be balanced and broadly based;
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

3 It is essential that schools take these aims into account when reviewing their existing provision and revising it to include National Curriculum requirements as they emerge.

4 The whole curriculum of a school, of course, goes far beyond the formal timetable. It involves a range of policies and practices to promote the personal and social development of pupils, to accommodate different teaching and learning styles, to develop positive attitudes and values, and to forge an effective partnership with parents and the local community.

5 Whole curriculum planning must be flexible, especially during this period of rapid change when a number of important subject areas do not yet have statutory attainment targets and programmes of study. In addition, schools should consider what provision they wish to make for subjects outside the National Curriculum.

6 Above all, schools need to give the curriculum structure and coherence, thus demonstrating the elements and strands which bind it together. Teachers need to collaborate in their whole curriculum planning, especially in analysing attainment targets and interpreting programmes of study.

CROSS CURRICULAR PROVISION

7 To achieve these whole curriculum aims, schools need to ensure that the planned contribution of different subjects is not made in isolation but in the light of their contribution to pupils' learning as a whole. Features that are common to different subjects will need to be treated in a consistent way by the different teachers involved. Great care is needed to achieve a balance between sharing in the implementation of whole school approaches and ensuring that responsibilities are clearly defined, leading to reinforcement rather than unnecessary duplication or neglect.

Opportunities to make these links are already embedded in the approved programmes of study for mathematics, science and English.

8 The term "cross-curricular" is used in various contexts and it may be helpful, for review and organisation of the curriculum and the planning of its content, to distinguish three aspects of cross-curricular provision: dimensions, skills and themes.

CROSS CURRICULAR DIMENSIONS

9 These are concerned with the intentional promotion of personal and social development through the curriculum as a whole.

10 Personal and social development through the curriculum cannot be left to chance but needs to be co-ordinated as an explicit part of a school's whole curriculum policy, both inside and outside the formal timetable. Personal and social development involves aspects of teaching and learning which should permeate all of the curriculum. Whilst secondary schools may offer courses of personal and social education, it is the responsibility of all teachers and is equally important in all phases of education.

11 Major cross-curricular dimensions which are not necessarily delivered through courses of personal and social education but which promote personal and social development include equal opportunities, and education for life in a multicultural society. They require the development of positive attitudes in all staff and pupils towards cultural diversity, gender equality and people with disabilities.

CROSS CURRICULAR SKILLS

12 There are many cross-curricular skills — communication skills (oracy, literacy, numeracy, graphicacy), problem-solving and study skills, for example — which can be developed through all subjects. An example is Attainment Target 1 in English 'Speaking and Listening'. Whilst the development of oracy is located within English it should not be the sole responsibility of the English teacher; neither for that matter is the teaching of numeracy the preserve of the mathematics teacher. All teachers have responsibilities for the teaching of these skills and the principle is one of "sharing" attainment targets.

13 NCC's non-statutory guidance for mathematics, science, and English Key Stage 1 identified ways in which the three core subjects promote communication skills. Schools need to consider the most effective ways of co-ordinating teaching and learning in these areas. Many are doing this already.

14 Flexibility in planning will be needed to accommodate the requirements of successive National Curriculum subjects. Schools will regularly need to reconsider their provision in the light of the opportunities for cross-curricular links which these subjects will provide.

CROSS CURRICULAR THEMES

15 These are elements that enrich the educational experience of pupils, and include:

- economic and industrial understanding;
- careers education and guidance;
- environmental education;
- health education;
- citizenship (individual, family, community, national, European and international, including legal and political dimensions).

16 Where these themes are embedded in the National Curriculum programmes of study they are statutory. Other aspects, whilst not statutory, are clearly required if schools are to provide an education which promotes the aims defined in Section 1 of the Education Reform Act. Cross-curricular themes are more structured and less pervasive aspects than other cross-curricular provision, but still make links between different parts of the curriculum. They include a strong component of knowledge and understanding, in addition to skills. Most can be taught through other subjects as well as through other themes and topics.

17 Some of these themes may feature in PSE courses (see paragraph 10) and all contribute to personal and social development in a number of ways. *

WHOSE
VALUES

- They explore the values and beliefs which influence the individual and his or her relationship with others and the wider world. *
- They help pupils to respond to their present lives and prepare them for work and adult life.
- They emphasise practical activities, decision-making, learning through experience, and the development of close links between the school and the wider world.
- They provide relevant ways in which skills might be developed.

18 All teachers recognise their responsibility for promoting the personal and social development of their pupils. This can be assisted by giving priority to making links between what they teach and what their pupils learn at other times and in other parts of the curriculum. They should have a clear view of how their teaching contributes to the whole curriculum experience of their pupils.

19 The introduction of the National Curriculum provides a new opportunity to promote these links. Attainment targets and programmes of study are the bricks with which the new curriculum must be built. Cross curricular strategies bond these bricks into a cohesive structure.

FURTHER GUIDANCE

20 NCC's *Curriculum Guidance No. 3*, to be published at the turn of the year, will cover in greater depth the issues outlined in this Circular. The guidance will be followed by other publications on specific dimensions, skills and themes which contribute to the personal and social development of pupils and to the curriculum as a whole.

October 1989

D. G. Graham CBE MA
Chairman and Chief Executive

WHICH VALUE SYSTEM DOES THE
N.C.C. INTEND TO PROMOTE?

For further information:
Carol Etherington
NCC Information Section

Circulation:
Local education authorities
Heads of maintained schools in England
Associations of independent schools
Teacher training institutions
Other bodies

Author by
The Secretary
1989

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NCC



news



JUNE 1989

A note from the Editor

WELCOME to NCC News, a newsletter which will be published once a term. Issue number one comes at a good time, because NCC has been in existence just long enough to see several of its early tasks coming to fruition. In addition, implementation of the National Curriculum is now sufficiently close to give a sense of urgency to some of the material reported in this issue.

In its first nine months, NCC conducted statutory consultations and published reports on the three core subjects, leading to statutory Orders by the Secretary of State in mathematics, science and English for key stage 1. These will come into operation in all maintained schools this autumn when year 1 pupils (five year olds) begin the attainment targets and programmes of study in mathematics, science and English and year 7 pupils (11 year olds) embark on mathematics and science.

In February, NCC produced an information pack to assist schools in the task of raising awareness of the National Curriculum. This was followed up last month by an attractive pack "Introducing the National Curriculum", produced with the Curriculum Council for Wales in association with

the Open University. A copy was sent to every teacher in England and Wales and all schools were also sent a video and a pack of activities for school-based in-service training.

NCC has also begun its task of helping schools to implement the statutory Orders by issuing non-statutory guidance on mathematics and science, followed soon after by guidance on English at key stage 1. NCC will issue non-statutory guidance on every foundation subject, to be kept in the same ring binders as the Orders.

Reports have not been the only way of communicating with schools. NCC staff have attended more than 300 meetings and conferences throughout England since January. Links have been established with local education authorities, teacher associations and higher education institutions and the work of NCC has been publicised through press releases and exhibitions.

This issue of the newsletter gives further details of these activities, and of NCC's thinking on a number of vital issues, including a framework for the primary curriculum, cross-curricular issues and TVEI.

Schools are at the centre of the changes introduced by the Education Reform Act, and it is teachers in the classroom who will make a success of the National Curriculum. We have, therefore, included reports on two schools preparing for the introduction

Late news

THE Secretary of State for Education and Science and the Secretary of State for Wales have issued their proposals for attainment targets and programmes of study in English 5-16 and Design and Technology 5-16.

The Design and Technology proposals, along with the report of the Working Group chaired by Lady Young, were launched on 20th June. NCC has begun the consultation procedure and will receive responses up until 22nd September. Schools should send their views to their LEA to make a composite response by that date.

The English proposals and the report by Professor Brian Cox's committee were issued on 22nd June and the consultation process ends on 29th September. A statutory Order for English key stage one has already been issued and comes into operation in the autumn, so this will not be included in the consultation.

of the attainment targets and programmes of study in September; such school profiles will be a regular feature of NCC News. We hope you enjoy it and find it interesting.

New Director takes up post

MR. MARTIN DAVIES, Director of Education in Newcastle upon Tyne, takes up post this month as Director of NCC. He will have oversight of policy and planning, and research and development.

He will represent NCC at senior level at home and abroad, aided by his experience as Chairman of the International Committee of the Society of Education Officers and his extensive work with overseas bodies, especially through the Organisation for Economic Co-operation and Development.

Mr. Davies, who is 47, was chosen following a nation-wide search for a person who could play a key role in the implementation of the National Curriculum. His experience in special educational needs will be of special value to NCC.

After graduating in geography at the University of Manchester in 1964, he held a succession of posts in teaching and administration in both shires and cities before moving to his existing post in 1987.



The Deputy Chief Executive is Mr. Peter Watkins, who is responsible for liaison with the world of education and the dissemination of the National Curriculum.

Mr. Watkins read history at Cambridge and taught it for 13 years after National Service in the Royal Air Force. He was headmaster of King Edward's Five Ways School in Birmingham and Chichester High School for Boys (comprehensive) and then principal of Price's Sixth Form College, Fareham, Hampshire.

In 1984 he became Deputy Chief Executive of the School Curriculum Development Committee and served briefly as Chief Executive before it was replaced by NCC. ■

Teaching across the curriculum

SOME dimensions of education should permeate all aspects of the school curriculum, the National Curriculum Council has advised the Secretary of State for Education and Science.

In an interim report on cross-curricular issues, it says the most important are personal and social education, a multicultural approach and equal opportunities for girls and boys.

"These dimensions have implications for resources, staffing and school organisation, as well as for curriculum content, teaching methods and assessment.

"They require the promotion of positive attitudes in all pupils, and all staff, towards cultural diversity, gender equality and people with special educational needs (including the gifted).

"Precise objectives and clear responsibilities for co-ordinating and monitoring work in these dimensions need to be established in each school," NCC says.

The interim report to the Secretary

of State distinguishes between three different aspects:

- cross-curricular dimensions, such as personal and social education (PSE), multicultural education and equal opportunities, which are inter-woven into the formal and informal curriculum;
- cross-curricular skills like oracy, numeracy and study skills, which can be promoted throughout all or most of the curriculum;
- cross-curricular themes e.g. health education, environmental education and economic and industrial understanding, which are less pervasive than dimensions; a common feature in most cases is that they have strong components of knowledge and understanding as well as skills.

NCC says that "personal and social education is arguably the most important of the cross-curricular dimensions to which schools need to give attention.

"PSE can be seen as the promotion of the personal and social development of

pupils through the school curriculum. It is concerned with fundamental educational aims and permeates the whole curriculum. It should be the responsibility of all teachers and a priority for school management.

"No component of the school curriculum is without its potential influence on personal and social development. A pupil's personal and social development can arise directly from his or her curriculum experiences and make a major contribution to them. As well as promoting fundamental educational aims, personal and social education can act as a central thread linking all parts of the curriculum," the document argues.

The general educational aims of the school should have a major influence on the personal and social development of pupils. They will be reflected in policies and procedures about subjects, learning and teaching methods, and the informal curriculum.

Continued on page 5...

NCC responds on foreign languages

NCC has welcomed the United Kingdom's commitment to promoting the languages of the European Community by making them foundation subjects in the National Curriculum.

But it has also welcomed the idea that minority languages can be taught as part of the National Curriculum.

It was responding to the proposal by the Department of Education and Science that minority languages qualify as foundation subjects provided a European Community working language is offered to all pupils as well.

The proposal was made in the DES draft Order and circular on "Modern Foreign Languages in the National Curriculum". Schedule 1 lists Danish, Dutch, French, German, Modern Greek, Italian, Portuguese and Spanish as modern foreign languages for the purposes of the Education Reform Act, 1988.

However, Schedule 2 includes Bengali, Chinese (Cantonese or Man-

darin), Gujarati, Hindi, Japanese, Punjabi, Russian, Turkish and Urdu. These qualify as modern foreign languages provided "the school at which the language is taught also offers all relevant pupils the opportunity of studying one or more of the languages set out in Schedule 1 for the purposes of the National Curriculum".

In its reply, NCC welcomed the inclusion of the community languages. "This recognises the important role they play in British society, and acknowledges that bilingualism is a resource which enriches our society, as well as being of practical value," it told the DES.

NCC noted that a case could also be made for including other languages such as Polish in the list and, in a supplementary letter, drew attention to the omission from the Schedule of Modern Hebrew, which is offered in some schools as the first foreign language.

NCC accepted that there was a rationale for the division of languages into two schedules, which gave schools a framework to meet all their pupils' needs and choices. "It would be unfortunate if it were to be regarded as a league table of languages, and reassurance may be needed on this point," it added.

The DES draft circular referred to the dates on which the requirement in Section 10(3) of the Education Reform Act to teach all National Curriculum subjects "for a reasonable time" will come into effect at key stage 4. It said no final decisions have yet been made on this, apart from the core subjects which must be taught from September 1990.

In its response, NCC welcomed the fact that no decisions had been taken. "There is concern about the teacher supply for languages, and LEAs and schools need time to plan their staffing. Middle schools and the schools which receive their pupils are likely to have particular problems in planning their provision for foreign languages," NCC said.

In view of this, the response suggested there would be advantages in postponing the obligation to provide a modern foreign language for all pupils in key stage 4.

Finally, NCC welcomed the flexibility schools are being given in their choice of second and subsequent languages and the possibility of one of these being a classical language.

The final DES circular, issued on May 19th, took account of comments by NCC and others by including Modern Hebrew in Schedule 2.

Continued from Page 4

"Aims concerned with individual needs and responsibilities and with getting on with people will be reflected in school policies and procedures which aim to promote good relationships, mutual respect and a sense of common purpose within the school and between school, home and community (including employers)," NCC adds.

The acquisition of knowledge and understanding can help develop pupils' confidence and intellectual discipline, which in itself promotes personal and social development. The content of subjects can be directly relevant as well e.g. the exploration of conflicting motives in history or the political, social or moral implication of decisions in technology. Teachers should be alert to the many ways in which subject content can serve the purposes of PSE.

Similarly, schools should be aware that teaching and learning methods have a positive role to play. These include supported self-study and co-operative group work, as well as more didactic approaches.



No component of the school curriculum is without its potential influence on personal and social education.

The general ethos of a school can have a powerful impact, though it is difficult to define and analyse. Schools which give careful thought to PSE consider the impact of factors like rules, everyday procedures, relations between staff and pupils and the school's physical environment.

A whole school policy is needed to identify the stages, curriculum areas and processes which serve PSE, taking account of the range of pupil needs and the characteristics of their home community. It should be made clear that all teachers are responsible for promoting the personal and social development of the pupils in their care, the document says.

In key stages 1 and 2, the needs of pupils are most likely to be met through a good school ethos and close relationships with the class teacher, without the need for timetabled courses. But PSE must not be left to chance and explicit attention must be given to all its aspects e.g. health education, social skills and moral issues.

"PSE must not be left to chance and explicit attention must be given to all its aspects..."

In key stages 3 and 4, schools should allocate time for objectives not adequately met through curriculum-wide PSE. This could allow for activities like mini-enterprise schemes, work shadowing and community activities, all carefully planned to relate to the rest of the curriculum. A guidance and support structure for pupils should be a central feature in these key stages.

NCC gives advice in its report to the Secretary of State on essential aspects of an effective policy on PSE. In summary these are:

- careful attention to progression and continuity;
- active involvement of parents, governors and local industry;
- maintaining friendly links with parents and agencies concerned with the welfare of pupils;
- appointment of a senior member of staff to co-ordinate PSE;
- use of good quality educational materials;
- adequate support for teachers, including INSET and materials;
- the use of staff with relevant expertise and personal qualities for PSE;
- assessment procedures which have regard to key features of PSE e.g. allowing pupils to reflect upon their own progress;
- procedures for regular monitoring, evaluation and review of PSE policy.

NCC's report notes that skilful management is vital for all cross-curricular dimensions, skills and themes.

"Although there are examples of good practice this is not easy. At one

extreme, everyone's task may be no one's responsibility; learning which is expected to happen everywhere may take place nowhere. At the other extreme, powerful pressures to adopt a large number of cross-curricular elements may lead to an overloading of the curriculum," it comments.

NCC plans to do further work on several cross-curricular issues:

- guidance to schools on developing whole school policies on cross-curricular dimensions such as a multicultural approach and equal opportunities;
- guidance on mapping the curriculum to identify how best to develop cross-curricular skills and to devise policies for monitoring evaluation and review;
- guidance on targets for PSE that are understood by pupils, parents, governors and employers;
- continuing to match cross-curricular themes with the attainment targets and programmes of study of national curriculum subjects as they are introduced;
- examples for teachers and governors of good practice in cross curricular teaching;
- the implications for initial and in-service teaching.

In addition, task groups are examining cross-curricular themes which have a role in preparing pupils for "the opportunities, responsibilities and experiences of adult life" (Education Reform Act Section 1). The five themes on which NCC is concentrating initially are health education; careers education and guidance; citizenship; economic and industrial understanding; and environmental education. These task groups will produce reports in the coming months.

MR KENNETH BAKER, Secretary of State for Education and Science, has set up the National Curriculum Working Group for Geography and appointed Sir Leslie Fielding, Vice-Chancellor of Sussex University, as its chairman.

The group, which has already started work, is due to produce an interim report by 31st October and a final report by the end of April 1990.

This will enable attainment targets and programmes of study in geography to begin to be introduced in schools from the autumn of 1991.

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C

Professor Brian Griffiths,
Head: Policy Unit,
10 Downing Street,
London W1.

20th April 1990.

Dear Professor Griffiths,

My friend Jennifer Chew has passed on to me your request that I write to you regarding evidence of a decline in reading standards at age seven. This I am happy to do and would ask only that you treat as confidential for the moment evidence which is likely to become a major scandal in the second half of this year. To limit the demands on your reading time I will summarize: should you be interested in a finer level of detail of course I shall readily make more information available.

When I came to Croydon as a senior educational psychologist in 1984 I wrote a paper for circulation within the LEA predicting a highly public problem with reading standards. Two policies were on collision course: the annual testing of reading at age seven (Naismith-inspired) while not actually teaching it (the Frank Smith/Kenneth Goodman approach sponsored by primary and "English" inspectors and advisers).

In 1987 I pointed out to the Chief Inspector, then Paul McGee, that at LEA level borough means on the Neale reading test had been declining for three years; he said he hadn't noticed. Two years later in 1989 I pointed out to the Director of Education, by then Paul Benians, that reading standards had been declining for five consecutive years; he hadn't noticed.

Then at school level early in 1988 I found whole classes of top infants illiterate after three years of "storybook" reading; I researched 130 children and found roughly twice the underachievement in "storybook" schools compared with a school with balanced, including phonic, approaches to the teaching of reading.

Then quite by chance I discovered that the same situation obtained in a neighbouring county authority with three times the population of children: the proportion of poor and non-readers (with a claim to remedial resources?) had doubled over the last five years.

But in just the last few months I have made contact with colleagues in nine LEAs which are showing a comparable drop in reading attainment at age seven or eight. Upward of a quarter of

a million children therefore have passed through schools which during this period have been failing them on this scale.

On June 22nd a confidential meeting of educational psychologists will convene in Croydon with the aim of:

1. looking at data for the nine LEAs;
2. discussing what interpretations the data will bear;
3. what, jointly, if anything should be done about it (for instance a bipartisan approach to government). If this becomes a "story" before then there will be concerted attempts to intimidate people, suppress data, discredit the tests, break the statistical series, etc. etc.

The National Curriculum section on reading ("English", attainment target 2) should perhaps be jettisoned in its entirety: it contravenes all known research in the area. But if many children cannot read then the whole venture of the National Curriculum will become comprehensively irrelevant.

I attach:

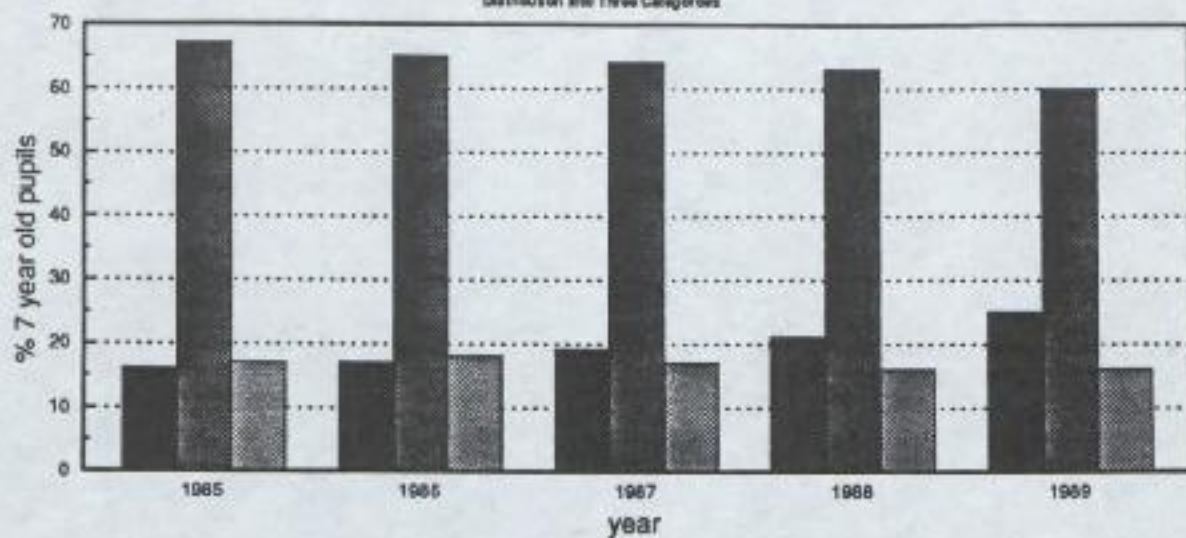
- a. illustrative Croydon data on reading and, concurrently, on number attainment - children thus act as their own controls;
- b. a 1988 *TES* article arguing from theory against the "real books" or laissez-faire approach to the teaching of reading;
- c. a 1990 *TES* article reporting how forty secondary-aged pupils, by means of structured, phonically-based methods, learned reading skills in six months which six years of primary education had failed to establish.

Yours sincerely,

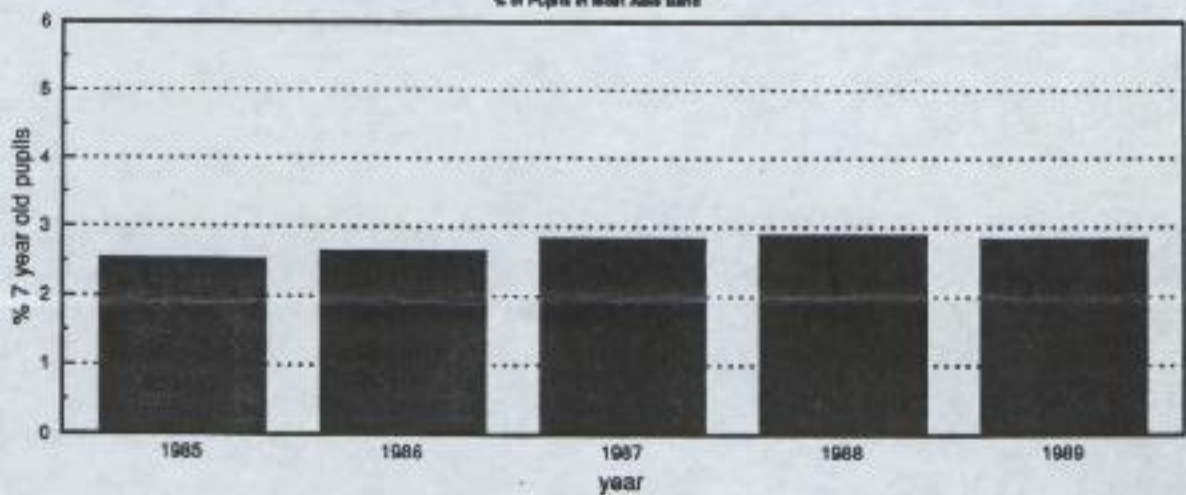
Martin Turner

Martin Turner,
M.A., M.Sc., C.Psychol., A.F.B.Ps.S.,
Chartered Educational Psychologist.

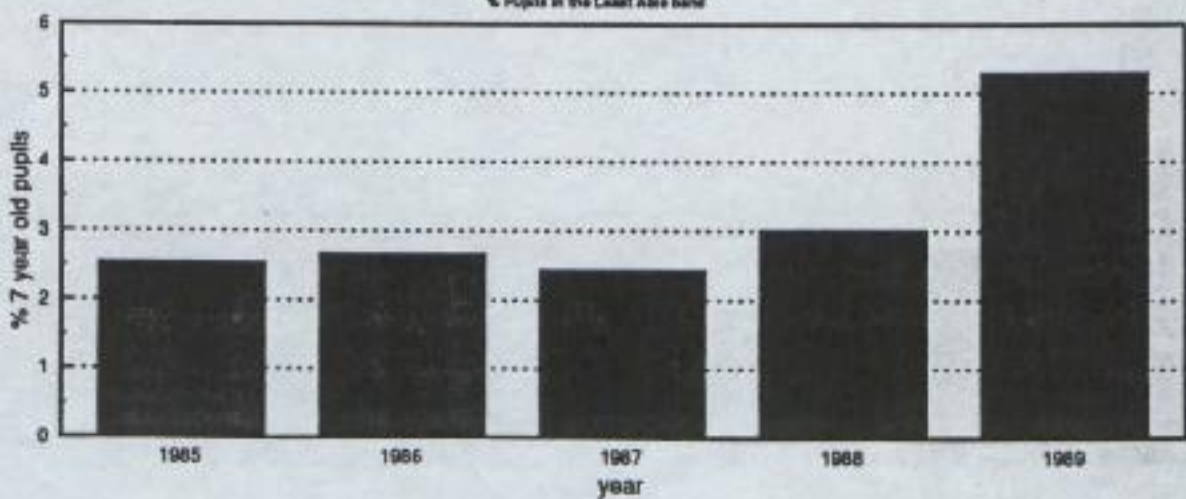
Age 7 Reading (Accuracy)
Distribution Into Three Categories



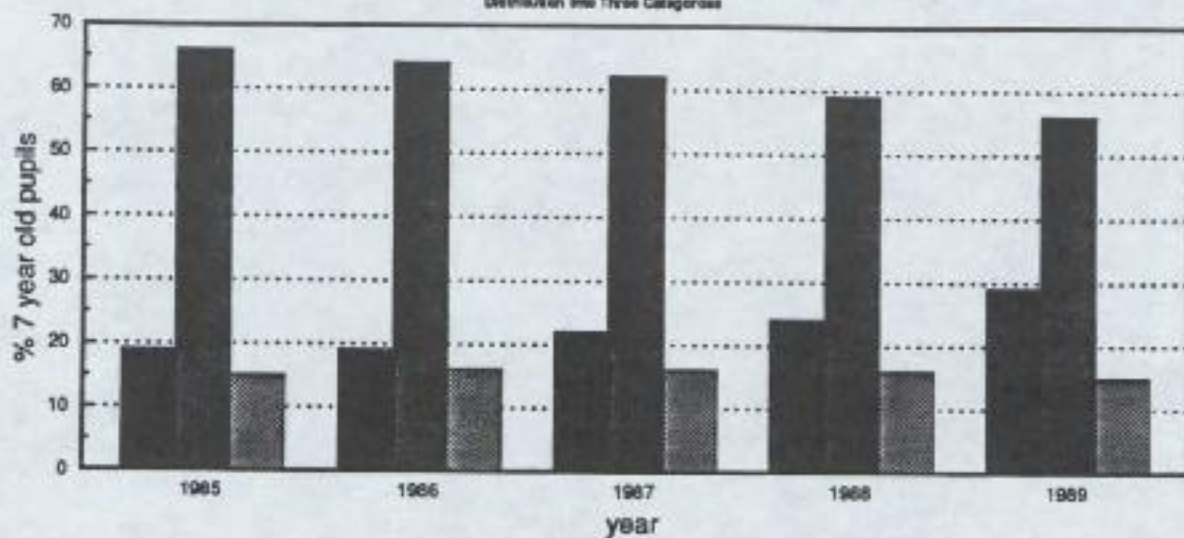
Age 7 Reading (Accuracy)
% of Pupils in Most Able Band



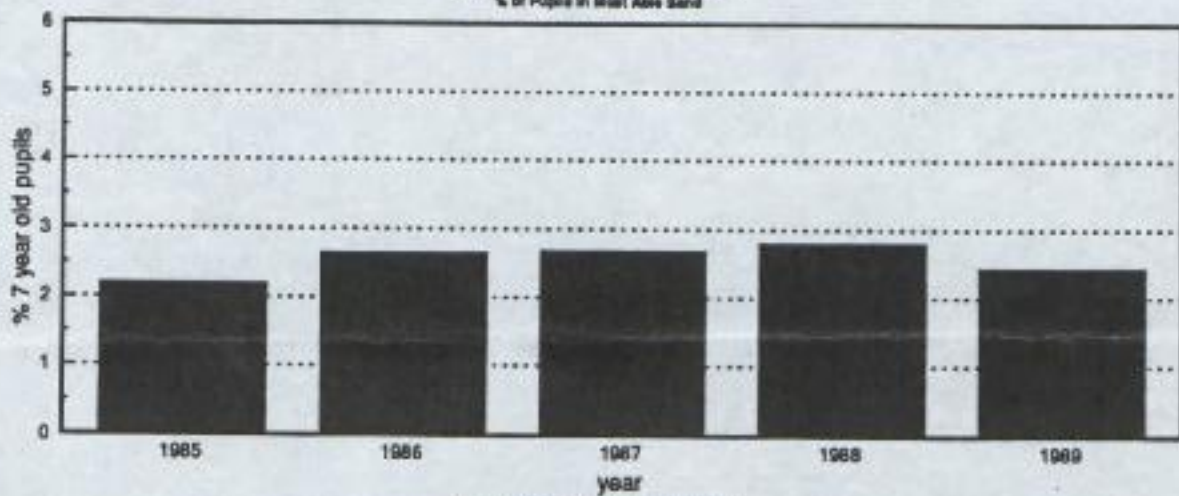
Age 7 Reading (Accuracy)
% Pupils in the Least Able Band



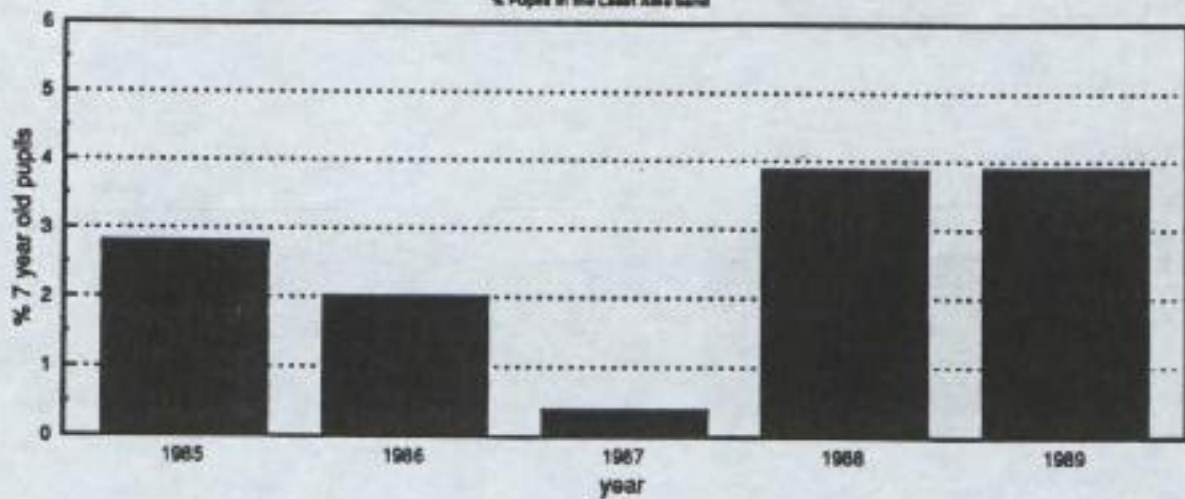
Age 7 Reading (Comprehension)
Distribution into Three Categories



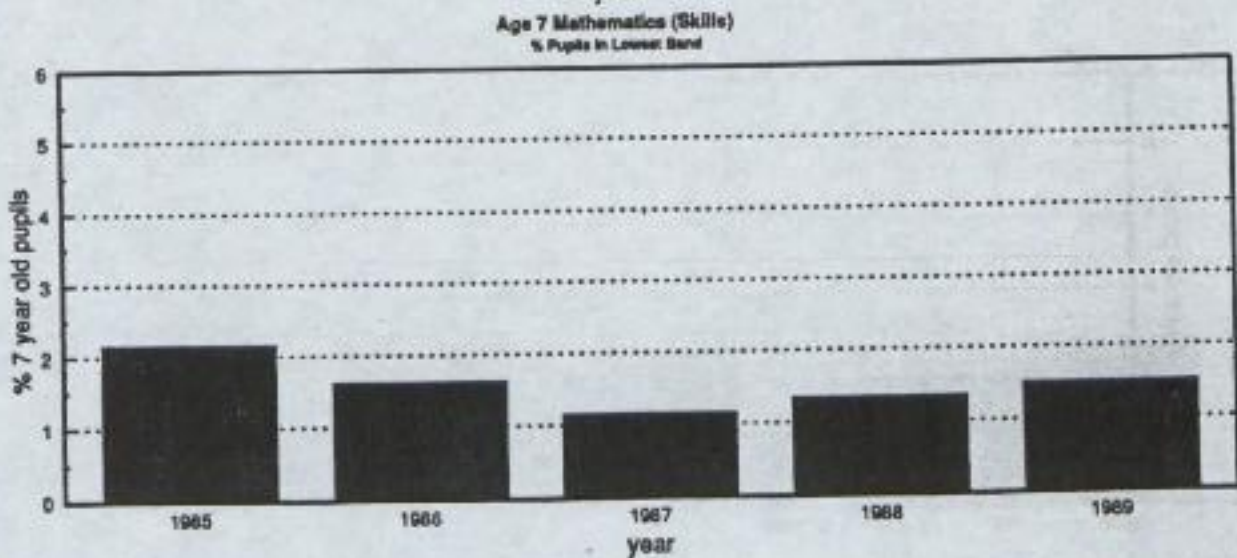
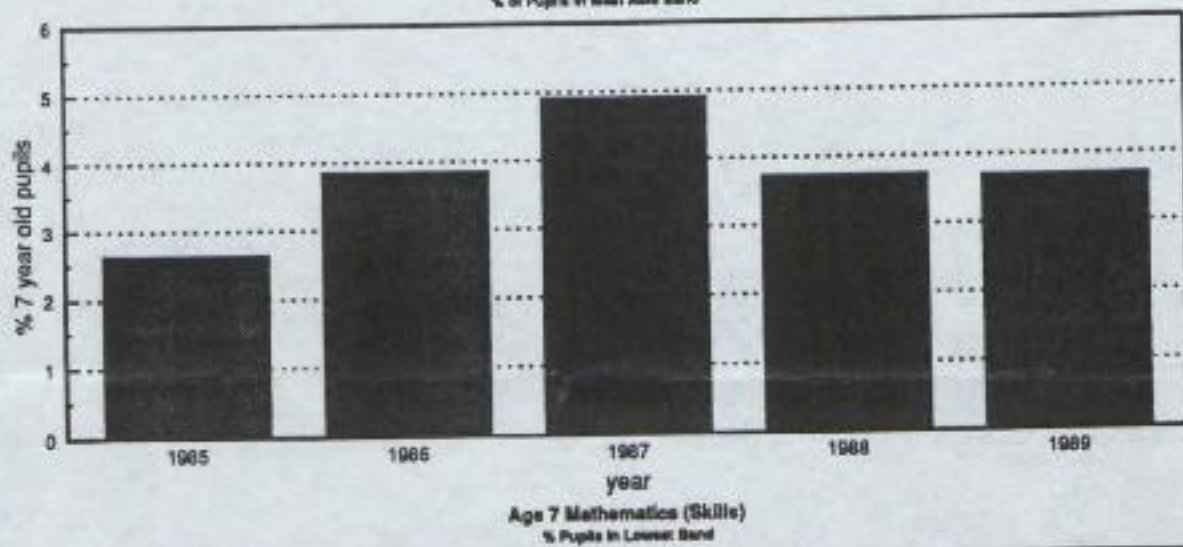
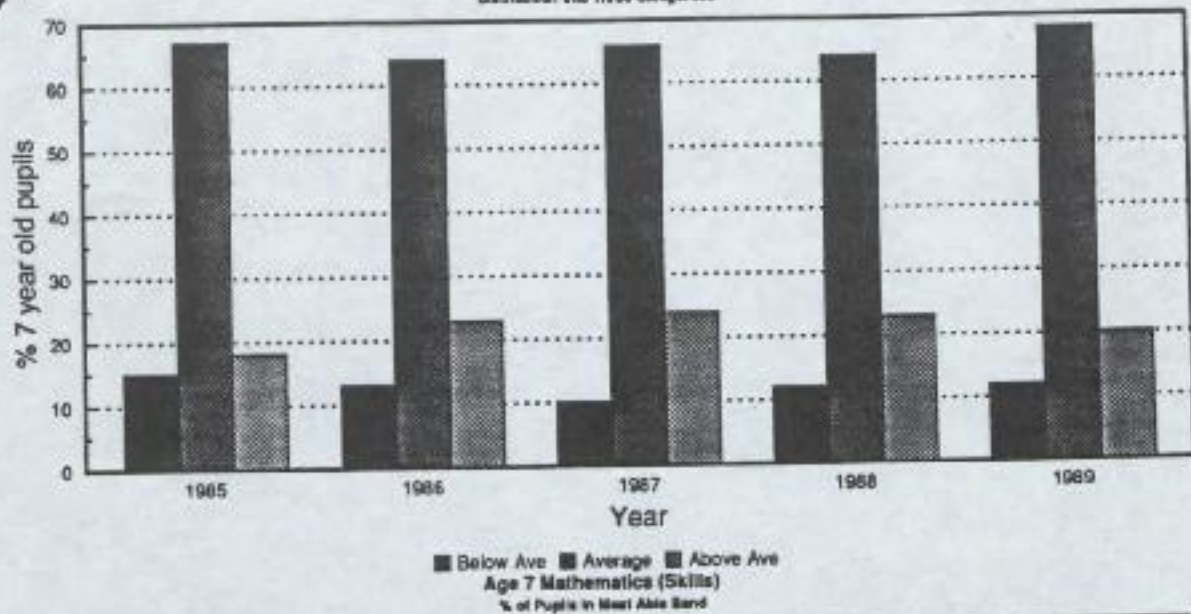
Age 7 Reading (Comprehension)
% of Pupils in Most Able Band



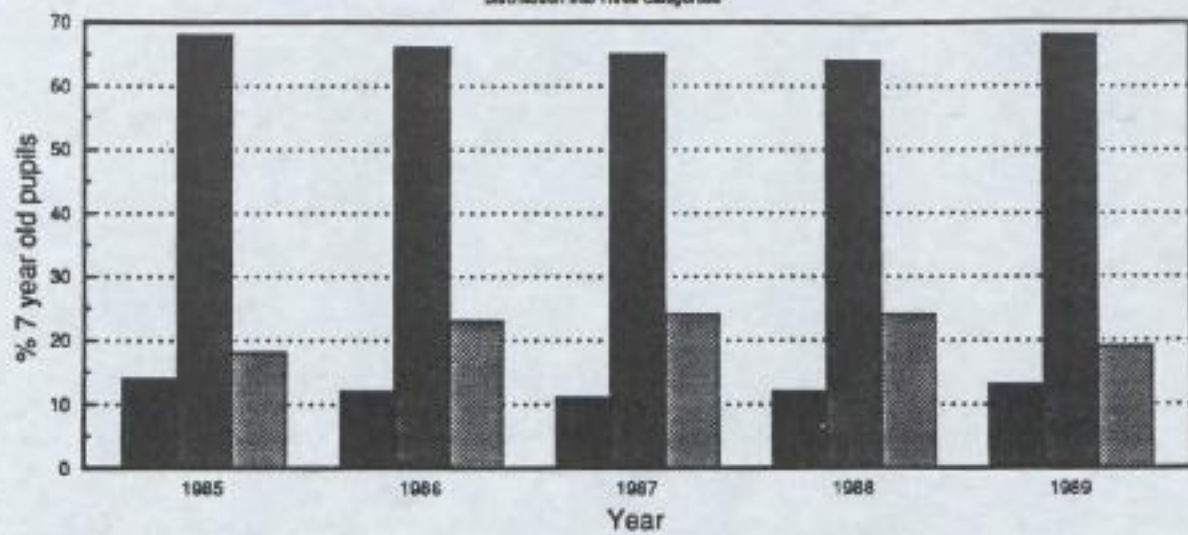
Age 7 Reading (Comprehension)
% Pupils in the Least Able Band



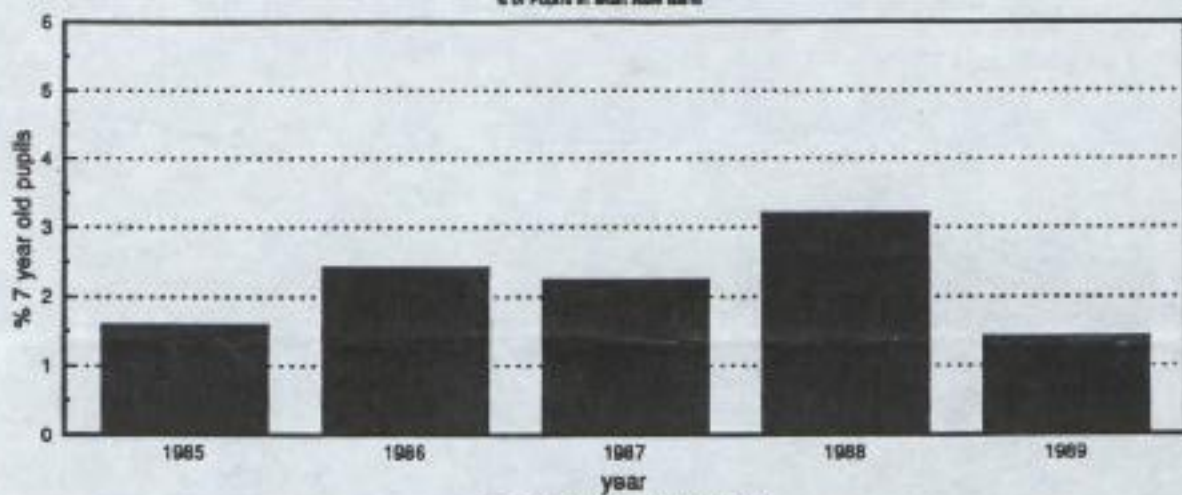
Age 7 Mathematics (Skills)
Distribution into Three Categories



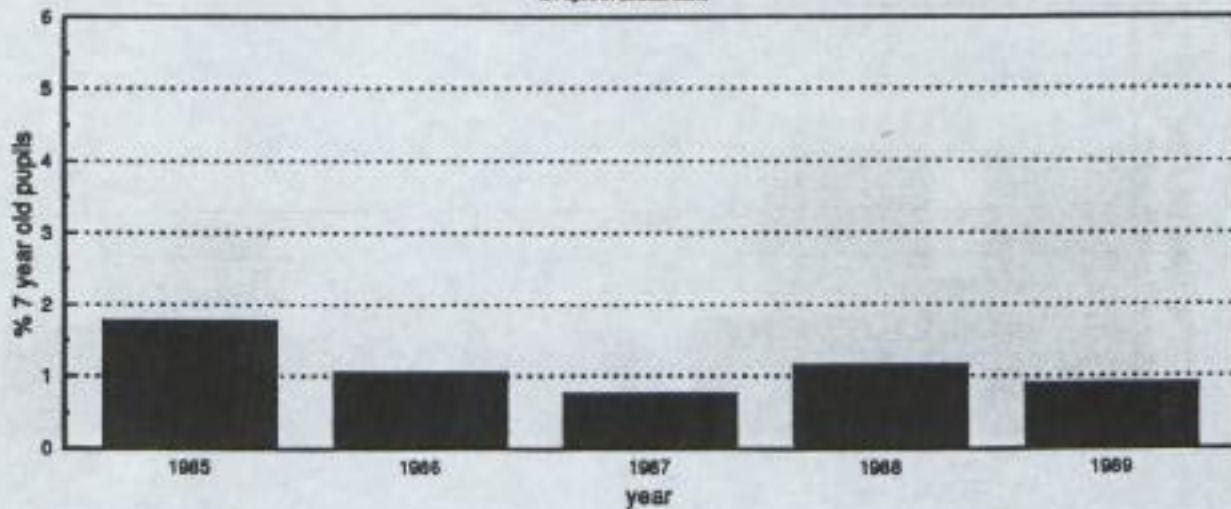
Age 7 Mathematics (Concepts)
Distribution into Three Categories



Age 7 Mathematics (Concepts)
% of Pupils in Most Able Band



Age 7 Mathematics (Concepts)
% Pupils in Lowest Band



FEATURES

Dedicated followers of fashion

It is teachers who are the humble bricklayers of education. Upon the foundations of their efforts stand (or fall) the educational careers of all children.

Children remember, often with love, their first teacher. And at the end of their first school year, individual differences between children, whether formally assessed or not, are stark.

Many children arrive at school with pre-school experience, some already literate. Even in schools with a non-competitive ethos children themselves know after their first year which children "can't do their work", which children "need grown-ups to help them".

Every child begins from a separate starting-point and it is common to attribute progress differences apparent after a year to differences in "home background". Get more books into the home, goes the conventional wisdom, encourage enthusiastic book-sharing habits, and the teaching of reading in their first year of school to children without any cultural advantages need only build on these natural habits.

The main influence today on the teaching of reading in the early years radiates from established and powerful advice centres in local authorities and colleges, from groups of people committed to language enrichment. Psychologists, trained in critical methods, often appear as the ghosts at the banquet.

This influence, backed up periodically by inspectors, is almost irresistible. Teachers newly trained or still in training look to their mentors for guidance and are not in a position to question it. Primary teachers from heads downwards cannot, without well articulated convictions of their own, resist inspectors who have been promoted as exemplars of successful practice. They speak the language of uplift and reformist vision and wield the power both of praise-stings and (even more compelling) of approval and disapproval.

Yet however exciting confirmation can be made to faith in education, however widely run the currents of fashion, another consideration constrains minds still more wonderfully: the discovery that a given method does not work.

The grain of instinct in the teaching profession remains sufficiently pragmatic for teachers to desert in droves in the face of top infant year

Martin Turner calls for a more rational approach to the teaching of infants



Not natural: the idea that children learn to right-read through exposure to real books is 'absurd'

'Droves of top infants woefully illiterate after three years of emergent reading'

groups woefully illiterate after three years of "emergent reading".

"Though one easily believes in what one wishes," wrote Marcel Proust, "one does not dare put too much belief in it either."

But why should members of an independent-minded profession be left swinging between insidious fervour and hard-headed pragmatism? Is there no informed way of deciding on an effective reading curriculum? Would not a more rational approach lead to stability of practice and to satisfaction among the consumers of education and the employers of teachers?

Indeed there is, but public education authorities do not have a good record in implementing research-based policies in reading; some have even de-commissioned research when it did not produce the results they wanted.

"The temptations to alter the facts in these disciplines [the social sciences] are enormous," writes Allen Bloom in *The Closing of the American Mind*. "Reward, punishment, money, praise, blame, sense of guilt and desire to do good, all swirl around them, dizzying their practitioners. Everyone wants the story told by social science to fit their wishes and their needs."

In "developmental" reading, the "real books" approach, "emergent" or "shared" or "story-book" reading, a model of good liberal practice in language enrichment and development has been applied to an inappropriate domain. Reading is not a natural extension of creaky skills. Indeed reading is not natural at all.

Consider the child sitting down in front of a piano to learn to read music. Is love of music either a necessary or a sufficient condition for learning? It is neither. It will help in the long term if the piano pupil has a love of music, a knowledge of and desire to learn music, but all that is required initially is that he or she be taught.

The black and white marks on the page are a code, meaningless to some, inspiring to others. They correspond, one discovers, in actual scenes. As with reading, something goes in at the eye and comes out at the fingertips (or voice).

The theory that pupils will automatically ac-

quisitely acquire sight-reading skills through "exposure" to "real books" of music is self-evidently absurd.

Written language is still recent in human history and has generally been confined to priestly or clerical elites. Man and his language-brain took perhaps 30,000 years to evolve. Both form and numbers are lacking for literate humans to have formed a breeding population.

Indeed, cultural transmission has found in literacy a more alternative to the genetic. Noam Chomsky's comment on attempts to teach apes to use sign language is relevant. "If they had language, they'd use it." The selective advantage would be too great. If man had an innate faculty for mastering written abstract codes we may imagine the technical advantages this would have conferred.

No, books are cultural artefacts, like the BBC computer or a piano. Do we imagine that children stranded on a desert island without adults would make much of a book, a piano or a computer if these were washed up by an obliging fate? Do we expect children would discover reading for themselves? All these are highly artificial stores of objective knowledge. The technologies involved are primitive compared with the sophistication required to learn to use them, whether as audience or composer/programmer.

If the skills of literacy were in some sense natural, we would not expect "emergent reading"

to make the huge demands on teachers it is said to do. We would expect mastery of written language to require only threshold levels of stimulation and to emerge easily, as do children's crawling and walking. We would expect the sequence of skills mastered to follow a linear progression. This, we are explicitly told, is not the case with "developmental reading".

What then do children have to do in order to read? They have to master specific aspects of a non-intuitive code. Rates of adult literacy between cultures show that the script itself provides a constant level of difficulty which is not the same for every culture. Above all, children have to learn sound/symbol correspondences. This has been shown to be the critical factor in children's learning to read.

Many different parts of the brain are linked up in cross-modal operations in highly unnatural fashion. Research at Washington University School of Medicine in St Louis shows that the brain pathways followed in reading are independent of those involved in understanding the spoken word.

Learning to read always has involved, and must involve, teaching. But learning is not equally easy for all pupils and learning to read is no exception. If a child sees the syllable -ain in rain, main and pain in association with the same sound, he or she can infer a set of sound/symbol correspondences for him or herself. For highly intelligent children,

learning to read can entail a maximum of logical reasoning and a minimum of instruction.

Margaret Clark's 32 children studied in *Young Fluent Readers* had an average IQ of 123; that is, they fell in the upper 6 per cent of the population.

Yet there is more to learning to decode text than general intelligence. Some highly intelligent pupils fail at it. There are cognitive skills which are relatively independent of general intelligence but which are specifically implicated in mastering text. Margaret Clark's children showed test profiles which are, so to speak, anti-dyslexic. Sub-tests on which reading-disabled children commonly score low were found to be especially high in her precocious readers.

Probably more money has been spent on evaluating the effectiveness of reading teaching methods than on anything else in education. This is particularly so in the case of compensatory education - the education of the economically disadvantaged or the culturally deprived.

The comparison between reading curricula which emphasize code and phonic skills and those which emphasize meaning is especially venerable. Although we are continually led to believe that the meaning-emphasis approach was discovered yesterday, in fact it was the loser in "the great debate" in 1967, the year Jeanne Chall published *Learning To Read*.

This work reviewed hundreds of method comparison studies and found that children in code-emphasis programmes produced better performances in word recognition and spelling, were at no disadvantage in comprehension and suffered no lack of interest in reading.

Wesley Becker, a decade later, summarizing research involving 75,000 disadvantaged children, found that Duxar was far the best system of eight studied, bringing children up to average American attainment norms within three years.

None of this ought to be surprising, and none of it ought, if we consider ourselves adequately prepared for teaching, to be unfamiliar. It may even seem obvious that energies tied up at the word recognition level are not free for work at the comprehension level. The equation of grapho- (stand/symbol) cues with semantic and contextual cues by Goodman obscures the fact that a child who learns the code has knowledge that

'Guessing is a form of behaviour noticeably absent in skilled readers'

enables him to read no matter how the other cues might conspire against him.

The "psycholinguistic guessing game" view of reading must surely now be regarded as discredited and pernicious.

Guessing is a form of reading behaviour which is research I undertook recently I found to be noticeably absent in children who were skilled readers. Two schools which had committed themselves for a full three years to "emergent" or "storybook" reading were compared with another school which taught letters, sounds, the alphabet and phonic building from the first reception year onwards.

The latter school is not a "traditional" school on the contrary, it uses no reading scheme, but selectively deploys *Breakthrough* and *Letterland*. A prominent feature of the school is its curricular co-ordination, a continuity noticeable as one progresses from classroom to classroom.

The 135 top infant children who had attended the school throughout three years were tested on *Word Reading* (from the *Brisisk Ability Scales*) and the *Stanin Pinner Vocabulary Scale*, a test of language ability.

Between 76 per cent and 80 per cent of children from the "emergent" schools were found to be underachieving in reading in relation to their ability; by contrast only 44 per cent of children in the third school were.

The conclusions are clear: we should teach children to read from their first reception year, when there are useful possibilities for grouping children across classes, allowing these less advanced with literacy concepts access to more of an early reading curriculum. We should show them letters, letter sounds and sound/symbol relations.

Two and three letter combinations of high-frequency words will soon establish a working sight vocabulary. Lifelong positive attitudes to schooling and their own success can result for the children. And our own critical faculties will not have succumbed to quaint notions of progress.

Mervyn Jarrold is a senior educational psychologist with the London Borough of Croydon. His views are his own.

FEATURES



Concentrated learning: the Distar family of interventions spans several central attainment areas

Sylvan High is a comprehensive school set on a leafy hill near London's Crystal Palace. A Croydon school at present, Sylvan has been overtaken by plans to supplant it in September this year by the Harris City Technology College. It will then draw from the five London boroughs which converge on Crystal Palace, rather than from three, as at present.

The Harris CTC is in a position to initiate a successful whole-school response to special needs. Since October 1988 groups of pupils have received daily teaching using the Distar (Direct Instructional System for Teaching and Remediation) corrective reading programme. Nearly 40 of them have learned to read, most in six to nine months.

Of children admitted into the first year each September, about a quarter routinely show levels of literacy below what is considered "functional" — that is, a reading age of nine years in children aged 11 or 12. About one child in 10 has a reading age below eight. While this may seem shocking to the lay person, secondary teachers will know that it is quite common. Many schools have to contend with worse. I can remember an East London comprehensive in which 50 per cent of pupils had reading ages below nine.

Filing in a form for "non-writing" has always seemed a rather inert form of intervention. Lately, as the proportion of children nationally with statements who receive special education in mainstream schools has climbed past 25 per cent, the arguments about resourcing have translated into ever longer administrative delays and ever-thinner provision. Statementing has become a meaningless and frustrating experience for all.

Following the appearance of an article in *The TES* (October 2, 1987) on the use of Distar at Ravensbourne Girls School in Bromley, several Sylvan teachers visited, were impressed and decided upon an initiative of their own. Sylvan's head Bob Clunter provided financial and moral backing and other staff agreed to the daily withdrawal of children for an hour which the method requires. Science Research Associates (SRA), which markets Distar, provided advice as to choice of materials and lent a video showing "corrective reading" in use at a Berkshire school.

To provide an evaluative framework, 17 children who received another intervention, "Flying Start", at another Croydon secondary school, were given some of the same reading and spelling tests as the Sylvan Distar children.

The initial outlay is significant. To bring all participating children to an equivalent level in initial phonic skills, the "reading mastery — hot cycle" programme, is used. This has a primary material level but is quickly effective. It costs about £200 (prices quoted are from the current catalogue and refer to the revision of "corrective reading"). The relevant early sections of "corrective reading" namely "Decoding A, B1 and B2", together cost a neat another £150 to £200. Most of this is an in-trial investment, mainly in teacher's materials, and does not recur.

Positive responses



Out of the shadows: pupils learn word patterns

Martin Turner describes the dramatic results of a corrective reading programme

The Distar family of interventions spans several central attainment areas (reading, spelling, handwriting, vocabulary, arithmetic) and most ages. The method (direct instruction) developed in the United States out of research in which 75,000 children participated in "Project Follow-through", the successor to the pre-school compensatory education programme, "Project Headstart". Eight competing educational interventions were evaluated and Distar was by far the most successful, bringing children up to average American norms for attainment in three years.

At each aspect of the Distar method has been field-tested, it is not surprising that the system performs well in research trials. At the heart of the success is good instructional design. Pupils are taught in a group of eight or so on a daily basis. They interact continuously with the teacher, learning word patterns, often out loud. Group responses make it possible for the teacher to hear errors so there is no need to single out individuals at fault. Praise, instead of being vague, is directed at specific achievements. Repetition — with the pupils answering orally — ensures that fluency is built upon accuracy.

The pupils are often disaffected or demoralised after six years of primary education which have been in all interests and purposes wasted. Many

have behaviour or truancy problems.

The Sylvan experience showed positive results early on, thus motivating pupils and teachers to continue. Parents, too, began to report unexpected improvements ("I can send him shopping now with a list and know he won't come back with all the wrong things!"). It is fair to say that, however disadvantaged the children and however adverse the environmental conditions some of them faced outside of school, only their non-attendance prevented Distar from working. Indeed, several pupils whose attendance had been patchy became highly-motivated attendees. As the Distar sessions were the first lesson, this meant they also had to get out of bed early as well as turn up to school. Others became more settled in their behaviour.

At the end of the school year, the 40 children were assessed on independent measures to see what progress had been made. On the Daniels and Duck Test 12, a test of reading comprehension and vocabulary, the group as a whole began with an average reading age of 7.75 years and achieved a reading age at test of 9.25 years. (The "Flying Start" children moved from an average of 6.25 to 8.6 years.)

On the new MacMillan test (formerly the Neale Analysis of Reading Ability), an individually

administered test), the children made reading age gains of 1.69 years on average: two-thirds of them achieved gains of from 0.5 to 3 years.

It must be remembered, in this kind of comparison, that a reading age of 7 or 8 is in itself an anomaly in a youngster of 11, 12 or 13. The literacy problems of children at this age with skills this poor have become entrenched. So if an 11-year-old makes a year's worth of reading age progress in three terms, this, though a statistical standard, represents an advance after years of gradual negative progress.

On this view, 87 per cent of children in the Sylvan Distar project made some absolute progress with reading. Further, 74 per cent of children made progress better than this, that is, more than a year of reading age in a chronological year.

What of the children themselves? Tony, whose serious emotional problems were exacerbated by a reading difficulty, made a reading age gain in the year of 4.5 years.

Kern, who is neglected at home and spends his spare time hopping on and off buses in the West End, is bright but chronically unmotivated by school and work. Now that his reading age has shot up from 7.5 to 9.8 his parents have secured the services of a private tutor.

Sharon transferred at her parents' insistence from Sylvan to a local special school, out of fright at a newly strict homework policy. But she is the best reader in her new class.

Distar works. The "corrective reading" programme is highly-effective for most children in their early secondary years who have persistent reading problems. And such problems constitute the major factor in referral to school psychological services, in children's disaffection and problems of behaviour, and in parents' anxiety over their children and disappointment with school.

The demands created by the introduction of the national curriculum might seem to rule out initiatives of this kind. But there is more encouragement now than formerly to offer a differentiated curriculum relevant to particular levels of children's progress: "differentiating by input rather than by outcome" is the new terminology.

Good teamwork, support from above, flexibility and commitment have all combined to improve the reading abilities of these pupils at Sylvan High. A visiting special needs support teacher has played a major part in the team but it is not increase in the time allowed to the school. The cost of materials averages out at about £10 per child.

Referral, formal assessment and statementing represents, by comparison, a costly and inefficient model of service delivery. And for 40 previously unhappy and non-literate children, the inaccessibly national curriculum has shown better.

Martin Turner is a senior educational psychologist with the London borough of Croydon.

PRIME MINISTER

RELIGIOUS EDUCATION IN SCHOOLS:

LETTER FROM MR. F. NAYLOR

At Flag A I attach a letter from, and draft reply to, Mr. F. Naylor who is the Hon. Secretary of the Parental Alliance for Choice in Education (PACE). The Chairman is Baroness Cox. Mr. Naylor seeks a meeting with you.

At Flag B is a letter describing the background from Mr. MacGregor's Private Office.

There is a requirement under the ERA to provide for collective worship that is wholly or mainly Christian. However the head teacher of a school may apply to a local committee (Standard Advisory Council for Religious Education) to proceed with multi-faith worship where he believes that would be appropriate.

Known cases where multi-faith worship is proposed include four schools at Ealing (the activities of Hilary Benn) and two at Bradford. As the DES letter makes clear, PACE have already lodged complaints with the Education Secretary about the two schools in Bradford. PACE argues, following advice from Counsel, that the proposals in Bradford are illegal. The Secretary of State is taking legal advice before coming to any decision.

Mr. MacGregor's letter says there is no reason why you should not agree to see Mr. Naylor and Baroness Cox; (it will not be possible to discuss the Bradford case, which he is formally considering). I sought advice from Brian Griffiths who agrees that you should see them if you wish to.

- 1) Do you want to find a slot in your diary to see Mr. Naylor and Baroness Cox yourself?

Y
/65

- ii) Or, bearing in mind that the Education Secretary is considering the Bradford case, do you want to reply as in the attached draft suggesting Baroness Cox and Mr. Naylor see Professor Griffiths (Brian is quite happy to see both Mr. Naylor and Baroness Cox)?

BHP

BARRY H. POTTER

2 MAY 1990



10 DOWNING STREET
LONDON SW1A 2AA

30 April 1990

From the Private Secretary

Dear Stephen,

The Prime Minister was grateful for your Secretary of State's minute of 20 April. She agreed with the line taken in your Secretary of State's speech to the AMMA Conference.

The Prime Minister would welcome a further discussion with your Secretary of State on the National Curriculum shortly. I will be in touch to arrange a suitable slot for some time in the week beginning 7 May.

Yours,

Barry

BARRY H. POTTER

Stephen Crowne, Esq.,
Department of Education and Science

PRIME MINISTER

THE NATIONAL CURRICULUM

I attach a minute from Mr. MacGregor on the National Curriculum. This was sent at the end of last week but I have held it back pending a progress report from Brian Griffiths.

I spoke to Brian this evening. He tells me that he hopes to report to you on developments on the National Curriculum by the middle of next week.

You will note that Mr. MacGregor would like a discussion on the National Curriculum.

Are you content for me to arrange a meeting on the National Curriculum with Mr. MacGregor in the week after next? (That would give time for you to look at Brian Griffiths' report: and he could also attend a meeting with Mr. MacGregor.)

BHP

Yes mb

BARRY H. POTTER

27 April 1990

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PRIME MINISTER

THE NATIONAL CURRICULUM

1. I promised yesterday ^{at 10.30} to let you have a short note on my approach to some National Curriculum matters in the light of the Sunday Telegraph interview with you and subsequent attempts by some of the media to suggest disagreements where I believe there are none. We agreed that we might then have a word.

2. I have been taking the line - and have done so in queries to me after the Sunday Telegraph interview - that it is vital for us to implement the Education Reform Act in a manageable and workable way. This echoes the line which I have consistently taken throughout my time at DES both in public speeches and in decisions on all aspects of our reform programme.

3. My concern has all along been to avoid overloading the classroom teacher and to avoid the sort of detailed prescription and testing that would leave no scope, as you put it, for each teacher to use her own methods, her own experience and the things which she has learned and knows how to teach. I enclose some relevant extracts from a speech to the AMMA conference six days before your interview as one example.

I said
you
and agreed
with G. M.

4. At the same time I am certain that we should retain the National Curriculum as the linchpin of our education reforms and our efforts to improve standards in schools. I have therefore made it clear that I do not have in mind a fresh initiative or change in direction from the broad pattern set down in the Act with its commitment to a statute based National Curriculum.

5. We have already put in place the curriculum for the core subjects - English, Maths and Science - together with that for technology. This has been widely welcomed. The assessment

procedures for the core subjects at ages 7 and 11 are rigorous, and include standard national testing. I am sure that this is right for those subjects, which are at the heart of the curriculum. For the non-core subjects I share your concern that we should aim to have arrangements for curriculum and for assessment which are less detailed and less prescriptive, and I am seeking to achieve that. As it happens, I spelt this out in detail as regards assessment in the same AMMA speech.

6. It may be useful if I illustrate briefly here how we have been moving forward. First, there is the general point that outside the core subjects there will be a good deal more room for choice by teachers and pupils between options available within each foundation subject - technology is a case in point. History too should afford ample choice. The History Working Group report provides for options but I want to consider very carefully ways of extending this discretion before coming to a view on my own proposals for history. We have yet to receive final reports from the geography and modern foreign language Working Groups. I would expect these to cause less concern than history but I shall want to make sure in these subjects also that the National Curriculum does not overload and unduly confine teachers. For the remaining foundation subjects, music, art and PE, we have of course all along had in mind a very much less detailed framework than that for the core and indeed the other foundation subjects; I hope to let you know shortly how I intend to proceed in this area.

7. The Act leaves to my discretion exactly what assessment arrangements should be made in each foundation subject. I have been very much concerned to strike the right balance between rigour and manageability for teachers. This balance varies between subjects and between age groups:

(a) I am clear and have affirmed that in the core subjects of English, mathematics and science at all key stages, and at the age of 14 also in modern foreign languages, technology, history and geography, teachers' own assessments should be cross-checked against externally-prescribed tests - standard assessment tasks

(SATs). The first SATs, for 7 year olds, are being thoroughly piloted this summer; and the lessons learnt will be reflected in the arrangements for their first national assessment in 1991.

(b) However, I announced on 9 April my provisional decision that assessments of 7 and probably 11 year olds in technology, history and geography could and should be made simpler without loss of rigour by dispensing with statutory SATs in favour of non-statutory standard tasks which teachers can use as they judge appropriate in testing their own pupils.

(c) For 16 year olds, our consistent policy has been that National Curriculum assessment should build on the GCSE - not set up complicated new arrangements alongside it.

8. I believe that we are very much at one on the desirable scope and aims of the National Curriculum and on the pace of its implementation. A balance must be struck between requirements needed to lever up standards on the one hand and the need not to overwhelm the teacher with excessive prescription of what is to be taught and how it is to be assessed. It will not be until 1997 that we have fully implemented the National Curriculum. In the meantime we must proceed by stages, making sure at each step that teachers are not being asked to cope with more than they can manage and that they are being given the right measure of discretion over what they teach.

and not to hurry Curriculum

9. I am copying this minute and enclosure to Peter Walker and to Kenneth Baker.

S. J. Curran

JM (approved by the Secretary of State and signed in his absence)

20 APRIL 1990

The Government's reforms are designed to address both points in three ways:

- first, by establishing clear and widely agreed national objectives for the curriculum;
- second, by providing teachers, through the assessment of their pupils, with a means of monitoring how well those objectives are being met; and,
- third, by enabling schools to decide for themselves how to achieve those objectives.

I should like to spend a little time on each of these aspects of our reforms and to explain how, exactly, they support the role of the teacher.

Setting curricular objectives: the National Curriculum

I have, of course, the National Curriculum in mind when I refer to the setting of curricular objectives. It may seem odd to some for me to describe the prescription of attainment targets and programmes of study as reinforcing teachers' professionalism. At the beginning there were some who feared that they would do precisely the reverse. Before people saw what the targets and programmes of study were going to look like, they feared a mass of detailed prescription about what was to go on at classroom level. But that was never our intention.

Rather, we are aiming to set a broad framework within which questions of detail and methods of delivery are left, very deliberately, for local decision. It is now up to individual schools and teachers to work with it and get everything they can out of it. It is a flexible model: you can put together the attainment targets and programmes of study in a variety of ways, as long as you teach and assess your pupils' work in relation to them. And it is a living model: the targets and programmes are

not set in concrete for all time, but will evolve as the demands of education evolve. They are not, of course, being plucked out of the sky in the first place. They represent a synthesis of existing best practice - the product of extremely hard and effective work by the various National Curriculum subject working groups. And they are being settled through extensive consultation. They are moreover designed to be subject to continuing feedback and review.

In short, the thrust of our policy is towards decentralisation and, in that, we are applying a philosophy which is well-recognised in other fields of employment. In both service and manufacturing industry, the trend in large firms is for the centre to provide a framework of clear objectives and to give its local bases freedom to meet those objectives as they see fit. The experience is that this approach gets the best out of everyone. That is precisely our aim, in the National Curriculum and in Local Management of Schools - which are two sides of the same coin - and in many of our other reforms.

Let me say a brief word about the implementation so far of the National Curriculum in primary schools.

I know that this has meant a challenging time for primary school teachers. There are new demands particularly on subjects to be taught comprehensively - but they are necessary. Standard Assessment Tasks are new - but they are desirable.

However, after the initial and inevitable worries about what many feared as something totally new, the evidence is that implementation is working, and as so many teachers tell me as I go round the country, they are finding the curriculum in the core subjects not something frighteningly novel but as a confirmation and distillation of best practice. And HMI are finding the same.

Based on visits to 100 primary schools last Autumn, they report to me that a substantial majority of schools - two-thirds - are making satisfactory or good progress with the implementation of

the core subjects of the National Curriculum for children in Year 1. That progress is largely down to the dedication of teachers who have set about taking on board the requirements of the National Curriculum with great determination and to obvious good effect. HMI tell me for example that:

- the planning of topic work has significantly improved and is leading to better curricular breadth and balance;
- schools are increasing the time and attention given to science and are ensuring that, within topic work, the scientific components are given distinctive emphasis;
- they are using the statutory attainment targets to identify where changes in emphasis in current practice are required, so that, for example, more challenging opportunities are being provided for children in Year 1 in speaking and listening;
- many are planning their work in mathematics more thoroughly and effectively, particularly for children in key stage 1.

All this is most encouraging and I thoroughly commend HMI's report on their Autumn term visits; it will be published this week.

As for the implementation of the National Curriculum in secondary schools, they face similar planning and organisational challenges. As in primary schools, there is welcome evidence from HMI that many schools are already successfully delivering National Curriculum attainment targets to 12 year olds - year 7 in our new jargon - in mathematics and science. But looking beyond that, HMI have highlighted the need for schools to develop coherent policies for the whole curriculum, particularly for the 14-16 year olds, as soon as practicable, and certainly well before the timetabled implementation of the curriculum for these



ccf.u.

Prime Minister

*No comments from
Policy Unit. Content?*

Prime Minister

*BHP
5/4*

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Play P23

NATIONAL CURRICULUM: WELSH

Your Private Secretary's letter of 17 January conveyed your agreement to proceed to publish for consultation the draft Order for Welsh in the National Curriculum. Consultation has now been concluded and, subject to any comments you may have, I now intend to publish the Order around the end of April.

The proposals in the draft Order continued to receive widespread support and remain substantially the same in the final Order. A number of helpful detailed suggestions were received and where practicable I have taken these on board, but I have made no substantial changes. Some respondents continued to raise the issue of exemptions and this is a matter on which I am currently seeking the views of the Curriculum Council for Wales, LEAs and others.

I propose now to proceed to publish the Order and associated Document, a copy of which is enclosed.

I am copying this letter to John MacGregor, Malcolm Rifkind and Peter Brooke.

4 April 1990

PW

WELSH

IN THE

NATIONAL CURRICULUM

ATTAINMENT TARGETS AND ASSOCIATED
STATEMENTS OF ATTAINMENT
KEY STAGES 1-4

WELSH

The attainment targets are set out in the groupings - profile components - which will be used for reporting purposes. The profile components are:

- ORAL (Attainment Target 1)
 - READING (Attainment Target 2)
 - WRITING (Attainment Target 3
- AND
- HANDWRITING (Attainment Target 4)
(For pupils exempted from English at Key Stage 1)

These notes and the examples which serve to illustrate the attainment targets are non-statutory.

● **SH: ORAL (Listening, Speaking and Viewing)**

ATTAINMENT TARGET 1

Pupils should be able to communicate effectively. They should be able to express themselves appropriately for various purposes among a variety of listeners, and they should be able to listen to language from various sources and respond and display understanding in word and action.

LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	(i) Talk (listen and speak) with individuals and groups, speak intelligibly and participate in creative play.	(i) Express feelings, share experiences, answer and ask questions; participate in class activities; play the rôle of a shopkeeper, doctor, nurse.
	(ii) Listen to stories and poems, watch programmes and respond to them.	(ii) Ask and answer questions and comment on a story, poem, retell a story, and recall certain events in a programme; act out a story or poem; draw pictures to illustrate a story or poem.
	(iii) Respond appropriately to phrases, instructions and simple questions.	(iii) Listen to instructions and follow them while undertaking various activities, for example 'Cymysgwch y paent glas a'r paent melyn. Pa liw gewch chi?'
2	(i) Talk (listen and speak) with their peers and familiar adults in school about matters within their experience, with correct pronunciation.	(i) Exchange experiences, and talk about family and personal news. Correct pronunciation such as - cariad (not cafiad), allan (not achan).
	(ii) Perform specific tasks together	(ii) Compose a story together, undertake a joint experiment
	(iii) Speak imaginatively about experiences and respond to different stimuli.	(iii) Talk about experiences which appeal to the senses; respond to stories, poetry, music, pictures, interesting objects.
	(iv) Seek, understand and communicate simple factual information.	(iv) Describe and explain while undertaking a scientific experiment. Describe observantly, ask and answer questions while pursuing a theme arising from a discussion of the world around them - e.g. - the colours and shapes of various roofs in a town or village.

(v) Respond appropriately to a wider and more complex range of instructions and give simple instructions.

(v) Follow a number of steps while undertaking a scientific experiment. Follow directions in a PE lesson.

3 (i) Talk with fellow pupils, teachers and other adults, persevere in listening, ask questions, make comments and respond to other questions.

(i) Talk to visitors to the school and listen to them, for example - local people talking about their work. Listen to a variety of voices on radio programmes, audio tape, a television programme.

(ii) Talk about experiences, events and other stimuli intelligibly in a group or to a teacher or class, and display an awareness of sequence and progression while communicating them.

(ii) Tell a story or talk about an experience arising, for example, from a visit to the school by a Theatre In Education Company. Display an awareness of sequence.

(iii) Present simple information correctly and clearly.

(iii) Describe a visit to the town or village and convey their observations - about the shops, chapel/church, old buildings, play areas.

Present a message effectively - arrangements for an event in class, a party to celebrate St David's Day.

(iv) Give, receive and follow correctly a series of exact instructions on their own or in a group.

(iv) Understand a number of steps in a scientific experiment or craft activity and direct another group to undertake it.

(v) Begin to display an awareness of the variety in the language they hear around them.

(v) Recognise a few differences between the language of the people of South and North Wales.

4 (i) Contribute effectively in a group or class discussion on specific matters by following the line of discussion, offering comments, raising questions and displaying an awareness of the demands of an audience.

(i) Having collected some evidence, discuss a topic such as cruelty to children/ animals, or healthy life styles, and be prepared to consider the points and viewpoints of others.

(ii) Speak freely about experiences, events and other stimuli in a range of situations, express

(ii) Describe some event, such as competing in a horse show, which gives pleasure, and detail some of the

themselves effectively and bear the listeners' needs in mind.

highlights. Describe an appealing programme and describe the striking parts in detail.

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| (iii) Convey correctly and in detail information arising from work across the curriculum. | (iii) Talk about the production of a translation of the Bible in Welsh in the sixteenth century. Deal with some topic in science, mathematics, a computer program. |
| (iv) Participate in a presentation or an oral activity. | (iv) Participate in improvised work; tell a story; report some memorable experience such as getting lost in fog on the mountains; read a ballad; act out a part of a scene. |
| (v) Use voice, intonation and gesture effectively in accordance with contextual requirements, and discuss how they emphasise meaning. | (v) Create a character and set him in a specific situation. Consider the use of voice, intonation, gesture, in the context of (i), (ii) and (iii) above. |
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| 5 (i) Contribute effectively to a group or class discussion and display some ability to give reasons when expressing a point of view. | (i) Give two or three reasons for or against experimenting on animals; in response to a comment in support of such experimentation, plead the case of animal rights. Discuss printed/audio-visual material, or elements in it, and explain why it made an impression/made little impression etc. |
| (ii) Convey personal experiences and events and talk about an activity in an extended, well-organised and lively contribution. | (ii) Report experiences such as being frightened or doing something for the first time. Talk about an activity such as fishing, camping, make-up, skating. |
| (iii) Convey information clearly about topics of some complexity. | (iii) Explain to a group how a spider makes his web. Present to the group all the arrangements for a journey of adventure or a programme for visiting pupils from a foreign school. |
| (iv) Compose and participate in a presentation. | (iv) A reading from a poem or passage of prose or a dramatic presentation, interpreting the poem. Acting out a scene from a play or a script based on a |

chapter from a novel. Convey something of a character's emotions.

- (v) Discuss the vocabulary heard in natural spontaneous conversation and observe borrowings from English and their appropriateness.
- (v) Discuss a recording of an interview on a current topic where people are interviewed in the street.

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- (i) Contribute effectively in a group and class discussion, listen attentively, raise purposeful questions, convey comments coherently and justify an opinion with evidence.
- (ii) Convey an imaginary experience and a personal response to special events or happenings, and display an awareness of effective methods of presentation.
- (iii) On the basis of research, present information on specific topics to a group in a clear and well-organised manner.
- (iv) Participate in a presentation (reading/performance) of part of a play or a presentation of literature (prose and poetry) and convey something of the feeling and mood of the texts.
- (v) Talk about the features of the vocabulary and sentence structures of a particular dialect.
- (i) Discuss current issues and related problems arising, such as specific local developments - building a nuclear power station, building a motorway, building a large holiday village. Discuss a response to aural material, for example, the Radio Cymru provision for the young listener.
- (ii) Tell a ghost story grippingly. Convey a personal response to the native area of a writer or to an event such as a motor rally or an occasion such as an evangelical campaign.
- (iii) Present a talk on any topic such as war posters, space travel, the castles of the Welsh princes.
- (iv) A performance with movement, dialogue, recitation and choral recitation to present a poem. Make a video of a performance of a scene from a popular novel.
- (v) Listen to a speaker from another area and notice unfamiliar vocabulary and forms.

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- (i) Participate, and speak in a clear and well-organised manner, in formal situations which are a preparation for the community outside the school and the world of work.
- (i) Participate in mock interviews for a job. Research into some aspect of the work of the local council, and report back to the class on the main findings.

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| (ii) Present ideas, opinions information on a range of subjects in both informal and formal situations clearly and in appropriate language. | (ii) Explain a technical aspect of the use of a camera/video camera to another member of class. lead a discussion group in discussing the main ideas in a text (printed or audiovisual). |
| (iii) Express a viewpoint clearly, base the reasons for it on information, and consider points, viewpoints, counter-opinions expressed by others. | (iii) Convey a point of view about alcohol misuse in society. |
| (iv) Describe some features of the spoken language as used in media material and written in literary works. | (iv) Observe the language of a popular drama series and consider vocabulary, phrases, verbal forms and structures. |
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| 8 (i) Discuss varied topics confidently with a range of listeners (teacher, fellow pupils in a group and class) and display some initiative. | (i) Take the lead, follow an important line, in discussion. An ability to lead when rôle-play is required - the chairman of a committee discussing a problem important to the peer group. |
| (ii) Present a topic which requires preparation, to a class with adequate details, using aids which facilitate listening; show an understanding of topics presented by others. | (ii) Talk about a topic such as the position of woman in society, and present facts using leaflets or transparencies; prepare a tape which includes a summary of a report to others of the main contents of a talk given by a fellow pupil. |
| (iii) Express an opinion concisely and effectively having considered a controversial topic or imaginative work in a careful and balanced manner. | (iii) Convey an opinion on a subject such as the problem of football hooliganism, the right to smoke or smoke-free zones having considered the arguments both for and against. Discuss the performance of a play, radio/television programme of substance. |

(iv) Describe some of the features of Standard Spoken Welsh as used in different situations.

(iv) Describe some aspects while listening to a discussion on a current affairs programme broadcast or a headteacher speaking during assembly. Commentary on sports.

9 (i) Participate with regular effectiveness in all kinds of discussions, with substantial and coherent contributions, and display an ability to steer the direction of a small-group discussion.

(i)

(ii) Present a complex topic with a number of aspects in a well-organised manner, elaborate on it and provide examples/illustrations/explanations regularly to clarify the meaning.

(ii) Discuss a subject such as abortion, apartheid or contemporary society as depicted in novels/film series.

(iii) Argue, and persuade through reasoning and by appealing to emotions, use a range of persuasive techniques, and realise when others are using persuasive techniques.

(iii) Repetition, use of pauses, the occasional story, an illustration, a comparison, rhetorical questions.

(iv) Compare some of the features of Standard Spoken Welsh and a dialect.

(iv) Compare a short transcription of part of an experience told in Standard Spoken Welsh with part of an experience conveyed in a local dialect.

10 (i) Listen carefully to a discussion, ask perceptive questions, respond in a considerate and balanced

(i) Chair discussion groups and play the part of the chairman of a committee. Play the part of a judge once others

manner, summarise the contents of the discussion and with clear expression.

have presented arguments for and against some cause.

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| <p>(ii) Present a topic, ideas, text, viewpoint, argument thoroughly, and display perceptiveness and originality.</p> | <p>(ii) Express an understanding of political ideas characteristic of democratic and communist countries. Deal with the main ideas implicit in the work of a specific author.</p> |
| <p>(iii) Describe and discuss the idea of the appropriateness of language (in its spoken mode) in various contexts according to the purpose, topic and form of communication, and the nature of the audience.</p> | <p>(iii) Collect varied evidence on tape - a family conversation over a meal, pupils talking to each other during break, a discussion between a department's teachers on an aspect of their work, an interview with employers while seeking a Saturday job - and consider the effects of the different situations on the language.</p> |

NOTE: Pupils unable to communicate by speech may use other means including the use of technology, signing symbols or lip reading as alternatives to speaking and listening.

ATTAINMENT TARGET 2

Pupils should be able to read in order to understand and respond to a variety of materials, and to gather information from different written sources.

LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	(i) Turn to books voluntarily and display an interest in their contents.	(i) Use the book corner. Enjoy choosing, opening and going through a book. Pretend that they are readers.
	(ii) Appreciate that print conveys meaning.	(ii) Recognise their own names; recognise the names of their friends; recognise class signs - <u>dewch i chwarae</u> , <u>bwrd natur</u>
	(iii) Begin to recognise familiar words and certain letters.	(iii) If the pupil's name is Ceri, recognise 'C' at the beginning of other words. Read and recognise names and labels in class while participating in activities such as playing shop, hospital, hairdressing (<u>ar egor</u> , <u>ar gau</u> , <u>fi vdy'r siopwr</u> , <u>te</u> , <u>siwgr</u>).
	(iv) Respond to books which contain a story, information or poems.	(iv) Talk about pictures in storybooks, books about the world around them, nursery rhymes and rhymes; acting out a story or rhyme; drawing pictures.
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2	(i) Display increasing confidence as readers by reading various materials semi-independently and with some fluency.	(i) Sight-reading; reading a book voluntarily; reading aloud. Discuss what has been read.
	(ii) Read correctly and understand clear signs, labels and directions.	(ii) Read the day's tasks, for example, a blue group, mathematics, a story. Read a weather chart.
	(iii) Display knowledge of the alphabet using personal wordbooks and other sources of vocabulary.	(iii) Turn to a wordbook and search for words beginning with a - ll - c - etc.
	(iv) Use a picture and context	(iv) Use a picture to understand

to promote reading.

the meaning of the text.
Anticipate the end of common combinations such as 'un tro', 'amser maith yn ôl'.

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| (v) Recognise words in different contexts through their forms, their sounds and decoding. | (v) Use the initial letter to help to understand a word. Use the length and shape of a word as a clue to recognising it. Observe words such as <u>mll</u> and <u>mil</u> , <u>t</u> and <u>ti</u> , <u>llais</u> and <u>llaes</u> , <u>maeth</u> and <u>maith</u> . |
| (vi) Talk about the content of storybooks and respond to poems. | (vi) Tell the story of Snow White. Read, learn, sing and recite nursery rhymes and poems. Choose words which rhyme and compose rhyming couplets. Co-operate to form a collage to illustrate a poem. Guess what happens next in a story. |
| (vii) Read correctly materials conveying information and display an understanding of them. | (vii) Read and understand questions. Talk about a range of topics such as how to care for pets, the kinds of machines used on a building site, the features of the home of a child from another country. Draw on cross-curricular work. |
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| 3 (i) Show that they derive enjoyment from reading by sustaining the activity over a period of time. | (i) Read quietly and give a spontaneous account of their story book. |
| (ii) Read familiar stories and poems to a friend fluently and with appropriate expression. | (ii) Vary the voice to portray characters and create an atmosphere. Raise and lower the voice; vary the pace of the reading to convey meaning. |
| (iii) Respond perceptively to stories and poems they are reading, or those read to them, by talking about events, background characters and significant details. | (iii) Recall the main events; describe a scene; talk about what the characters did, describe characters; talk about the period of a story. Discuss a poem and respond to the idea it contains. |
| (iv) Use their experience of reading to interpret stories. | (iv) Guess what the end of a story will be; say why a character is happy or sad. |
| (v) Select and use relevant information about a specific topic from | (v) Collect information from more than one printed Welsh-language source for a class |

printed sources.

book on birds. Use an index/ contents page/headings. Ask specifically for a book, giving its title and author.

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| 4 | (i) Read regularly a varied range of books and talk about their favourites. | (i) Record the books read. Say what appeals to them. |
| | (ii) Read to others a range of familiar material confidently and with meaning. | (ii) Co-operate in a group or in class to read selections of fiction, poems, information books and instructions. |
| | (iii) Develop the ability to see in greater detail the relationships between characters and between characters and their circumstances in stories. | (iii) How conflict between characters develops; how circumstances affect characters and their actions. While reading a story, try to guess what may happen. |
| | (iv) Display an awareness of rhyme, rhythm, alliteration and the appeal of words. | (iv) Compose lines on the rhythmic models of lines from specific poems. Read aloud to convey the excitement of an event or a quiet mood. Enjoy reading amusing limericks. Learn englynion. Begin to talk about <u>cynghanedd</u> . |
| | (v) Use research skills to search for information for a specific purpose. | (v) Find books and magazines using a catalogue which gives the author, title, publisher. Seek information by using indexes, lists of content, database. |
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| 5 | (i) Read regularly a varied range of books and give reasons, orally and in writing, for their choice of favourites. | (i) Record books read. Express an opinion about them and give reasons for that opinion. |
| | (ii) Convey an opinion about an imaginative work (literature/ media literature) by referring to specific elements within it | (ii) Talk about characters and their actions; talk about how characters speak. Talk about the plot of a story (cause and |

effect), events.

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| (iii) Differentiate between fact and opinion in factual and discursive texts on current issues | (iii) Discuss the content of texts on current affairs in newspapers and magazines and show where the work is coloured by opinion |
| (iv) Select books from sources of information, using methods of systematising it, to find specific information and present it in a suitable form. | (iv) Use a dictionary of biography, reference books, a newspaper and magazine, computer discs. Use titles, headings, sub-sections, italicisation, large print. |
| (v) Show how effects can be created through orthographical devices, sound and word | (v) Observe advertising phraseology/titles of television/radio programmes - <u>O Fôn i Fynwy - Pilipalas.</u> Convey spoken language in dialogue ' <u>Mae'n ffein 'eddi - Wi'n itha da wir</u> '. |
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| 6 (i) Read regularly a varied range of books, including books written for teenagers and others, and give reasons, orally and in writing, for their choice of favourites. | (i) Fiction suitable for the age group, and a range of novels for adults and other books such as biographies of interesting persons. |
| (ii) Respond personally to an imaginative work (literature/media literature) including examples of poems written before the twentieth century, and offer reasons, orally and in writing, for their observations by referring to the texts. | (ii) Express an opinion about characters, their motives, and their relationships with others; about events, plot, conflict, emotions and ideas (e.g. local area, country, war, love, hate etc). Review a poem or radio play or television comedy. |
| (iii) Discriminate between fact and opinion in factual and discursive texts and indicate some methods which show the difference. | (iii) Examine various texts closely (forms, leaflets, pamphlets, advertisements) observing how information is presented. Look critically to see where there is an element of persuasion and strong encouragement. |
| (iv) Collect relevant information from different written sources; note the main points with headings, with some guidance, in using it for some purpose. | (iv) Choose a topic and search for information about it by skim-reading parts of books, magazine articles etc then present the complete composition as project work, a |

pamphlet, or a viewpoint in an argument, drawing attention to the main points.

(v) Discuss the language register of different texts and offer a reason/reasons for this.

(v) Official, informal, de-based dialect, poor quality, ancient etc language.

7 (i) Read regularly a varied range of materials (fiction, poetry, drama, factual and some non-literary texts) including selections of pre-twentieth century literature.

(i) Read plays, short stories, autobiographies, books on various subjects and a selection of poems.

(ii) Express their opinions about an imaginative work (literature/media literature) showing understanding of the prominent features of atmosphere, narrative method, striking effects, style and the author or film director's viewpoint.

(ii) Discuss the narrative, plot development, development of characters and their relationships with one another, conflict, atmosphere, dramatic elements, stylistic elements, such as contract, cynghanedd imagery

(iii) Through discussion, begin to recognise devices found in non-literary texts and media materials to convey and present information and opinions, to persuade and advertise.

(iii) Discuss a variety of factual and advertising texts, and observe the use of language (different shades of meaning) and graphic devices such as pictures, diagrams, varied contrasts (in colour, form and print).

(iv) Use suitable reading strategies to collect information independently from varied sources, co-ordinate and present it clearly.

(iv) Skim, raise questions, summarise a main idea in their own words. This is a most suitable cross-curricular task.

(v) Show effective methods of using Welsh in presenting information in the contemporary world.

(v) Observe the words and phrases used in handling technical subjects, for example, a motoring column in a newspaper. An article for the layman on a scientific topic, information sheets produced by commercial and financial institutions and associations. Official information.

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| <p>(i) Read widely and encompass different kinds of fiction, poetry and factual material, including pre-twentieth century literature</p> <p>(ii) Respond, orally and in writing, to a range of literary forms, discuss different aspects of the content (structure, plot, theme, character development) and some aspects of style (images, irony, ambiguity), and compare short texts and some elements within them, where appropriate.</p> <p>(iii) Through discussion and writing, learn to recognise and form an opinion on the effectiveness of the devices in non-literary texts and media material to convey and present information and opinions, to persuade and advertise.</p> <p>(iv) Make use of suitable strategies to collect information independently from varied sources; co-ordinate, arrange and present it as a clear completed composition.</p> <p>(v) Observe certain aspects of language in a brief selection of Welsh-language texts from the past and compare them with the language today</p> | <p>(i) Read plays, novels, short stories, essays, books on varied subjects, autobiographies and biographies and selections of poems</p> <p>(ii) Discuss or write about, the plot of a play, the plot and development of two short stories, characterisation in a novel and the structure of narrative expression, including consideration of the layers of meaning conveyed. Discuss the structure, images and phonic elements of two poems.</p> <p>(iii) Analyse a variety of factual and advertising texts and note the bias in the writing, the graphic presentation and the clarity and organisation of the text.</p> <p>(iv) Consider the subject of the research and raise relevant questions, skim in detail; present the essentials of the research. This is a most appropriate cross-curricular task.</p> <p>(v) Examine a passage from the <u>Mabinogi</u>, <u>Gweledigaethau'r Bardd Cwsq</u>, an interlude, <u>a cywydd</u>, a novel by Daniel Owen in the original and compare the orthography, vocabulary, construction with recent forms.</p> |
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| <p>(i) Read widely and encompass different kinds of fiction, poetry and factual material, including materials from different periods, literature about the past and translations from various languages. Some of the material should extend the reader's linguistic, conceptual and</p> | <p>(i) Read plays (original plays and plays in translation), contemporary novels, twentieth century classics, historical novels, Welsh and foreign short stories, essays (e.g. by Emrys ap Iwan, T H Parry-Williams), autobiographies, factual books and a selection of varied poems.</p> |
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imaginative experience.

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| <p>(ii) Respond orally and in writing to literature, analyse different aspects of the content (structure, plot, theme, character development, author's attitude) and the style (image, irony, ambiguity, other rhetorical devices), and compare the elements in different works.</p> <p>(iii) Through discussion and writing, display understanding of different kinds of non-literary texts and media material and analyse the techniques used to present information and opinions, to persuade and advertise.</p> <p>(iv) When working independently, select information purposefully from various sources using appropriate strategies; then, evaluate it critically, and organise and present it clearly.</p> <p>(v) Show how particular effects are created in texts through a range of linguistic devices.</p> | <p>(ii) Note the elements of a plot, the nature of the conflict, in a specific work or works. Show aspects of the theme of the love of a local area in a particular work or works. Note the phonic devices in poems and show how they convey meaning and emotion.</p> <p>(iii) Note facts or opinions presented and the techniques used to present them (for example, in a news item on television, radio, or in print); show how some methods of presentation/expression appeal to emotion/reason/prejudice.</p> <p>(iv) Consider the subject of the research, use searching skills (skimming and reading in detail), organise and classify the findings of the research; summarise and present the information in appropriate ways (points, columns, headings, graphs, diagrams), use of devices (colour, heavy print, underlining) to emphasise meaning.</p> <p>(v) Discuss words and their use; compound words (<u>jac-codi-baw</u>); old vocabulary (<u>macwy</u>); features of words and letters (repetition); change of normal word order (adjective + noun), alliteration in slogans and advertisements; polysyllabic words; the use of the verb-noun (infinitive) in Welsh.</p> |
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| <p>10 (1) Read widely and encompass different kinds of fiction, poetry and factual material, including materials from different periods, literature about the past and translations from various languages. Some of the material should extend the reader's linguistic,</p> | <p>(1) Read plays (some original and some in translation), contemporary novels, twentieth century classics, historical novels, Welsh and foreign short stories, essays, biographies and autobiographies, factual books and a selection of varied poems.</p> |
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conceptual and imaginative experience.

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| <p>(ii) Respond orally and in writing to literature and display a breadth of knowledge and perceptiveness in analysing different aspects of the content (structure, plot, theme, character development, tone of the work, author's attitude) and style (images, irony, ambiguity, other rhetorical devices), and compare the elements in different works, where appropriate</p> | <p>(ii) Note the elements of a plot, the nature of the conflict in a specific work or works. Deal perceptively and sensitively with a particular theme, for example, the theme of hypocrisy in the work of some Welsh novelists.</p> |
| <p>(iii) Through discussion and writing, display a perceptive understanding of different kinds of non-literary and media materials and analyse critically the techniques used to present information and opinions, to persuade and advertise.</p> | <p>(iii) Discuss a text which deals with a specific topic such as violence towards the weak, summarise the most significant issues, evaluate the content with regard to balance and thoroughness of the treatment, the subjectivity of the picture conveyed and the attitude of the article/script writer, and, in the light of the purpose of the work, consider the appropriateness and effectiveness of some of the techniques used.</p> |
| <p>(iv) When working independently, select purposefully information from various sources and use appropriate strategies to gather it, to evaluate it critically, organise and present it as a clear and complete composition, noting the sources used. Where appropriate, offer comments/and recommendations based on the research.</p> | <p>(iv) Undertake a research task such as the study of the background to the period of a short story written at the beginning of the century in order to obtain a picture of the social, political, religious and cultural life of the period, and present the study as an article for a group of contemporaries. Use a database.</p> |
| <p>(v) Display an awareness of past influences on Welsh vocabulary and the current expansion to meet contemporary requirements.</p> | <p>(v) Only some examples of words from different languages; Latin words such as <i>pont</i>, <i>eglwys</i>; French words such as <u><i>pali</i></u>, <u><i>twrnamaint</i></u>; Biblical place-names, English and American words. Consider how the vocabulary of various disciplines has developed.</p> |

NOTE: Pupils who need to use non-sighted methods of reading such as braille, may use alternatives which do not demand a visual approach. Pupils physically unable to read aloud may use other means such as signing.

WELSH: WRITING

ATTAINMENT TARGET 3

Pupils should write effectively to convey meaning, information, opinion, feeling and imagination and adapt expression for different purposes and for different readers.

LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	(i) Begin to communicate on paper using symbols, pictures, letters, words, phrases and simple sentences.	(i) Display work to others and explain their pictures and handwriting. (ii) Begin to understand the difference between a picture and handwriting, and between numbers and letters. (iii) Begin to master the relationship between the written symbol and the sound - the first letter of their own names. (iv) Begin to build simple words. (v) Begin to differentiate between capital letters and lower case letters - a capital letter at the beginning of their own names. (vi) Write phrases such as <u>Dyma fi a dad; Mam a fi</u>
2	(i) Write short passages in their own words and vary their sentences to some degree.	(i) Express first-hand experiences in prose and poetry. Begin to record, describe, convey emotions.

- (ii) Write a short passage or story which displays some grasp of sequence and form - a beginning, more than one event - and the introduction of one or more characters.
- (iii) Write a simple passage presenting information and use vocabulary, phrases, sentence patterns familiar to them from their work across the curriculum.
- (iv) Use and spell correctly most structure words and a range of basic vocabulary.
- (v) Display some knowledge of basic punctuation by using a capital letter at the beginning of a sentence and a full stop or question mark at the end, with some consistency.
- (ii) A chronological description
- describe going to the park and seeing a series of things - trees, a play area, the lake and ducklings.
- A story with a beginning, events related to each other in some way and a character or two. The first person (fi) may be one of these characters.
- (iii) Records, lists, posters, recipes, simple leaflets, practical work in mathematics, simple scientific experiments.
- (iv) Structure words such as a, ond, yr, yn, achos, pryd, tan, wedyn, ble. Know that some letters are combined in Welsh to form single sounds - ch, dd, ff, ll, ph, rh, th; that some words have a circumflex, e.g. t, tân, Siôn, Siân, and that n and r are doubled in some words (torri, tynnu.)
- (v) Begin to use the apostrophe (i'r, o'r, a'r)

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- 3 (i) Write passages in their own words and begin to create effects with words; vary their sentences to some degree.
- (i) Express first-hand experiences in prose and poetry. Describe, convey feelings and record. Use expressive phrases, rhymes etc. Sentences containing conjunctions such as a/ac, pan, achos, os etc and containing two or more clauses where necessary.

(ii) Write a passage or story which displays a grasp of sequence of events and introduce characters.

(ii) A chronological report describing a visit to a particular place. A story with a beginning, events which are related to one another in some way, and some details about the background and emotions of characters.

(iii) Write a range of passages presenting information, and use vocabulary, phrases, sentence patterns familiar to them from their work across the curriculum.

(iii) Records, lists, posters, recipes, handouts. Records of practical work in mathematics, scientific experiments, art, design and craft.

(iv) Use and spell correctly most structure words and the basic vocabulary of the topics discussed; learn to spell new words correctly.

(iv) Structure words such as a, ond, wedyn, pan, yr, cyn, achos, oherwydd, pwyl, pryd, pa.

(v) Display a grasp of the basics of punctuation - capital letter, full stop, question mark, apostrophe - with a fair degree of consistency and begin to use the comma, question mark, exclamation mark and inverted commas.

(v) X

(vi) Improve their work and re-draft it under the teacher's direction, and present it neatly.

(vi) Write for some purpose in order to perceive the value of the convention of writing and drafting. Work on the content - add, shorten, alter. Give attention to matters such as the causes of frequent errors of mutation (e.g. mutations arising from noun gender). Use a word-processor.

4 (i) Write passages based on personal experiences and write imaginary stories which display a grasp of sequence and form, (beginning, middle, end), create different characters and display perception.

(i) Write reminiscences, thoughts, descriptions, stories and compositions in different forms (diary, letter, reports), including poetry.

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| (ii) Express an opinion and present a point of view. | (ii) Describe in writing their own opinions and feelings about matters within their experience. |
| (iii) Write transactional and factual passages coherently and select relevant information as required. | (iii) Describe, record, summarise. Write directions, reports and messages. Select information about an aspect of a topic. |
| (iv) Display an increasing ability to present written material clearly to the reader; complete sentences, formulate paragraphs, and use the forms which characterise the standard written medium, where appropriate. | (iv) Use methods of setting out the material clearly - title, punctuation, paragraph (a unit which discusses one aspect of the topic). Use the short forms of the verb, more complete forms of words. |
| (v) Discuss their work with peers and teachers; re-draft it to improve its contents and provide a correct, clear and neat text. | (v) Edit and adapt; re-phrase, re-paragraph, delete, extend the contents, consider the reader's needs. Give attention to a lack of consistency in the tenses of the verb in a narrative (e.g. <u>un tro roedd merch yn mynd am dro ac mae hi'n gweld cath</u>); agreement between the number of a pronoun and a verb (<u>roedden ni</u> not <u>roedd ni</u>). Neat presentation involves the production of clear and legible joined-up writing. |
| (vi) Spell correctly most words within their experience and work, and write words in their standard written forms, where appropriate, with a fair degree of consistency. | (vi) <u>Deall</u> not <u>dallt</u> , <u>gwelais</u> not <u>gwelas</u> , <u>trwynau</u> not <u>trwyne</u> or <u>trwyna</u> . Use dictionaries when uncertain or when a new word is encountered. |
| (vii) Be able to punctuate appropriately with a fair degree of regularity. | (vii) Use a capital letter, comma, full stop, question mark, apostrophe, inverted commas, circumflex, exclamation mark. |
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| <p>(i) Express personal and imaginary experiences observantly and sensitively and display a grasp of progression, form and appropriate language.</p> | <p>(i) Stories, including some with dialogue. Playlets conveying conflict or tension. Essays describing different people, places, events, emotions. Poems - descriptive and dramatic - creating a range of phonic effects (rhyme, alliteration, a hint of <u>cynghanedd</u>). Commit dialogues to paper appropriately.</p> |
| <p>(ii) Express opinions on a range of topics in language suited to the topics, and develop some of the points made.</p> | <p>(ii) Raise a number of points and develop a discussion of some of them. Vocabulary suited to the topic and a range of phrases expressing opinion, e.g. the noun clause - <u>'rwy'n credu fod..</u> <u>Fy marn i ydi - Efallai/hwyrach fod..</u> <u>Dylid..</u> <u>Y mae'n ffaith fod..</u> <u>Rwy'n dal na ddylid..</u> <u>Dydw i ddim yn meddwl fod...</u></p> |
| <p>(iii) Write transactionally-factually (i.e. produce objective writing) for various purposes, using Standard Written Welsh fairly consistently.</p> | <p>(iii) Write instructions. Explain a familiar process. Formulate rules, announcements, questionnaires. Practise the use of the passive and impersonal forms of the verb (<u>Dylid, gellir, gwelwyd...</u> <u>cafodd ei eni...</u> <u>cawsant eu gweld yn dwyn</u>).</p> |
| <p>(iv) Write in a range of forms for different purposes and for various audiences, and display an increasing ability to present the material clearly to the reader in the standard written medium (except in contexts where this is inappropriate).</p> | <p>(iv) Formal and informal letters/diaries. Use language for communicative purposes in occupational and social contexts. Descriptions - places, buildings, persons, situations etc - to a familiar and unknown reader. Use of the linguistic forms of the standard written medium in formal writing and the more spoken forms in dialogues, personal letters. Punctuation of sentences, and appropriate paragraphs.</p> |
| <p>(v) Improve their written work on paper or on a word-processor by revising and redrafting, and consider the purpose of the work and the reader's needs, to produce a correct, clear and neat text.</p> | <p>(v) Follow writing conventions correctly; give attention to matters such as the causes of errors of mutation and awkward constructions (e.g. <u>'I ble rwyd ti'n mynd i'</u>). Avoid uniform sentences. Be able to use books of Welsh idioms to find an idiom where necessary. Neat presentation includes the production of neat and legible handwriting.</p> |

(vi) Spell correctly most words in any text they write and show that they are familiar with standard written forms.

(vi) Use double n and r correctly and consistently and be able to differentiate between i, u, clear y (e.g. bryn).

(vii) Discuss varied topics and give attention to the characteristics of their vocabulary according to topic, purpose, impression, and the nature of the readers.

(vii) Analyse the language of varied texts, e.g. a horoscope column, or a newspaper's motoring column; the vocabulary of a poem on a particular topic (adjectives, metaphors, key words).

6 (i) Express familiar, unfamiliar and imaginary experiences imaginatively and display an awareness of stylistic elements which contribute to the effectiveness of the expression.

(i) Use varied sentences (simple, compound, mixed, complex) to avoid monotony. Use purposeful contrast or an image or a comparison. Choose an adjective which is suitable but unusual in the particular context. Use a dictionary to search for a variety of vocabulary and the exact and appropriate word in context.

(ii) Convey opinions clearly with some supporting evidence and write varied persuasive material.

(ii) Write opinions on various controversial topics, e.g. school rules, environmental pollution.

(iii) Present general or specific information about a range of topics impersonally.

(iii) Reports, articles, essays, personal essays, minutes of meetings, a project book, formal letters. An essay on an aspect of local history for a community newspaper.

(iv) Write correctly and clearly in a range of forms for different purposes and display some ability to vary content and expression for particular tasks and specific readers.

(iv) A report on a hockey or rugby game for a school magazine. Write about a road accident in a letter to a friend and a report to the police. Use language for communicative purposes in occupational or social contexts.

(v) Re-draft to create an awareness of the importance of order and sequence in a written work and ensure a correct and neat text.

(v) Reorganise material in sequential paragraphs in an essay or report. Find incorrect mutations and correct them. Be able to indicate the occasional unusual accent, and use punctuation such as hyphens and brackets. Clear and joined-up handwriting.

(vi) Discuss the different kinds of language and some linguistic patterns used in formal and informal writing.

(vi) Discuss each other's writing under 6 (ii), (iii), (iv) and observe differences in vocabulary and language patterns. Note the language patterns of a text which seeks to appeal to young people and their interest in pop/sports.

7 (i) Express a personal or imaginary experience, and display some awareness of the elements of style and structure which contribute to the effectiveness of the expression.

(i) Vivid descriptions - appropriate adjectives which convey more than the usual ones, a series of verb-nouns to create dramatic excitement. Create an opening which arouses curiosity; maintain interest, conclude without leaving matters in the air.

(ii) Present and defend a point of view and base their reasoning on information in a well-organised and clearly expressed text.

(ii) Collect information about a controversial issue and express a balanced opinion. Effective use of language to develop arguments - phrases which link and mark sequence. Appraise a television/radio programme and evaluate its quality and value.

(iii) Write well-organised and coherent factual passages in Standard Welsh for various purposes and display resources of vocabulary and construction to meet those objectives.

(iii) Essays, articles on a topic of interest, story of some person or local customs. Use devices such as sub-headings where appropriate, and purposeful punctuation which helps to sustain extended progression (the colon; the semicolon), organisation and clarity. Welsh vocabulary appropriate to the topic and an ability to use abstract vocabulary where necessary. A mastery of the patterns of written Welsh extending to the appropriate use of a range of subordinate clauses as necessary (method, mode, cause, time, etc).

(iv) Write in a substantial variety of forms and display an awareness of the purpose of a particular piece and the most suitable way of presenting it for a specific audience.

(iv) Use language for communicative purposes in occupational or social contexts. Formal and informal letters, instructions, articles, reports, essays, script notes, reviews, stories, poems.

(v) Display an awareness of the value of re-drafting to improve content, correctness, clarity of meaning, progression, expression, and appropriateness of the parts in the total context so that the text is well presented and intelligible to the

(vi) Discuss orally and in writing the use of dialect in literature and broadcast scripts.

(v) Reorganise paragraphs; re-cast sentences; change words; rewrite where necessary. Use language aids in the process of redrafting, for example, a guide to correcting language for certain purposes (doubling of n/r, circumflex accent and tables of mutations). The writers' anonymous reader. ability to make their material intelligible without assuming that information known to them is also known to the reader. Clear, flowing and legible handwriting.

(vi) Observe the characteristics of vocabulary, phrases and sentence structures. Consider the effectiveness of passages in dialect for a general or national audience. Examine a text written in a local dialect, dialect in dialogue, some poems and scripts. Write in local dialect.

8 (i) Use certain literary forms to express personal and imaginary experiences and display an awareness of the elements of style and structure which contribute to the effectiveness of the expression.

(ii) Produce written texts for the purposes of expressing opinions and persuading, display a grasp of the elements of presentation and expression in accordance with the aim, and write within effective limits on length.

(i) Integration of narrative, conversation and events to create a gripping story. Two contrasting pictures in a poem to encompass an experience. The outcome of events and the reaction of characters to them (cause and effect) in a play. An essay in which the beginning and end are skilfully linked and the paragraphs well-sequenced. Script of part of a radio/television play.

(ii) In some texts expressing an opinion/viewpoint, logical order, and clear expression. In some persuasive texts, use of short sentences, appealing images, pithy expression, devices such as repetition and playing on words. In presenting an argument, know that to be too short or too long has disadvantages.

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| <p>(iii) Write a reporting and factual text in Standard Welsh and display a grasp of the function of paragraphing and punctuation in order to present a clear text to the reader.</p> <p>(iv) Use Welsh correctly and appropriately in context (in accordance with the purpose, topic and audience) in all kinds of writing and use appropriate vocabulary, idioms, a range of sentence structures, and Standard Welsh (except where other forms are appropriate).</p> <p>(v) Display an awareness of some differences in the features of both the oral medium and the written medium.</p> | <p>(iii) Comprehensive reports and articles of information. When writing, be able to separate independent ideas/events/facts into individual paragraphs, and be able to co-ordinate elements which belong to one another within a paragraph.</p> <p>(iv) Use idiomatic language; correct mutations; vary the order of the words purposefully, and the order of elements in a sentence to to vary the style and emphasise meaning; use the different methods of the language to convey the passive form; use technical, formal, dialect, poetic vocabulary.</p> <p>(v) Note that speech is free, improvised and fragmentary and depends on the interaction of people, and that writing is tighter, more concise, planned and finished.</p> |
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| <p>9 (i) Use a range of literary forms skilfully to create complete compositions, convey the attitudes of different characters and use various stylistic elements to create different effects.</p> <p>(ii) Express an opinion on a difficult topic, sustain arguments logically and organise it all clearly for the reader.</p> <p>(iii) Write factual prose for various purposes, and select information relevant to a topic; display an ability to organise complex materials and convey content clearly and appropriately for different readers.</p> | <p>(i) A short story or playlet which presents at least three characters. Poems which display an ability to handle measure, rhyme, alliteration or <u>cynghanedd</u>, vers libre, images etc. An essay which includes a person's attitude to a topic.</p> <p>(ii) Give attention to sentences, link them effectively, paragraph and punctuate in order to present complex issues coherently and intelligibly.</p> <p>(iii) Reports on discussions, factual articles on different topics. Present information formally in minutes or in a lively report for a community newspaper. Match the style to purpose and audience.</p> |
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(iv) Display a good mastery of Welsh and use it correctly, appropriately and purposefully in context and select and use a wide vocabulary, idioms and a wide range of sentence structures.

(v) Demonstrate that they understand the meaning of the appropriateness of language in the written medium, by discussing compositions in context and considering the purpose, topic, form of communication, and the nature of the audience.

(iv) Be able to vary the sequence of elements in sentences to emphasise and draw attention to important topics in a composition, and to present complex matters clearly; consistent use of correct mutations; a range of vocabulary to convey in full discussions on various topics - formal, technical, literary, dialect. Use the noun and relative clauses correctly. A mastery of the conjugated forms of prepositions in Standard Welsh.

(v) Consider whether the language of a text is suitable, its vocabulary adequate and appropriate.

10 (i) Write in a personal style and a mode which displays general ingenuity with regard to imagination, the structure of a composition and the way of handling language.

(ii) Convey, explain and discuss ideas, information, viewpoints and arguments in effectively structured compositions, display a breadth of understanding, balance, objectivity and perceptiveness, and present an unexpected attitude or point of view at times.

(i) *4*

(ii) *6*

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(iii) Write Standard Welsh [except (iii) where other forms are appropriate in the particular context], vary the style as necessary [purpose, topic, audience] and display a wealth of language resources in a wide vocabulary, a variety of idioms and phrases, a variety of sentence structures and flexibility in their use to secure specific effects.

(iv) Recognise and describe different subjective attitudes towards spoken and written Welsh.

(iv) Discuss matters such as
"Mae'r Gymraeg yn iaith rhy hen ffasiwn i'r byd cyfoes".
"Dydw i ddim yn dallt pobl y Sowth yn siarad".
"Smo i'n deall Cymraeg y North".
"Dydw i ddim yn deall Cymraeg y teledu achos dydy 'Nghymraeg i ddim yn ddigon da".
"Sothach ydi iaith y diwylliant pop Cymraeg".
"Dydw i ddim yn deall Cymraeg y nofelau".
"Waeth i chi heb a gofyn am ddim yn Gymraeg - dydyn nhw ddim yn eich deall chi yno".

NOTE: At each level of attainment the use of technological aids by pupils who depend on them physically to produce their written work is acceptable.

ATTAINMENT TARGET 4

LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	Begin to form letters with some control over the size, shape and orientation of letters.	Where to begin a letter and to which direction to go.
2	Produce legible upper and lower case letters and use them consistently according to convention and present neat work.	Not to mix large and small letters contrary to the convention. <u>syLLU</u> - <u>coeDEN</u> Differentiate between <u>b</u> and <u>d</u> , <u>p</u> and <u>h</u> .
3	Begin to produce clear and legible joined-up writing.	

NOTE: Pupils may be exempted from this target if they need to use a non-sighted form of writing such as braille or if they have such a degree of physical disability that the attainment target is unattainable.

PROGRAMMES OF STUDY
FOR KEY STAGES 1 TO 4

EXPLANATION

The examples serve to illustrate the programmes of study and are non statutory.

The programmes of study include elements which must be experienced by pupils in order to achieve the particular levels of specific Key Stages. This should not be interpreted as meaning that pupils working at earlier or later levels should be debarred from those elements.

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WELSH: ORAL (Listening, Viewing and Speaking)
PROGRAMME OF STUDY

GENERAL INTRODUCTION

1. The Programme of Study should offer a wide range of situations and activities designed to develop pupils' confidence, oral facility and ability to respond to the requirements of different audiences. Through varied challenging experience in work across the curriculum, teachers should plan a balanced programme which will ensure that all the skills identified in the levels receive continual attention. Teachers should ensure that the requirements indicated in the other National Curriculum core and foundation subject targets and programmes, which refer to aspects of using the spoken language for the purposes of a particular subject, receive attention.
2. Pupils in the schools of Wales come from a variety of linguistic backgrounds, and this is reflected in the schemes of work produced by counties and individual schools. Schemes need to provide for all pupils whether their mother tongue is Welsh or English.
3. An important element for all pupils is the language model provided by teachers. Pupils need to hear them speaking Standard and idiomatic spoken Welsh.
4. The Programme of Study should seek to ensure that pupils derive enjoyment from their school work. Pupils learn best when they enjoy themselves. Enjoyment, it is said, is not assessable and, consequently, this aspect does not feature in the attainment levels but all teachers know when pupils enjoy their learning and make progress as a result. Thus enjoyment is an intrinsic part of learning.
5. Pupils should be given opportunities to listen, speak and view together with peers and adults in a number of situations such as:
 - pairs
 - groups of various sizes, some selected by the teachers and some formed by the pupils themselves, some mixed groups, others single-sex groups
 - groups with the teacher present and without the teacher present
 - whole classes
 - whole schools
 - informal groups in the school play area
 - groups containing adults such as visitors to the school and adults when the class is making a visit.

Opportunities should also be provided to prepare for different audiences.

6. In the classroom environment speaking and listening should be valued so that pupils recognise that these activities are of equal value to reading and writing. The classroom environment should promote speech. Pupils' confidence increases and they are more prepared to express themselves freely when they see that their efforts are appreciated.
7. Pupils should learn to listen effectively, pronounce clearly, use appropriate intonation, speak clearly, correctly and intelligibly, and use the register appropriate to the topic and the audience.
8. Purposeful use should be made of an audio- or video-recorder so that pupils can occasionally examine their oral work. Care needs to be taken to ensure that this does not hinder investigative speech or enthusiastic replies. The equipment should make pupils more aware of the quality of their language in recording all kinds of speech. In general, it is important for pupils to think about their effectiveness as oral communicators.
9. Special provision should be made for those pupils who cannot communicate orally so that they are able to use other methods, including the use of technology, sign language, symbols and lipreading, instead of listening, speaking and viewing.

Objectives of oral communication

10. Throughout the key stages, pupils should be provided with sufficient opportunities to develop their ability to
 - converse with a teacher and peers in a wide range of situations
 - participate in a class discussions and smaller group, listen to others, contribute relevant comments, raise appropriate questions, help generally to air a problem or topic, modify their comments and views in the light of other contributions, and come to a decision or agreement
 - listen to an increasing range of tales, fiction, rhymes and poetry, scripts, plays, media materials (news, documentary and imaginative programmes)
 - read aloud with increasing fluency a varied range of constantly expanding texts, and participate in presentations and develop a finer and fuller awareness of the needs of different audiences
 - recite selections of poetry and prose from memory
 - talk about events, share news and experiences, convey feelings, tell stories, and develop a grasp of sequence and form and ways of speaking which make the statements entertaining, observant, lively and varied in attitude and tone (e.g. the occasional mischievous presentation, tongue in cheek, at other times a more ironic attitude)
 - develop gradually an enquiring and critical attitude to literature and media literature, explain and justify opinions and convey an interpretation of what is read/viewed/heard

- present information and factual material clearly and coherently in a logically sequenced statement and in a range of situations
- talk about progressively more complex topics, or less familiar, less personal and more abstract topics, and include a range of ideas of social and moral significance
- give and receive progressively more complex, detailed or exact instructions
- ask progressively more detailed questions - specifically clear, exact, perceptive - and answer them and discuss their implications
- use language for a variety of practical purposes such as giving and receiving telephone messages, or presenting announcements in class or taking part in social occasions
- express opinions, views, argument, become progressively more able to adduce relevant evidence in support of statements, and offer reasons based on knowledge rather than on feeling or prejudice
- consider arguments and opinions objectively, see different points of view, interpret and evaluate what is said
- respond through rôle play, convey improvised oral response through gesture and word and performances developed on the basis of improvised drama work, in work across the curriculum (e.g. history, personal and social education)
- report back to a group or class or another audience, summarise effectively and become progressively more able to reflect a range of responses/views
- respond to a constantly expanding range of purposes, including entertaining, describing, recalling, explaining, classifying, comparing, reasoning, interpreting, evaluating, generalising, persuading, predicting, guessing, theorising and concluding
- modifying their oral language, and the way they speak and respond, in accordance with contextual requirements and to suit the nature of the audience, and use informal and formal language as required.

11. It is important to urge pupils to talk in different learning situations, to recognise their local accent and dialect and develop their pride in the language of their area, and to acquaint them gradually with the forms of Standard Spoken Welsh until they can modify their everyday language easily and use forms and words intelligible to native Welsh speakers throughout Wales. Over the years, they should learn to recognise what forms are contextually inappropriate.

KEY STAGE 1 (levels 1-3, ages 5-7)

12. The elements of the skills in this programme, which focuses on levels 1 and 2, aims to promote pupils' ability to perform are to:

- socialise and communicate practically
- derive enjoyment from listening, viewing and expressing

- give expression to feelings
- share experiences
- enrich and give expression to the imagination
- gather and express information
- develop linguistic skills and comprehension.

Activities

13. Pupils should undertake activities such as the following to develop their ability to listen, speak and view:

- speak informally: to encourage confidence of expression
- respond to visual and audio-visual stimuli: to learn how to listen purposefully
- responding to sensory (using the five senses) stimuli: e.g. listening to music, viewing a picture, feeling smoothness and roughness, and smelling and tasting to sharpen the senses and learn associated vocabulary
- creative play: to learn co-operation
- dramatic activities, presentation of stories etc to promote self-expression, the acting out of different parts (the roaring of a giant; the whisper of a timid servant; the boast of a king etc): to encourage diffident pupils to overcome their shyness by conversing with puppets
- listening to stories and poems carefully selected and skilfully presented, or watching performances of them: to provide pupils with opportunities to hear colourful language, language conveying feeling, language introducing elements of humour, and to learn the value of good pronunciation, intonation, emphasis and appropriate speed of delivery
- relating impromptu tales: to encourage spoken confidence, promote the imagination
- reciting, singing songs and rhymes learned by memory
- sharing experiences: to learn to listen as well as speak
- listening to, following and giving instructions: e.g. in cookery, pupils can learn to listen to the instructions; describe ingredients correctly; express an opinion on the results, and explain the process to others
- asking and answering questions: to gather and express information
- providing information, and discussing a topic in class: e.g. in a discussion about a pet, pupils can ask and answer questions about it, describe it, take on the comments of other pupils, enquire about its needs, and express an opinion about its name

- problem-solving and explaining: e.g., in solving mathematical and scientific problems, pupils grasp concepts, learn facts and follow a series of stages and facts, and learn to handle appropriate language
- participating in public: e.g. in school assemblies or concerts: to gain confidence before an audience.

KEY STAGE 2 (levels 2-5, ages 7-11)

14. The Programme of Study focuses on levels 3 and 4. Some pupils, however, will progress at an accelerated pace and to meet their particular needs reference should be made to the Programme of Study for Key Stage 3. Similarly, for pupils who have not attained level 2, reference should be made to the Programmes of Study for Key Stage 1. The Programme of Study for this key stage should be based on the oral principles adopted for levels 1 and 2 to ensure the development and extension of pupils' abilities as listeners, viewers and speakers. The main aim of these programmes will be to ensure an appropriate status for oral activities, and sustain the respect already shown for listening and viewing. Use should be made of electronic media such as television, radio and tape-recorders to ensure the pupils have an opportunity to listen to Standard Welsh, to dialects other than their own, and an opportunity to discuss various aspects of the programmes concerned.

Activities

15. The activities indicated under Key Stage 1 remain appropriate, though the range of stimuli will expand, the nature of the texts discussed will be more varied and extended, the response more detailed, developed, exact or eloquent, and pupils will display an ability to sustain their oral comments and offer fuller contributions. There is greater emphasis, however, on group discussions and on working together in a group to complete various specific tasks across the curriculum. As the range of adults encountered expands, pupils are set tasks such as interviewing adults for some clear purpose or holding an enquiry which involves the purposeful use of the telephone. Similarly, since their technical skills have increased, pupils make greater use of the electronic media in arranging a presentation and co-operate on tasks which includes using the microcomputer for various purposes - for designing a model before making it and for redrafting a radio or television script written jointly, for example.

16. Teachers should ensure that the quality of the oral discussion leads to the use of a wide range of language to promote pupils' ability to listen effectively over a period of time in different situations, to ask relevant questions which promote understanding, to offer comments which are clear, well-organised and coherent, and to express opinions. It is important that discussion skills such as listening carefully to others and responding purposefully to their comments are firmly established from the outset.

17. Attention should be given to the development of language awareness, including the recognition of some differences between the language of South and North Wales, for example, by identifying different accents and words. It is appropriate in the context of reading aloud, improvised drama work and oral performances or presentations to develop pupils' awareness of the contribution of the voice, intonation and gesture in conveying meaning orally, raising the voice to ask a question, use of the eyes and face to convey response and varying intonation to create various effects.

KEY STAGE 3 (levels 3-8, ages 11-14)

18. The Programme of Study focuses on levels 5 and 6. Some pupils, however, will progress at an accelerated pace and to meet their particular needs reference should be made to the Programme of Study for Key Stage 4. Similarly, for pupils who have not attained level 4, reference should be made to the Programmes of Study for Key Stage 2. Teachers should ensure that pupils continue to familiarise themselves with a range of various listening, viewing and speaking situations which enhance their oral resources and competences and lay good foundations for the skills they will need in the future.

19. With all oral tasks, pupils should enunciate clearly and use a register appropriate to the audience, while expressing themselves intelligibly and correctly. It is necessary to select stimulating starting points and plan activities in such a way as to enrich vocabulary and extend sentence structures. Constant cross-reference between the oral, reading and written work will be effectively linked through thematic learning.

Activities

20. Pupils should undertake activities such as the following:

- responding in class and in groups to a varied range of stimuli (aural and visual)
- presenting information and tasks by talking about experiences, personal interests and varied topics
- asking and answering questions for some specific purposes such as interviewing adults in order to complete a questionnaire
- listening to and taking part in discussions and expressing personal views: discussing topics arising out of Personal Education courses, such as smoking, healthy eating
- presenting an argument which seeks to persuade, with purposeful repetition, varied expression and skilful build-up to climax
- discussing printed works of all kinds, including the written work of peers and media materials
- participating in presentations and playlets with rôle-play of fictional characters to express their feelings, for example, and gaining confidence to express views falling outside personal experience.

21. Emphasis should be given to pupils' discussion skills and their ability to generate an extended oral contribution (an utterance of some length), and help them to perceive the need for evidence and reasons or explanations for their statements, arguments and views.

22. The activities planned to promote the growth of knowledge about language should help pupils to identify dialect vocabulary, the oral pronunciation of dialect words in order to observe, for example, the differences in endings (-e/-a rather than the plural form -au in some areas), the forms and nature of borrowings from English

(adding -o, -io as a Welsh infinitive ending to an English word), and the treatment of initial sounds such as ch in checkio/chocolate for example, sounded as tsh or sh or mutated to j. Attention should also be given to English words which were borrowed long ago and much more recent borrowings, comparing words such as bylb, bus and sym with pwmp, twrci, brwsh, to show that the borrowing process differs according to the period the word was borrowed. In order to attain level 6, the study of aspects of dialect should include giving attention to phrases and constructions as well as vocabulary, including familiarity with some of the forms characteristic of the dialect concerned - the shortened forms of the verb bod (to be) and the short forms of verbs and conjugated prepositions, for example, changes in the forms of words heard, such as Dolig, nabod, clasgu (casglu), wnoth (wythnos), ofon, llyfyr. Inevitably the study of the features of a particular dialect's vocabulary and construction heightens pupils' awareness of the differences in form and patterns between the dialect and Standard Spoken Welsh.

23. Pupils should be aware of the need for them to use Standard Spoken Welsh in formal and public situations. The cassette-recorder can sometimes be used to revise varied oral work so that pupils consider the appropriateness of their language according to the register of their topic or relationship. It is also appropriate to use it to promote pupils' ability to judge the correctness of their speech and as a means of getting them to correct each other's grammatical errors (mutations and noun gender, for example) and of syntax (incorrect negative forms, failure to use the correct form of the noun clause).

KEY STAGE 4 (levels 3-10, ages 14-16)

24. The Programme of Study focuses on levels 7 to 10. For pupils who have not attained level 6, reference should be made to the Programme of Study for Key Stage 3.

25. Spoken language continues to play a key rôle in the learning, and particular attention should be paid to the creation of some oral situations which will prove useful to pupils in the world of work and in their social life after they leave school, a consideration which is also most appropriate to the needs of some pupils who will continue on levels 4-6. A particular effort should be made to prepare as many real and authentic situations as possible (not limited solely to rôle-play situations) to bring pupils into contact with Welsh-speaking adults representing different occupations and interests. Contacts with the world of work are of particular benefit. This is the way to promote pupils' oral confidence and to develop a relationship with Welsh life by impressing on them the usefulness of Welsh in the contemporary world.

Activities

26. Pupils should undertake activities such as the following:

- conveying a detailed knowledge of various complex topics and using the appropriate language register

- speaking appropriately and purposefully in a range of formal situations such as job interviews and informal situations, such as discussion of joint projects
- responding to imaginative works and expressing considered opinions on them
- discussing multi-aspected and fairly difficult contemporary topics in groups and as a class: expressing and justifying opinions and defending viewpoints, and selecting and presenting arguments with discrimination
- asking and answering detailed and perceptive questions, preparing questionnaires, preparing information for discussion, holding or participating in an extended interview.

27. The challenge in the group discussion work should increase with an extension in the pupils' rôle so that they occupy a more prominent position in the determination of terms of reference for tasks, in controlling and leading the discussion and bringing evidence of the findings brought out in discussion to the attention of others (reporting back) on the basis of notes, for example. Opportunities should be provided for individual pupils to contribute substantially to classwork by presenting talks or addresses and using aids such as illustrations, the overhead projector, or prepared leaflets to assist them. A varied range of topics should be covered and ideas, media materials, literature and social and vocational matters and points of view should be examined thoroughly and critically.

28. Pupils should be able to describe the features of the spoken language as it appears in printed texts and media materials and give attention to matters such as the words and forms of texts from different areas, and different social backgrounds.

29. Pupils should learn that Standard Spoken Welsh is used in formal or semi-formal situations and dialect in informal situations and give attention to the different forms of oral communication - conversation, gossip, storytelling for entertainment, the language of popular radio and television shows, commentary (as background to a film or describing a game), discussion, lesson, debate, news or announcements, a sermon. They should be able to compare some of the linguistic features and patterns of Standard Spoken Welsh with those of a dialect. To attain level 10 they should be able to talk about the linguistic principle that language is appropriate according to the purpose, the topic, the form of communication and the nature of the audience, and refer to these aspects in discussing and analysing different kinds of speech.

30. At the highest levels, there is a need to guide pupils towards activities with more formal requirements, such as a discussion to which others are listening (for example, being a member of a forum or brains trust), a public presentation following preparatory Welsh taking into account the needs of the audience and the most effective means of conveying the message, leading a small group in a task such as preparing a programme to be recorded on an audio or video cassette, or publicly questioning/interviewing a visitor to the school on behalf of others (the class). Complex issues and topics and printed and media texts of substance should be selected and pupils taught to be critical and to identify and use the most effective methods and techniques to convey opinion, to persuade and to plead a case in order to convince the reflective listener. They will need to be taught to use their confidence and oral facility to promote group enquiries and stimulate all members to do their utmost. Given a good provision of experiences, pupils should become communicators acutely aware of the appropriate language and behaviour in context matching the requirements of the audience.

WELSH: READING
PROGRAMME OF STUDY

GENERAL INTRODUCTION

1. The ability to read is necessary for all pupils. It should be recognised that it is impossible to separate reading from the other language modes because they are interdependent. It is an important principle that initial reading must be based on pupils' oral experiences.
2. The Programme of Study should ensure that pupils derive enjoyment from the experience of reading and pleasure from books. The aim should be to develop positive attitudes towards reading, and to this end a range of interesting and lively experiences and activities based on books should be provided.
3. The relationship between home and school should be exploited and parents encouraged to participate in the reading experiences of their children. Consideration should be given to means of helping pupils who lack support at home. In the situation of pupils from non-Welsh-speaking homes, practical assistance should be extended, where possible, by preparing sound cassettes of reading from storybooks for pupils use at home, for example.
4. The reading should include varied imaginary and imaginative material, including picture books, books of nursery rhymes, poetry, tales, stories from different countries and contemporary stories of all kinds for children. The reading should also include varied informational material, books which reflect the world of children and different aspects of their environment, for example, books about nature and animals, about the weather, the sea, about homes and foods, about machines and vehicles, and about pre-history and the modern world. The choice of material available should be wide and varied in order to meet the needs of pupils from different backgrounds and of different abilities.
5. Books and print should occupy a prominent position in pupils' environment. The selection, arrangement and display of published books is one of a school's most important responsibilities. The class library should therefore be an attractive and comfortable area in which pupils are able to become engrossed in a book. During the first Key Stage, for example, the books should include large books, picture books, books of poems and nursery rhymes, tales and folk tales, and books of pupils' work chosen by the teacher. The first selection will be governed by book quality and, before a book is accepted, consideration will need to be given to the appropriateness of its text, the standard of illustration, its presentation etc. A special ethos should be created in a book corner to attract children to print. At times, there is a need to arrange displays to celebrate the work of an author or particular kinds of books.
6. Pupils should be given opportunities to read in a variety of situations:
 - individually
 - with the teachers
 - in pairs
 - in groups of different sizes, some chosen by the teacher and others formed by the pupils themselves

in front of a class, the whole school and a wider audience, experiences for which advance preparation is required.

7. Appropriate provision should be made by obtaining braille texts for pupils who need to use non-sighted methods of reading. Pupils unable to read aloud should use other means, such as signing.

KEY STAGE 2 (levels 1-3, ages 5-7)

8. The Programme of Study which focuses on levels 1 and 2 seeks to promote pupils' ability to:

- listen carefully when read to
- appreciate the significance of the printed word and the fact that pictures and other visual symbols (e.g., road signs) convey meaning
- ask questions about content which is of interest to them
- recognise a range of familiar words in the context of their reading and regular class activities
- use a context to perceive meaning, pick up clues in a picture, the sound of letters, the form of a word, to decode a new word
- use their knowledge of language - of the flow of spoken phrases initially and then of the conventional patterns of books - to anticipate the next word and search for meaning in a text
- speculate and predict and look back to confirm understanding
- read aloud, convey meaning clearly to the listener through appropriate intonation, and time the presentation as directed by the punctuation - comma, full stop, question mark and inverted comma.

Activities

9. The activities should ensure that pupils:

- hear the teacher reading and discuss the content and pictures of the books
- read quietly and immerse themselves in a book
- read aloud with the teacher
- hear stories, poems, books being read on cassette, radio and television
- read a variety of materials, including texts composed by other pupils
- discuss with teachers and peers the stories and information books they have been reading or listening to, and answer questions about their content - about the characters' feelings, for example, and the events which made an impression on them
- recall stories, re-tell them and present them in improvised drama and re-read stories which have been enjoyed

- use tales/stories/poems as starting points for varied activities across the curriculum
- produce their own books about varied experiences, interests and topics
- familiarise themselves with signs, labels, names, used in the context of activity corners such as a shop, hospital, fire brigade station, Wendy house etc
- make use of appropriate reference books, books of words, dictionaries, computerised data
- interpret individual words through gesture, mime and movement
- observe individual letters (their orientation as well as their shape), individual words (their configuration as well as their spelling) and composite phrases (the configuration of words as well as their order).

KEY STAGE 2 (levels 2-5, ages 7-11)

10. The Programme of Study focuses on levels 3 and 4. Some pupils, however, will progress at an accelerated pace and to meet their particular needs reference should be made to the Programme of Study for Key Stage 3. Similarly, for pupils who have not attained level 2, reference should be made to the Programme of Study for Key Stage 1. The Programme arranged for these levels will be based on the principles adopted for the previous stage. Its chief aim will be to ensure the development and extension of pupils' abilities as readers.

11. Pupils should read a wide range of varied books and begin to develop personal taste and preferences for different types of books and for particular authors. The material should enrich imaginative experiences and include literary works, or selections of them, appropriate to the age, interest, maturity and experience of pupils. It should include a wide choice of poetry and provide experience of poems varied in content and form, some written for children and others not specifically written for an audience of children. The literary material should provide an appropriate challenge in order to extend the understanding of pupils and develop perceptiveness and sensitivity of response. There is also a need to extend substantially the experience of pupils of information books of all kinds, including reference books and encyclopaedias. Pupils should be able to use these for different purposes, without copying from them verbatim when answering a query or presenting the results of research. The aim should be to have a selection of material on different linguistic levels so that a correspondence between the language ability or attainment of pupils and the standard of the language of the texts they deal with can be perceived. The non-literary material should include items from magazines, community newspapers, notices, advertisements, instructions, catalogues, directions, maps and plans, charts and diagrams, leaflets of all kinds, and a computer printout.

12. Pupils should be given sufficient opportunities to increase their ability to read meaningfully to others until their confidence and facility grows sufficiently to enable them to participate in public presentations. The material used to achieve this aim should include prose and poetry, and varied dramatic material - programme scripts, parts of plays or playlets, dialogues from novels and from the children's own work. Opportunities should be provided to discuss the content and style/expression of the work read with others.

Activities

13. Pupils should be given opportunities to:

- hear stories, poetry and non-fiction read aloud
- choose books to read as part of a personal reading programme
- participate in a book-based activity such as a book quiz, a competition to learn and recite englynion, invite an author to the class to question him or her, an improvised or a scripted play
- respond to a story and poem and think about plot, events, characters and content
- express an opinion about the appeal of a book, the effectiveness of its appearance, the mood of a few scenes, how gripping the story is, that is, offer some kind of review of the book for the benefit of fellow pupils
- on the basis of the reading, compose for purposes such as prediction, the creation of a text for others to read, and translate it into another medium, including depicting the text semi-verbally or non-verbally (e.g., a graph, diagram, painting, collage)
- keep a record of the books they read and comment on them, orally or in writing
- learn how to find information in reference books, information books, a database
- search for evidence in a variety of material e.g., manuscripts, family books, documents from the past, maps
- develop specific reading and research skills for seeking information, e.g. read to find a specific piece of information, use contents pages and indexes and chapter titles
- work with others on a theme and discuss effectively the reading material linked with the aspect of a text being studied.

14. To attain level 4, pupils should be taught about some of the most salient features of poetry such as rhyme, rhythm, alliteration, some awareness of cynghanedd, and the way in which poets use words to convey meaning and to create effect.

15. Care is needed to ensure that pupils' ability to read perceptively increases during Key Stage 2. Work which aims to promote understanding of a text should include perceptive questioning to help pupils to think about meaning, to recognise what is implied in a word or sentence, to evaluate what is denoted and to formulate conclusions.

16. Pupils should hear about information arrangement systems in library - author and subject catalogues, and classification systems. [The experiences pupils receive during the same stage in studying English are relevant in the context of this aim].

KEY STAGE 3 (levels 3-8, ages 11-14)

17. The Programme of Study focuses on levels 5 and 6. Some pupils, however, will progress at an accelerated pace and to meet their particular needs reference should be made to the Programme of Study for Key Stage 4. Similarly, for pupils who have not attained level 4, reference should be made to the Programme of Study for Key Stage 2. Programmes of Study for these levels should build on the work already accomplished. Pupils should be given opportunities to extend the range of their reading and encouraged to experience a variety of texts ranging from fictional and factual material to a miscellany of literary material. Teachers should continue to encourage pupils to enjoy reading.
18. The imaginative reading material should include the following: fiction specially written for teenagers, contemporary fiction and twentieth century fiction not written specifically for teenagers, and a selection of prose and poetry to reflect the variety and richness of the literary heritage, for example, modernised versions of early Welsh poets, tales from the Mabinogi in contemporary language, harp verses, a selection from an interlude, chapters from a novel by Daniel Owen, some poems in cynghanedd. Pupils should become familiar with forms other than narrative and dramatic ones, including a selection of biographies or portraits, autobiographies, essays, diaries, letters and travel books.
19. The non-literary material should include some of the following: articles and information books of all kinds on a wide range of topics, instructions, reports on various matters, magazines and newspapers, pamphlets and blurbs, notices and advertisements, letters and forms, information in graphic form, factual material produced by public bodies, and encyclopaedias. Pupils should be taught how to read and use texts, e.g., to ensure that they learn how to adapt their reading according to the purpose, that is, by speeding up when it is sufficient to gain a broad impression of the author's thinking, and reading perceptively and carefully when the content needs to be reflected upon and assimilated. Teachers should ensure that the level of difficulty of the texts presented increases constantly and that pupils develop a perceptive and detailed response to a range of transactional, factual and practical texts which are objective and impersonal in nature. Teachers should also obtain a stock of discursive texts which express an opinion, set out a point of view and argue a case, and promote pupils' ability to respond thoughtfully and critically and to recognise writing based on information and reason and writing which appeals more to the emotions.
20. At times, the reading should be an end in itself while at others it should lead to an oral activity or a written task. Pupils are required to undertake a substantial programme of personal reading in their own time and to develop the confidence to read material which is increasingly challenging in content and expression.
21. Pupils should become familiar with a range of material produced by the audio-visual media (radio and television, audio and video cassettes etc), be able to discuss them, link them in each case with their context, and consider their purpose, audience and effect.

Activities

22. Pupils should be given opportunities to

- respond to various kinds of writing, express an opinion about them and give reasons for that opinion
- respond sensitively to what has been read, develop the ability to place themselves in someone else's position, gain an awareness of the feelings and ideas of other characters, and develop the ability to sympathise with them. This extends pupils' experience of life.
- speculate on situations read about, consider what may happen and predict on the basis of their knowledge of the content of the text
- interpret a text, form a personal opinion about aspects of content and craft, and use evidence from the text to confirm their comments
- read and discuss a purposeful and attractive selection of the literary heritage
- recognise writing which seeks to persuade - by looking, for example, at the different methods used in advertisements to influence the audience, and providing opportunities for pupils to experiment with this kind of language register by composing messages which seek to persuade
- compare aspects of the content and craft of texts
- learn to understand how to recognise an author's bias or slant in a piece of work. This can be achieved by showing how the author intervenes in the piece and introduces his opinion, either explicitly or implicitly. It should also be shown that the views expressed by some of the characters in a novel or a short story are not necessarily those of the author
- appreciate the power of persuasive techniques in written passages, analyse those techniques and have opportunities to use them in their own work
- find appropriate material from a wide range of sources
- employ higher order reading skills, i.e. skimming, to obtain the gist of a text's main content, scanning to find specific details, and read a range of materials in detail
- evaluate the information gathered and summarise it clearly and coherently
- learn how to find information for themselves and use varied sources which are increasingly challenging in content and style and appropriate to the purpose of the task.

23. The activities linked with the objective of learning about language should devote attention to means of creating effects through the devices of orthography, sound and word. Pupils should also become familiar with the language features of different texts, e.g., by observing formal and informal, contemporary and period writing.

KEY STAGE 4 (levels 3-10, ages 14-16)

24. The Programme of Study focuses on levels 7-10. For pupils who have not attained level 6, reference should be made to the Programme of Study for Key Stage 3. Programmes of Study for these levels should build upon that already accomplished at levels 1-6.

25. There should be a wide range of literary material, including adult fiction, poetry, essays, plays, biographical/ autobiographical material, and some examples of pre-twentieth century work. The non-fiction texts should include documentary and journalistic material from the media, articles and varied information books and writing which expresses a point of view and seeks to persuade, such as magazine editorials, and pamphlets produced by various groups and movements.

Activities

26. i. The activities will enable pupils at these levels to
- recognise what is implied in a text, with understanding of what is suggested, perceive an author's prejudice or that of his characters, understand more about a situation than is actually portrayed and give thought to more than the author expresses in words, and discover the layers of meaning in a text
 - analyse the flow of passages and their form and consider whether they are clear and coherent
 - read a selection of fiction, poetry and plays with discussion of form, content, style of poet or dramatist, and the appeal of such works
 - examine imaginative texts with regard to aspects such as characters, attitudes taken by characters, plot, background, structure and devices used to convey meaning and particular effects
 - recognise a wide variety of literary and non-literary forms, and be aware of the nature of a passage, for whom it was written, what is its purpose, whether the author has used a particular register, and whether the register selected is appropriate
 - study examples of work from the past, and, with guidance, learn to recognise some of the features of Welsh in other periods and learn about some of the influence on Welsh vocabulary over a period of time.

27. In the learning about language at levels 7 to 8, Welsh past and present should be examined. There is a need to consider and discuss the use of Welsh to present information about the contemporary world and give attention to the language (vocabulary and sentence structures) of texts covering a range of areas, including a curriculum subject such as geography, the language of commerce, business and industry, material produced by scientists, doctors, lawyers and social workers in their work, and contemporary interests such as motoring, computers etc. It would be appropriate to examine the derivation of new words, new coinings, adaptations or giving foreign words a Welsh appearance. Pupils should also be introduced to examples of the Welsh of earlier periods and helped to recognise some of its characteristics and compare them with the language of today so that they gain a rough idea of differences in orthography and observe some words and grammatical forms and their changes over a period of time, and some words which are no longer in use.

28. To attain levels 9 and 10 teachers should ensure that the texts read include translations of literatures from other languages; the material should extend pupils' experience of language, thought and imagination, that is, it should be substantial and challenging. Pupils' critical response should be developed to enable them to deal with an author's attitude to his subject, the tone of the work, and features such as images, irony, ambiguity and a range of other literary devices. The activities arranged should enable pupils to analyse different types of non-literary and media texts in detail and show clearly the reasons and the evidence for their explanatory or critical comments. The ability to sustain the response and develop it in a balanced manner is important at these levels. Pupils should be made aware of the way language is used skilfully in the different kinds of material studied. To attain level 10, pupils should aim for a wide-ranging view, fullness of knowledge and perceptiveness of analysis.

29. Pupils' knowledge about language should be extended at level 9 by leading them to observe the special features of linguistic devices in texts so that they can discuss a range of issues, such as the use of words in poetry (composite words and ancient words, for example), specific sentence patterns (patterns leading to brief, condensed phraseology, for example), repetition of letters and words in a text, change of word order, and the use of the verb-noun (infinitive) to create lively and dramatic pictures.

30. To attain level 10 pupils should know about some of the influences on Welsh vocabulary over a period of time, give attention to the nature of contemporary borrowings and discuss aspects of the expansion of the language to meet contemporary requirements.

WELSH: WRITING
PROGRAMME OF STUDY

GENERAL INTRODUCTION

1. The Programme of Study should promote effective development in writing by ensuring sufficient time, appropriate circumstances, suitable tasks and experience of writing for various readers. It is important that various resources for writing - pencils, pens and a word processor - are available. Contexts should be created to provide opportunities for pupils to write for a real audience and for meaningful and specific purposes so that they learn that writing is a useful skill for maintaining contact with peers and with the world outside the classroom and school. The experience of writing should also include sufficient opportunity for pupils to write for their own purposes.
2. Pupils should be given regular opportunities to produce their own independent work and to co-operate with others in performing certain tasks. The whole process of writing should include opportunities for pupils to re-draft work from time to time to improve the content and organisation and refine language and expression. In redrafting, attention should also be given to the form and layout of the work, and the use of a picture, diagrams or graphics to promote the purpose of the writing. Pupils should be given constructive and sensitive comments on their work and receive the response of others to it. Regular opportunities for pupils to show their work to others - by displaying their written work or publishing it in some way so that others read it - will stimulate their writing.
3. Pupils should see that adults write and enjoy writing. Teachers should therefore write with the children from time to time and share their experience or talk about their notes or records. Pupils should learn to regard writing as a natural and useful act which achieves many purposes and provides enjoyment for the writer and others in dealing with real and imaginary experiences.
4. A wide range of interesting contexts which reflect many areas of experience should be provided as a background to pupils' writing. The stimuli or starting points should be varied. There should be no over-emphasis on one medium; however important, for example, the stimulus provided by a book may be, there is a need to use other powerful stimuli, including media material, first-hand experiences such as visits, and improvised drama, for example.
5. Balance should be sought between opportunities for pupils to:
 - develop their writing on the basis of oral discussion in class, in a group, and individual discussion with the teacher
 - show initiative in their own choice of topics and develop into independent writers.
6. Experiences or activities should be arranged to highlight the appeal of writing, such as holding a writing workshop by inviting an author to school or visiting the locality of an important writer. Occasions which draw attention to writers - a display of an area, the life and work of an author, for example, or showing programmes concerning a poet or author - are also useful.

7. Pupils should be given opportunities to write:

- individually
- on the basis of collaboration in pairs
- on the basis of collaboration in small groups, some chosen by the teacher and others formed by the pupils themselves

In writing and reading pupils should be given opportunities so far as is practicable to use the computer for a range of purposes such as:

- playing language games
- using a database to select information and formulate questions
- promoting creative work, and refining their writing - editing, expanding, rephrasing and producing finished material (e.g. in a class magazine)
- promoting joint investigations and written tasks
- communicating electronically with a distant audience where possible
- presenting teletext including the day's news to the school
- creating simulations.

KEY STAGE 1 (levels 1-3, ages 5-7)

8. The programme focuses on levels 1-2. Pupils should be taught how to form the shapes of letters, both lower case and capitals, and have sufficient practice to enable them to develop clear print and, in due course, clear and legible joined-up writing which flows freely. (See Attainment Target - HANDWRITING). They should also be shown that there is a need to leave a space between words when writing, to use a capital letter at the beginning of sentences, and to end them with a full stop.

9. At times, pupils' efforts to read their news and stories should be supported and their ability to compose encouraged by allowing them to communicate what they have to say to their teachers orally, and for the teachers to prepare a record of what is reported or dictated.

10. Teachers should give attention to spelling and ensure that pupils learn to spell correctly words containing circumflexes (words such as t, ôl, sn), and the double 'n' and 'r' combination (in words such as torri, tynnu), which occur frequently in their work. Attention should also be given to the spelling of structure words (such as yr, yr, ond, pan) and some regularly used verbal forms (such as mae, oedd). Pupils should be encouraged to attempt to spell words - familiar and new - for themselves and to record them in their personal wordbooks as a means of helping them to remember the correct spelling.

11. Pupils should write varied passages which convey an experience and tell a story, and use forms such as personal news, a diary, letters, a story based on experience, an original story, and reports on events. Attention should be given to the organisation of their chronological writing to ensure that they display increasing control of the sequence of events.

12. In the imaginative mode, pupils should be given opportunities to create rhymes, verses, poems and puzzles which provide opportunities to play on words. Teachers should train pupils' ears to recognise the sound of rhyme and their eyes to see the correspondence between letters at the end of a word. Teachers should read aloud sufficient examples of different kinds of poems to ensure that pupils become familiar with a range of models which may help them when they come to write a poem.

13. Pupils should write passages which record and present information and write much in their own words in work across the curriculum once the topic or content has been discussed in class or by a group. Writing should include reports which record a commentary, a process or an experiment, and instructions to others such as recipes, lists, labels, notices, invitations, and notes which include writing and explanatory diagrams/a picture while working on a theme. Attention should be given to the organisation of the composition to ensure that it reads clearly and coherently.

14. Opportunities should be provided for pupils to discuss their writing with their teachers and other pupils and give attention to a range of issues such as content, expression and language. Teachers should develop pupils' awareness of some of the features of the forms used and the purpose of the writing, and ensure that completed work is prepared for different audiences, for example, peers in class, parents and family, pupils in other schools.

KEY STAGE - 2 (levels 2-5, ages 7-11)

15. The Programme of Study focuses on levels 3 and 4. Some pupils, however, will progress at an accelerated pace and to meet their particular needs, reference should be made to the Programmes of Study for Key Stage 3. Similarly, for pupils who have not attained level 2, reference should be made to the Programmes of Study for Key Stage 1. The programme arranged for this stage is based on the principles adopted for the previous stage. The aim now is to extend and develop pupils' ability to write in different forms and for various readers. An effort should be made to ensure that they derive enjoyment from writing as they give expression to feelings, impressions, thoughts, responses, experiences and imagination and handle language in its written form across the curriculum. They should also realise the usefulness of writing to their work in general as a means of understanding ideas and organising thoughts.

16. Pupils should be helped to realise that writing for an audience involves respecting the conventions of language, including a grasp of spelling and a range of punctuation (capital letter, full stop, comma, question mark, exclamation mark, apostrophe and circumflex). Attention should be given to punctuation in the context of children's written language until pupils appreciate that the main purpose of punctuation is to make meaning clear. In the context of the stories they write, they should be taught to use quotation marks to introduce direct speech. The aim of developing correctness should lead teachers to give attention to some aspects of mutation (such as the mutations involved with noun gender, for example) and constructions (such as the correct form of affirmative and negative sentences). Pupils

should become familiar with hearing teachers using terms such as berf (verb), enw (noun), rhagenw (pronoun), ansoddair (adjective), brawddeg (sentence) and should display understanding of such terms. In reviewing their work, they should be able to perceive the lack of consistency in the tenses in a narrative and the lack of agreement between the number of a pronoun and a verb.

17. As a result of discussion, and the guidelines which will become apparent to them through drafting and redrafting, pupils should perceive the value and importance of different aspects of the writing process - e.g. establishing the context clearly, outlining the work, considering the appropriateness of the content, and altering, deleting, adding and organising items as required. Teachers should also devote attention to aspects of effective expression and enable pupils to recognise unclear sentences, needless repetition and gaps in the flow of the text, to consider the appropriateness of their choice of words and to select more striking, descriptive or detailed language than occurs in their first efforts, according to the purpose in the context. Specific attention should be given to the language related to a particular subject or curricular area and to developing pupils' confidence to use it correctly. By focusing on specific aspects of devices, e.g. headings, use of columns and inserts, in their reading, attention should also be drawn to devices in information texts which aid understanding. Presentation of work is important and teachers should expect intelligible handwriting, with the ability to produce neat joined-up handwriting being carefully developed during this key stage.

18. To attain level 4, pupils are required to write to express opinions and points of view. They should be encouraged to express their comments and assertions clearly and, in discussion, should be urged to try to say why they feel or think as they do.

19. Pupils should be given opportunities to:

- write personal and imaginative passages, including original stories, and present work which is satisfactory in form and which contains varied elements such as characterisation and observation based on purposeful effort
- write in the personal and imaginative mode in response to a literary stimulus, including writing in a form other than the form of the original stimulus, for example, writing descriptive prose after reading a poem about a locality, writing a monologue poem to convey the thoughts of a character in a play/novel at a critical point
- write poems - individually, in pairs or in a small group - using a range of forms (vers libre as well as verses in the form of an 'englyn milwr' without cynghanedd, for example) and imitating some poems or a part of a poem
- write and respond to various stimuli, including media material, visits, artefacts, paintings, music, and class and leisure activities
- read examples of different kinds of writing such as descriptions, a radio/television script, a conversation between characters, monologues, passages expressing opinions and receive encouragement and instruction to accomplish these kinds of writing on the basis of clear expectations
- write personal letters in the informal register to share experiences
- write extensively for different purposes in work across the curriculum

- write to present information, receiving assistance as they learn to arrange the work effectively and perceive the value of planning and classifying, and use a range of forms, including reports, records, contributions to different kinds of publications (an information sheet, a pamphlet, a chapter for a book, a concise record for a project, for example)
- co-operate to plan, create and produce some publication such as a class newspaper or magazine or a collection of the group's best work or an anthology of amusing material, using the word processor to publish it to a professional standard
- write a public letter to the editor of a local newspaper expressing an opinion, presenting information or describing an inquiry and setting out the letter in accordance with the appropriate convention
- compose concise and useful notes for a specific purpose based on their reading of information texts, but avoiding copying verbatim from the Welsh texts.

Where the context is appropriate, pupils should make fairly consistent use of Standard Written Welsh.

20. The teaching should include familiarising pupils with aids which can help them to improve their written work, including dictionaries, language guides, books of idioms and some appropriate pages from a handbook of correct Welsh. Particular attention should be given to various aspects of words to enable pupils to:

- recognise the correct initial letter of a mutated word so that they can use a dictionary effectively to seek its meaning or check its spelling
- familiarise themselves with the various word-endings - to denote gender and number, for example, to turn a noun into an adjective, or to vary the person and tense of a verb
- extend their resources of vocabulary consistently.

21. To attain level 5 pupils should be able to talk about the vocabulary of varied texts. Through the guidance provided, they should learn about formal and informal, literary and dialect, everyday and specialist or technical vocabulary. Opportunities should be provided to observe words in a variety of contexts, including poetry. Careful attention should be given to the drafting process so that pupils are aware of the various stages, i.e. drafting (expressing or verbalising the first ideas or impressions), redrafting (shaping the contents into an appropriate form, according to the aim of the work and the requirements of its audience, following receipt of comments from the teacher or fellow pupils) and editing the text to ensure that the meaning is clear and the flow and sequence of the content are smooth and coherent. They should also be made aware of the rôle of the proofreader and the careful and exact reading necessary to ensure a complete and correct text. The provision of opportunities to discuss work and ideas with others is important in the development of the work, particularly, perhaps, during the redrafting stage.

22. Teachers should promote pupils' ability to write correctly and well, and particular attention should be given to elements such as:

- words: to confirm pupils' grasp of gender, for example, to ensure correct mutation after the definite article, and correct mutation of adjectives after a singular feminine noun
- aspects of grammar: the correct use of prepositions after verbs, and conjugated prepositions
- construction: to establish the correct patterns where pupils are unsure of them
- Welsh idioms and phrases
- the coherence of a paragraph so that all references are clear and correct.

Devices which assist recall of certain rules which promote the ability to write correctly are useful, but in practice the attention to language should mainly be woven into the context of the work. Attention should be given to aspects of expression and style. Teachers should develop pupils' awareness of the importance of selecting words carefully to create appropriate effects - for example, to select striking adjectives and create original comparisons and metaphors in descriptions.

KEY STAGE 3 (levels 3-8; ages 11-14)

23. The Programme of Study focuses on levels 5 and 6. Some pupils, however, will progress at an accelerated pace and to meet their particular needs reference should be made to the Programmes of Study for Key Stage 4. Similarly, for pupils who have not attained level 4, reference should be made to the Programmes of Study for Key Stage 2. The programme aims to facilitate pupils' ability to produce various kinds of writing in various forms for various purposes, and to display conscious and increasing mastery of organisation, structure and expression. The kinds of writing can be broadly categorised as follows:

- personal and imaginative writing
- factual documentary writing in an impersonal style
- writing to express an opinion.

A parallel programme of reading texts which span the above range is important in widening pupils' experience of writing. Although it is not intended that pupils should slavishly emulate models of others, their reading and study of other works helps to heighten their awareness of several aspects of writing, the form and structure of compositions, phraseology, and methods of creating effects. A further aim is to bring about a gradual development in pupils' ability to consider and describe the vocabulary and linguistic characteristics of a range of texts and to become acquainted with the particular characteristics of different forms and with the needs of different readers. The examples which appear opposite the attainment targets give some indication of the kinds of activities considered appropriate.

24. Pupils should express personal and imaginative experiences by using a range of literary forms such as:

- a story based on experience or an imaginary story
- a personal diary
- descriptions
- the script of a play or dialogue
- a personal letter to a close friend
- varied poems.

Pupils should be encouraged to observe perceptively and sensitively so that they can express experiences in a way which pleases and convinces the reader. Their stories should include a good opening and a satisfactory ending, background, characterisation, a series of events, and direct speech where necessary. Gradually, pupils learn to write more mature and ambitious passages including, for example:

- a short story
- a chapter from a novel
- an essay of reminiscences
- characters' soliloquies at turning points in their lives
- various kinds of poems (rhyming, non-rhyming) and verse forms.

The experience of writing poetry should be based on reading and listening to a wide selection of poems and include opportunities to write with others and individually. The ability to use devices characteristic of poetry, such as rhythm, alliteration (and elements of cynghanedd), repetition, rhyme, imagery and compressed expression, should be developed.

25. Pupils should express views on a range of topics and concentrate first on matters reflecting various personal interests. They should come to see that there is a genuine purpose to such writing. This can be encouraged by means of a deliberate choice of tasks, such as writing a letter to a newspaper editor or radio/television programme to convey an opinion on a topic in the news or on programmes broadcast. The expression of opinion also includes, for example, conveying comments on books by drafting reviews. It is necessary to secure progress, over a period of time, in pupils' ability to strengthen their case when expressing opinions by choosing evidence effectively and offering reasons in support of such evidence.

26. Pupils should draft various factual documentary pieces for various purposes such as:

- the writing up of instructions
- explaining familiar processes
- writing formal letters

- conveying information based on investigations
- recording and offering interpretative comments when discussing the results of an experiment

During this Key Stage, pupils should develop their ability to present information objectively. Opportunities should be taken to speak about factual and documentational texts and to observe the features of their language structures so that pupils become more aware of the nature of standard written language. There is also a need for pupils to continue to use writing as a medium to promote their ability to think and to assimilate information. It should also be made clear that this kind of writing will not always lead to work to be refined for a reader.

27. Pupils should learn how to organise their material in paragraphs and understand that this contributes to the clarity of the work and helps the reader to perceive the relationship between different aspects of a central idea, the flow of a story or the progression of an argument. They should also learn the purpose of punctuation marks such as hyphens, the colon, and brackets.

28. To attain level 7 pupils should be enabled to discuss, both orally and in writing, the use of dialect or spoken language as found in literature and broadcast scripts. Attention should be given to vocabulary, forms and constructions characteristic of the written dialect.

KEY STAGE 4 (levels 3-10, ages 14-16)

29. The Programme of Study focuses on levels 7-10. For pupils who have not attained level 6, reference should be made to the Programmes of Study for Key Stage 3 and, for pupils who have not attained level 4, to the Programme of Study for Key Stage 2.

The Programme of Study should build on what has been accomplished. Its aim is to promote pupils' ability to write:

- varied, personal and imaginative literary material
- material expressing opinions/conveying views
- material employing persuasive techniques
- material which presents and discusses information.

The Programme of Study should promote purposeful and polished writing across all the tasks and modes and promote the skilful and powerful use of language.

It should also enable pupils to recognise the language features of a variety of oral and written texts and to discuss the appropriateness of language according to its purpose, audience and style.

30. Teachers need to build on the skills developed during the previous stage, but more mature achievement is expected. This will involve greater variety in the tasks, a more conscious understanding of literary forms and their possibilities, and a fuller development of ideas or stories. The starting points for writing should be varied, contemporary, wide-ranging, challenging and relevant.

Activities

31. Pupils should produce personal and imaginative writing and employ a range of literary forms; their work should reflect some of the chief attributes of these forms. The forms relating to the presentation of a story, where background, plot, characters and their interaction, conflict and tension are important, include:

- the short story
- a chapter or chapters from a novel
- a dramatic script.

The work should be well-written and include elements such as significant details, perceptiveness in portraying characters, a careful build-up to create tension, and a good ending.

Pupils should employ other forms in expressing personal experiences including:

- the literary essay
- an excerpt from an autobiography or reminiscence or biography
- a personal diary with reflective content
- free poems and, perhaps, short pieces in cynghanedd (couplets or cywydd verses).

The activities should promote pupils' ability to use powerful language skilfully for aesthetic or artistic purposes.

32. Teachers should develop pupils' ability to express views on a variety of current issues and give them opportunities to use different forms such as:

- a letter to a magazine or newspaper
- a script for a programme to be broadcast
- a magazine article
- a newspaper editorial
- a dialogue which discusses ideas.

Pupils should learn how to construct clear arguments for or against certain statements and offer evidence in support of their views.

Pupils should be capable of drafting passages which employ persuasive techniques. They should be given opportunities to compose a range of forms, including:

- an attractive leaflet
- pamphlets
- promotional copy
- a speech.

They should be aware of persuasive techniques such as images, striking illustrations, and clear and pithy speech, and use them where appropriate.

33. Pupils should write factual prose in Standard Welsh and use various sources of information - printed, audio-visual, computerised - or report events to which they or others have been eye-witnesses. The writing tasks composed for them should have clear and specific objectives. The kinds of forms which may be used include:

- a magazine article
- a chapter from a book presenting information to defined readers
- a script for a radio/television programme presenting information
- a newspaper or magazine report
- a biographical text
- a contribution to a project which explains or describes
- detailed instructions
- an essay discussing a literary text or an historical topic.

Some of the tasks at the highest levels should include complex or difficult issues.

34. Pupils should have an opportunity to write varied material to reflect vocational, practical and social matters. They should use varied forms such as

- a letter to arrange work experience
- seeking careers information
- responding to a job advertisement
- X- writing a CV *ℓ* (curriculum vitae)
- communicating about youth club or society activities
- writing an invitation to an event eg party, school play/concert
- writing minutes of a meeting or a summary of a discussion.

35. Teachers should continue to give attention to various aspects of writing such as:

- paragraphs, to ensure that pupils are able to compose different kinds of paragraphs, for example, a paragraph opening with the general statement and then proceeding to illustrate it, or a paragraph closing with a general comment which arises from previous considerations
- pupils' ability to determine the appropriate form and length of a work for themselves, and to know when to be concise and when to elaborate
- varying language and the method of writing for different readers and observing the change which may occur in the nature of the vocabulary and the structure of a text when this occurs
- the style of their writing in general and giving conscious attention to the craft of creating special effects for specific purposes
- presenting work and consolidating and extending the ability to draft, redraft, edit and proofread.

37. Attention should be given to differences in the texture of the oral and the written language and discussion should cover matters such as the use of questions to convey and confirm meaning in speech, and the need to use language more expansively to convey meaning in the written mode. Other aspects which should be discussed are:

- the use of the voice to emphasise meaning/attitude in speech and the need to choose and use language carefully to convey the exact meaning through words alone in the written mode
- the improvised, spontaneous nature of speech, the more purposeful nature of writing
- the freer and more personal nature of speech and the more restricted, formal and impersonal nature of writing
- the looser structure of the content of the 'text' of spontaneous speech, the tighter structure of a written text.

X ⁸/₃₇. To attain level 9 pupils should consider written texts and evaluate the appropriateness of the language according to subject, purpose and audience. They should consider different forms or kinds of texts such as letters to the press, a newspaper report or editorial, holiday brochures, campaign leaflets, an official notice, a pop magazine, a text for Welsh learners, material from a women's magazine, a radio and television programme guide, etc., and the vocabulary, style and constructions of such writing.

Attention should be give to matters such as:

- the short, simple sentences of promotional material and the use of conjunctions
- the obvious future tense of the horoscope column in a magazine or newspaper.

Consideration should be given to guiding pupils towards considering questions such as:

- what devices of expression are used to obtain particular effects?

- how appropriate are the language and devices of the text to achieve the aim?
- what criteria are appropriate for measuring the effectiveness of a particular form, for example, a familiar tone, and the flexible use of the periphrastic forms of verbs oral and suffixed pronouns in a personal letter?

X 3⁹. To attain level 10 teachers should lead pupils to consider and discuss different attitudes towards Welsh. Attention should be given to the examples which appear opposite the statement of attainment for language at this level; they may be used as stimuli to begin investigations into attitudes which form part of people's perceptions.

ATTAINMENT TARGETS AND ASSOCIATED
STATEMENTS OF ATTAINMENT
KEY STAGES 1-4

WELSH SECOND LANGUAGE

The attainment targets are set out in the groupings - profile components which will be used for reporting purposes. The profile components are:

- ORAL (Attainment Target 1)
- READING (Attainment Target 2)
- WRITING (Attainment Target 3)

The attainment targets and levels of attainment are the same for pupils beginning to study Welsh Second Language from Key Stage 1 (at age 5) as for pupils beginning their study at Key Stage 3 (at age 11) having not studied Welsh or Welsh Second Language for a reasonable time during the previous two Key Stages. The differentiating features where there are any are set out in the examples associated with the statements of attainment for levels 1-4.

These notes and the examples which serve to illustrate the attainment targets are non-statutory.

WELSH SECOND LANGUAGE: ORAL (Listening, Viewing and Speaking)

ATTAINMENT TARGET 1

Pupils should be able to communicate effectively. They should be able to express themselves appropriately for various purposes with a variety of listeners and be able to listen to language from various sources and respond and display understanding in word and action.

LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	(i) understand some simple phrases and instructions	(i) usual class greetings, phrases and instructions; names of familiar objects
	(ii) establish a relationship by using words and phrases	(ii) greet, respond with a word or phrase
	(iii) follow instructions when participating in various activities	(iii) follow an instruction in simple arts and crafts activities, movement and song lessons and respond as required
	(iv) receive information, including listening to the teacher talking about familiar things and responding	(iv) name familiar objects such as clothes, personal property and interesting classroom resources
	(v) express likes and need	(v) talk about familiar people/ things and express a need for things inside and outside the class
	(vi) begin to display intelligible pronunciation and intonation	
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2	(i) understand greetings, instructions and suitable information	(i) follow instructions; listen to someone talking about himself and familiar activities on audio or video tape; work together in a group
	(ii) establish a relationship by asking and answering questions	(ii) ask about familiar situations; interact in a group
	(iii) answer questions about real and imaginary experiences and give and receive personal details and news	(iii) talk about age, address, the home, personal views, past events; respond in word and deed to an oral stimulus, including a story and verse

(iv) listen to the teacher presenting information and respond to it

(v) express likes, dislikes and need

(vi) display intelligible pronunciation and intonation when using words, phrases and basic sentences

(iv) name and describe familiar objects/persons and ask about them

(v) talk about familiar things such as food, clothes, television programmes, games, characters in a story, linked to the direct experience of children in class activities, and express a need for some of them

(vi)

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3 (i) understand and follow a series of instructions and phrases, receive suitable information

(ii) establish a relationship by making comments voluntarily

(iii) communicate and receive information and personal and imaginary experiences

(iv) communicate, seek and receive information in varied contexts

(v) express feelings

(vi) use intelligible pronunciation and intonation while using vocabulary, phrases and an increasing range of sentences

(i) follow the instructions of a simple game/experiment; follow a taped conversation; understand a story by following pictures in a book or on a suitable video

(ii) ask and respond when dealing with a familiar situation or rôle-play; greet visitors, ask them questions and respond to them

(iii) talk about a birthday party, a future visit to a particular place, a cumulative story, a video cartoon

(iv) describe different people's work and enquire about it; name the ingredients of a cake and describe the process of making it

(v) talk about likes/dislikes; compare and contrast experiences based on touch, taste and scent

(vi)

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| <p>4</p> <p>(i) understand people talking to one another; become familiar with different voices in familiar contexts</p> <p>(ii) initiate and sustain a conversation</p> <p>(iii) communicate and exchange personal information when dealing with interests and imaginary experiences</p> <p>(iv) seek, receive and communicate factual information in an increasing range of contexts and offer a sequence of comments</p> <p>(v) offer a short explanation</p> <p>(vi) speak intelligibly and use a range of vocabulary, phrases, sentence structures and verb forms (both tenses and person)</p> | <p>(i) listen to people meeting each other, talking, discussing generally and giving specific instructions, e.g. on a tape</p> <p>(ii) talk in a group to plan an activity, e.g. playing a game</p> <p>(iii) talk about holiday experiences and hobbies; respond to a story/playlet/poem by repeating parts, naming and describing characters, summarising the main thrust of the passage etc</p> <p>(iv) ask, collect, describe and provide information on the basis of a visit, e.g. to a building site/local bakery/nature trail</p> <p>(v) explain behaviour, an event or an act such as saying why a pupil was late, absent, noisy; conduct an experiment and discuss the outcome of the experiment</p> <p>(vi)</p> |
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| <p>5</p> <p>(i) understand the language used in a range of familiar social situations</p> <p>(ii) talk about their world with contemporaries and adults</p> <p>(iii) talk about wishes and possibilities when dealing with personal and imaginary experiences</p> | <p>(i) watch a familiar situation on video or listen to a taped conversation</p> <p>(ii) talk in pairs/groups; talk to visitors to the school</p> <p>(iii) imagine what school will be like in future; imagine what may happen to a character in a situation; make plans to realise a wish, e.g. to visit a ski slope, express dreams, imagine that you are lost in a strange place and describe the feelings engendered</p> |
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| <p>(iv) seek and receive information from different sources and convey the main findings</p> | <p>(iv) ask for and provide information about possession among the family and friends; present information about group members to the class, introduce facts/information collected from a questionnaire, graph, computer</p> |
| <p>(v) express opinions and give reasons</p> | <p>(v) respond personally to a game, film, story, locality; compare television programmes, pop groups; say why they consider a game/film etc. to be good/bad</p> |
| <p>(vi) talk intelligibly and fairly freely using a range of vocabulary, phrases, sentence structures, and verb forms (both tenses and person)</p> | <p>(vi)</p> |

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| <p>6 (i) understand the use made of public language in a selection of common formal situations</p> | <p>(i) listen to the news headlines and the weather forecast and public announcements/listen to someone discussing an experience or an event/listen to a taped interview</p> |
| <p>(ii) talk with familiar and unfamiliar persons in a range of everyday situations</p> | <p>(ii) rôle-play in a familiar situation outside school, e.g. buying goods in a shop or cafe</p> |
| <p>(iii) describe various experiences in detail in order to entertain and persuade others to participate in an activity</p> | <p>(iii) play the rôle of a reporter in describing a special occasion, describe a play performed by a community company in order to persuade the class to go to see it; describe a 'gig' at a country hotel to persuade a friend to attend it</p> |
| <p>(iv) seek and receive information from different sources, convey information and ideas and answer questions directed at them</p> | <p>(iv) discuss health/wholemeal/prepared food; improve the environment of the town centre/industrial valley, participate in sports in order to compete/keep fit</p> |

(v) express opinions and reason on the basis of evidence

(v) say why they prefer a particular kind of food or music; express an opinion about the action of a character in a story; express an opinion about the circumstances of young children in a coal mine in the last century

(vi) speak intelligibly and freely and use a range of appropriate vocabulary, phrases and sentence structures and varying the tenses and person of the verb

(vi)

7 (i) understand the use of language in a wide range of informal and formal situations

(i) listen to short informal discussions in order to follow the line of an argument; raise specific points in a news bulletin

(ii) communicate effectively and freely with familiar and unfamiliar persons in informal and formal situations

(ii) enquire about a service, e.g. times of trains/facilities at a Leisure Centre

(iii) discuss experiences of personal interest and imaginative material experienced through different media, and presenting ideas and explanations

(iii) present the content of a scrapbook on pop stars/sports/media

(iv) seek and receive information and ideas from various sources and display some ability to generalise

(iv) describe a number of villages/towns and compare them by showing similarities and differences

(v) express opinions and elaborate on the reasons

(v) discuss opinions on aspects of adolescent life

(vi) speak intelligibly, freely and with some accuracy and use a range of sentence structures and various forms of the verb

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| 8 | <ul style="list-style-type: none"> (i) understand the different most common spoken/dialect forms and the formal language of the media (ii) communicate effectively and display a willingness to talk and to elaborate when answering/responding (iii) discuss experiences of personal interest and imaginative material experienced through different media and present ideas and explanations (iv) communicate specialist information about an area of interest (v) discuss opinions and express a point of view (vi) speak freely, with confidence and on the whole accurately and vary vocabulary, sentence structures and tenses of the verb | <ul style="list-style-type: none"> (i) understand common spoken forms from north and south Wales - <u>'fe/fo'</u>, <u>'gyda/efo'</u>, <u>'nawr/rwan'</u>, <u>'llaeth/llefrith'</u>; be able to follow the gist of news bulletins/short interviews/the commentary of a documentary programme (ii) discuss a topic/situation/experience (iii) present and discuss a collection of audio/video tapes and justify the selection of material presented (iv) introduce and discuss a topic, such as a poster, a theatre, a project in design and technology, and use aids such as handouts, diagrams, illustrations and transparencies which promote listening (v) discuss the contents of television programmes, community newspapers, magazines, books, including a selection of literature; respond to contemporary issues such as alcohol, safeguarding the environment, the plight of the homeless, drugs, hooliganism (vi) |
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| 9 | <ul style="list-style-type: none"> (i) understand a range of standard spoken forms and the main characteristics of dialects (ii) talk confidently when discussing a range of topics and situations | <ul style="list-style-type: none"> (i) understand common spoken abbreviations, e.g. <u>'sgwennu'</u>, <u>'on i'n meddwl'</u>, <u>'sdim ots'</u>, <u>'wy'n moyn'</u>, <u>'ddaru mi'</u> (ii) discuss a topic/experiences/ideas; discuss ways of solving a problem in a committee |
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| <p>(iii) discuss experiences in detail and with confidence, and consider critically imaginative material in different media</p> <p>(iv) communicate specialist information from various sources to others</p> <p>(v) discuss and justify an opinion and express a point</p> <p>(vi) speak freely, with confidence and on the whole accurately and vary vocabulary, sentence structures and appropriate forms of the verb</p> | <p>(iii) personal and career aspirations for the future; respond to a video or television programme on a particular area/interest</p> <p>(iv) listen to someone explaining aspects of technical work, e.g. a cameraman, a computer programmer, an architect, an engineer, and share the experience with others</p> <p>(v) discuss current controversial issues such as sex and morality, nuclear energy, holiday homes</p> <p>(vi)</p> |
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| <p>10 (i) understand a wide range of standard spoken forms and the characteristics of dialects</p> <p>(ii) talk effectively and confidently and discuss a wide range of topics effectively</p> <p>(iii) discuss in a well-balanced and confident manner the experiences and imaginative material of different media, and display originality</p> <p>(iv) discuss a topic which has various aspects, use a wide range of evidence and offer comments which reflect the complexity of the matter</p> <p>(v) participate in a debate by presenting one side and responding to some points raised by the other side</p> <p>(vi) speak freely, with confidence and accuracy and display a good grasp of a range of vocabulary, sentence structures and appropriate forms of the verb</p> | <p>(i) listen, watch and follow plays, light entertainment programmes, sport and news</p> <p>(ii) discuss a topic/experiences/ ideas in full</p> <p>(iii) compare a novel and a television series based on it</p> <p>(iv) discuss an extended study of an area of personal interest</p> <p>(v) express a point of view clearly and logically on contemporary issues in a discussion</p> <p>(vi)</p> |
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NOTE: Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to speaking and listening.

WELSH SECOND LANGUAGE: READING

ATTAINMENT TARGET 2

Pupils should be able to read in order to understand and respond to a range of materials and gather information from different written sources.

LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	(i) become familiar with the written word discussed orally	(i) personal names, labels around the class, talk about pictures in a book
2	(i) begin to display an interest in written material	(i) read a familiar story together, use large colourful books and read familiar words and phrases
	(ii) recognise familiar words and phrases concerned with personal and imaginary experiences	(ii) follow a picture-and-story book; follow phrases on a worksheet; present a scene from a story
	(iii) recognise familiar words and phrases concerned with factual and descriptive information	(iii) begin to read signs and charts around the class e.g. a weather/height chart; simple instructions
	(iv) begin to respond to the material read	(iv) talk about pictures in a book, answer simple factual/descriptive questions
3	(i) begin to develop as independent readers	(i) begin to turn to varied reading material such as a picture-and story book, a pictorial dictionary, booklets, dialogues, and read a familiar passage meaningfully
	(ii) read and understand short passages of personal information and suitable imaginative material	(ii) read simple dialogues, picture-and-story books, act a scene from a story
	(iii) read and understand short simple factual and descriptive passages	(iii) reference books, charts, lists, short paragraphs from suitable magazines, computer programs; follow workcards

(iv) respond simply to the material read

(iv) answer questions by expressing feelings about characters and parts of the story

4 (i) increase their independence and confidence as readers, including reading a familiar passage clearly to others

(i) turn to varied reading material, such as a story book, dialogues, magazines and simple reference books

(ii) read various passages of personal information and suitable imaginative material

(ii) a diary, a dialogue, a message, a letter of introduction, a simple story, a verse and a song; convey orally to another pupil the content of a text

(iii) find specific personal and factual information and follow simple written instructions

(iii) a description of a place or person; road signs; a database and simple instructions on a computer

(iv) extend a response to the material read

(iv) answer a message/personal letter; present the main points of a suitable story or a piece of information

5 (i) read familiar material including some authentic material confidently and meaningfully and read selections to others

(i) read to themselves and to others a range of suitable printed materials such as letters, short articles, booklets and pamphlets, suitable stories; use a dictionary to find meanings of new words

(ii) understand a range of short passages concerning personal and imaginary experiences

(ii) personal letters, diaries, suitable stories and poems; answer points raised in a letter; make extended diary-entries

(iii) discover specific information from various sources

(iii) read details of television programmes, timetables, posters, simple advertisements and spreadsheets; convey information on tape

(iv) respond by showing understanding of ideas, aspirations and emotions conveyed in texts

(iv) understand and respond simply to the contents of a letter, a story, and a diary

6 (i) extend the scope of their reading by turning to authentic relevant materials and present selections to others

(i) read to themselves or aloud material from a magazine and a newspaper, conversations and playlets, books suited to their age and experience

(ii) understand a range of passages concerning personal experiences and suitable imaginative material

(ii) a report/article/letter describing a story/personal event, a suitable short story, a story about young people

(iii) handle information from different sources

(iii) discuss a report on events, e.g. a game, sponsored swimming, school concert; newspaper headlines; short items of local news; facts and statistics on a computer

(iv) respond by completing tasks based on reading materials

(iv) pick out facts from articles, read instructions in order to participate in imitative games, use a database, edit a class newspaper/magazine

7 (i) read an increasing range of authentic material meaningfully and present selections to others

(i) read aloud by presenting a dialogue, a report, a diary, an article, a poem; use materials as stimuli for creative or original work

(ii) respond to printed material which encompasses the experiences of everyday life and imaginary experiences

(ii) make a presentation on audio or video tape of pupils acting a script

(iii) deal with factual, formal and official materials

(iii) seek and present facts taken from simple statistical material/publicity pamphlets/information leaflets; deal with forms such as profiles

(iv) discuss texts which express personal response and opinion, and provide evidence to support comments made

(iv) write a letter/paragraph considering the response or opinion

8 (i) read a range of authentic material, including some extended prose, and present selections to others with confidence

(i) material such as magazine - story, short play; participate in a group working on a task connected with reading

(ii) respond to material concerned with emotions and ideas and more challenging imaginative passages

(ii) review stories, a collection of songs by a folk-singer; understand and respond to the content and sense the emotions convey in articles, letters and stories

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| <p>(iii) use information seeking skills to undertake a short project; become acquainted with reading material which reflects some of the main contemporary registers of communication</p> | <p>(iii) make use of pamphlets/articles/information booklets to undertake a short project, and deal with official material such as letters of application and application forms; a computer print-out of relevant information</p> |
| <p>(iv) respond to materials which express a point of view, argue a case, and discuss contemporary issues</p> | <p>(iv) oppose an argument presented in an article; summarise main issues raised in an editorial</p> |

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| <p>9 (i) read extended, authentic material and present selections meaningfully and confidently to others</p> | <p>(i) read announcements and readings, dealing with material as a member of a group</p> |
| <p>(ii) respond to standard and challenging material concerned with experiences, ideas and imagination</p> | <p>(ii) passages concerned with experiences such as the misuse of alcohol or drugs; a short story or suitable poems</p> |
| <p>(iii) deal with factual information and printed materials which encompass everyday life and the world of work</p> | <p>(iii) read, select and present evidence for project work; read official/formal material in order to summarise the main points</p> |
| <p>(iv) respond to a range of authentic materials, express opinions about them and refer to the elements which characterise the text</p> | <p>(iv) using an overhead projector, present comments about the form, structure and stylistic devices of a text to others</p> |

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| <p>10 (i) read widely and choose selections to present to others meaningfully and confidently</p> | <p>(i) read a range of printed materials; use reading as a stimulus for creative writing</p> |
| <p>(ii) respond to a range of standard extended materials concerned with experiences, ideas, issues and imagination</p> | <p>(ii) articles and reports concerned with contemporary problems such as morality, Welshness, nuclear energy; a short novel, a thematic collection of poems</p> |
| <p>X (iii) discuss a range of informational and factual materials</p> | <p>(iii) make use of a wide range of printed materials in order to present a personal study, such as tourism in an area, a topic of local interest, a study of a business, running a business enterprise, a scientific study; deal with varied</p> |

materials in order to select points/facts or write in one language material received in another

(iv) analyse and discuss the characteristics of different kinds of texts

(iv) discuss orally and in writing the suitability of content, form, linguistic features, style and particular effects which are created

NOTE: Pupils who need to use non-sighted methods of reading such as braille may use alternatives which do not demand a visual approach. Pupils physically unable to read aloud may use other means such as signing.

WELSH SECOND LANGUAGE: WRITING

ATTAINMENT TARGET 3

Pupils should be able to write effectively to communicate meaning, information, opinion, feeling and imagination and adapt the expression to different purposes and for different readers.

LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	(i) reproduce words and simple phrases to reinforce the oral work	(i) write personal names and labels and some familiar objects, record a sentence
2	(i) record personal information and real and imaginary experiences discussed orally	(i) write a name/address/age and personal message; record simply a scene or event from an oral story; use computer to complete a passage
	(ii) record simple factual information discussed orally	(ii) describe the weather, label a collection of interesting objects; write captions for pictures and murals
	(iii) express likes and dislikes and need	(iii) write a sentence to accompany a picture to be used to make a class book; write a note to ask for a Christmas present/express thanks for a birthday present
	(iv) display an awareness of the form of words, phrases and basic sentences	(iv)
3	(i) record personal information and real and imaginary experiences	(i) write about themselves, their friends and family; record dialogues from a story
	(ii) record familiar factual information independently	(ii) write to describe a picture, situation or familiar object; modify and extend work after discussion
	(iii) express emotions	(iii) record a response to/liking of television/video programmes, stories, foods and varied activities
	(iv) use familiar vocabulary and an increasing range of sentences	(iv)

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| <p>4</p> <p>(i) record information about real and imaginary interests and experiences</p> <p>(ii) record factual information independently and clearly</p> <p>(iii) offer a short explanation</p> <p>(iv) use a sequence of sentences and some variety in vocabulary, sentence structures and verb forms (tense and subject)</p> | <p>(i) keep a diary, write a dialogue or conversation discussed orally; write a letter to a penfriend; create a simple story; personal writing (e.g. about fears); portray extraordinary characters/devices</p> <p>(ii) collect and record facts about the home, school and familiar surroundings; create a scrapbook</p> <p>(iii) respond to a message or personal letter, such as writing a note to a friend to say why they will not be able to go to a party; a dialogue between two friends discussing a recent absence from school</p> <p>(iv)</p> |
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| <p>5</p> <p>(i) perform a range of tasks for practical purposes and to communicate real and imaginary experiences</p> <p>(ii) write to describe, to explain, to record and to direct</p> <p>(iii) express opinions and emotions</p> <p>(iv) select a range of vocabulary and sentence structures to achieve specific purposes</p> | <p>(i) make arrangements for the weekend e.g. a note to a friend; write for the school magazine an account of an event attended, write an adventure story which contains a sequence of events</p> <p>(ii) compose an advertisement for a record; write instructions for a recipe; record and present information based on group work; create and use a database; fill a personal information form</p> <p>(iii) write a letter to express an opinion about a programme or television series; a character talking aloud about his feelings</p> <p>(iv)</p> |

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| <p>6</p> <p>(i) express and describe real and imaginary experiences, including details</p> <p>(ii) write transactional and factual passages, selecting relevant information for various purposes</p> <p>(iii) write to express an opinion giving reasons</p> <p>(iv) use appropriate vocabulary, some idioms a range of sentence structures and forms of the verb (tense and subject)</p> | <p>(i) write a letter e.g. to thank for a birthday present, giving some details of the occasion; inviting someone to stay and suggesting possible activities; keep notes on leisure interests as part of working together in a group; write a portrait of a friend including descriptions of appearance, nature and personality; develop an unfinished story</p> <p>(ii) use the computer to produce a class newspaper which includes items of news/puzzles/advertisements; record statistics/facts from reference books/magazines etc</p> <p>(iii) express an opinion about the advantages/disadvantages of different types of holidays/foods; use the computer to collect, record and present information about how young people handle money</p> <p>(iv)</p> | <p>X</p> |
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| <p>7</p> <p>(i) write personal and imaginative passages and display an awareness of form and structure</p> <p>(ii) write descriptions, reports and passages about vocational matters and deal with some formal/official texts</p> <p>(iii) present a point of view and offer a number of reasons</p> | <p>(i) a story which introduces characters, a series of events, dialogue and effective ending</p> <p>(ii) a report/article discussing a particular person/place/event; create a scrapbook which includes different types of material; complete a relevant official form, e.g. a profile form; record a message received orally; write to make work placement arrangements</p> <p>(iii) a letter/article presenting an argument for or against a topic such as bringing industry to a rural area</p> |
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| (iv) choose appropriate vocabulary and structures and use the correct forms of the verb fairly consistently, redrafting to improve expression | (iv) |
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| 8 | (i) write extended passages carefully structured in a number of forms about real or imaginary experiences | (i) an article discussing leisure interests; a portrait of a hero/heroine; a scene of conflict | |
| | (ii) write a range of reports, explanatory and vocational material in an orderly and appropriate manner in accordance with the requirements of the context | (ii) present a short project which includes a selection of illustrative and explanatory material; write a letter applying for a job | |
| | (iii) express an opinion on a range of multi-media materials and quote relevant examples in support of that opinion | (iii) express an opinion on a story or short novel, a television programme for the young, a film seen, school rules | |
| | (iv) select and use a range of appropriate vocabulary, idioms, sentence structures and verbal forms, producing a generally correct text | (iv) | X |

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| 9 | (i) write carefully crafted texts in a range of forms to communicate real and imaginary experiences | (i) a story in diary form; an essay which creates a mood | |
| | (ii) sustain an extended text which presents information in a clear and organised manner, and adopts an objective style | (ii) present an extended study of a particular topic; write a journalistic report/article on a particular topic/event; summarise the main points of an article or letter | |
| | (iii) present two sides to an argument in a balanced and concise way, and end by coming to a personal conclusion | (iii) select and interpret points when dealing with topics such as drugs/hooliganism; respond to an article or a piece of literature or media material | |

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| (iv) use a wide range of varied vocabulary, idioms and sentence structures in different types of writing, and include specialist vocabulary and passive/ impersonal forms where necessary | (iv) |
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| 10 (i) write texts in a range of forms and use language and stylistic devices | (i) an autobiographical passage, a short story, a series of letters, a poem | |
| (ii) interpret information presented in reading and/ or media material and use it for various purposes | (ii) present a detailed study of a particular topic; select points/facts from an article and present them; write in one language material received in another | |
| (iii) express an opinion convincingly and present substantial evidence in responding to a wide range of materials and topics | (iii) discuss a response to the problems of the Welsh language/moral issues; deal with a selection of literature | |
| (iv) use a wide range of language resources appropriately according to purpose, topic and audience | (iv) | X |

NOTE: At each level of attainment the use of technological acts by pupils who depend on them physically to produce their written work is acceptable.

ATTAINMENT TARGETS AND ASSOCIATED
STATEMENTS OF ATTAINMENT
KEY STAGE 3

(PUPILS STARTING TO LEARN WELSH AT AGE 11)

WELSH SECOND LANGUAGE

The attainment targets for pupils starting to study Welsh at age 11 at Key Stage 3 are set out in groupings - profile components - which will be used for reporting purposes. The profile components are:

- ORAL (Attainment Target 1)
- READING (Attainment Target 2)
- WRITING (Attainment Target 3)

The attainment targets and levels of attainment are the same for pupils beginning to study Welsh Second Language from Key Stage 1 (at age 5) as for pupils beginning their study at Key Stage 3 (at age 11) having not studied Welsh or Welsh Second Language for a reasonable time during the previous two Key Stages. The differentiating features - where there are any - are set out in the examples associated with the statements of attainment for levels 1-4.

These notes and the examples which serve to illustrate the attainment targets are non-statutory.

WELSH SECOND LANGUAGE: ORAL (Listening, Watching and Speaking)
 (Pupils starting to study Welsh at age 11 in Key Stage 3)

ATTAINMENT TARGET 1

Pupils should be able to communicate effectively. They should be able to express themselves appropriately for various purposes with a variety of listeners and be able to listen to language from various sources and respond and display understanding in word and action.

LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	(i) understand some simple phrases and instructions	(i) usual class greetings, phrases and instructions; names of familiar objects
	(ii) establish a relationship by using words and phrases	(ii) greet, respond with a word or phrase
	(iii) follow instructions when participating in various activities	(iii) rôle-play when meeting a new person; follow an instruction when constructing charts and graphs, or illustrating
	(iv) receive information, including listening to the teacher talking about familiar things, and responding	(iv) describe familiar persons/objects/activities
	(v) begin to express preference and need	(v) talk about people/things and express a need for relevant objects
	(vi) begin to display intelligible pronunciation and intonation	
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2	(i) understand greetings, instructions and suitable information	(i) follow instructions; listen to someone talking about himself and familiar activities on audio or video tape; begin to work together in a group;
	(ii) establish a relationship by asking and answering questions	(ii) ask about familiar situations, interact in a group

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| (iii) answer questions about real and imaginary experiences and give and receive personal details and news | (iii) talk about age, address, members of the family; leisure activities; respond in word and deed to a communicative stimulus/story | |
| (iv) listen to the teacher presenting information and respond to it | (iv) describe familiar things/people and activities such as television programmes, teachers, sports, and ask about them | |
| (v) express likes, dislikes and need | (v) talk about familiar things/people such as food, clothes, television programmes, games, teachers; ask for something | |
| (vi) display intelligible pronunciation and intonation when using words, phrases and basic sentences | (vi) | X |

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| 3 (i) understand and follow a series of instructions and phrases, receive suitable information | (i) follow the instructions of a game/simple experiment; follow a taped/videoed conversation; listen to a simple story/tale | |
| (ii) establish a relationship by making comments voluntarily | (ii) ask and respond when dealing with a familiar situation or rôle-play; greet visitors, ask them questions and respond to them | |
| (iii) communicate and receive personal information and imaginary experiences | (iii) rôle-play when talking about a birthday party/disco/going to town/holidays/hobbies | |
| (iv) communicate and receive factual information in varied contexts | (iv) describe a favourite character/things/school/area, describe different people's work and enquire about it | |
| (v) express emotions | (v) talk about favourite things/dislikes; ask permission | |
| (vi) use intelligible pronunciation and intonation when using familiar vocabulary and an increasing range of simple sentences | (vi) | X |

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| 4 | <ul style="list-style-type: none"> (i) understand people talking to one another, become familiar with different voices in familiar contexts (ii) initiate and sustain a conversation (iii) communicate and exchange personal information when dealing with interests and imaginary experiences (iv) seek, receive and communicate factual information in an increasing range of contexts and offer a sequence of comments (v) offer a short explanation (vi) speak intelligibly and use a range of vocabulary, phrases, sentence structures and verbal forms (both tense and person) | <ul style="list-style-type: none"> (i) listen to people meeting each other and talking, discussing generally and giving specific instructions, e.g. on a tape (ii) talk in a group to plan an activity, e.g. playing a game (iii) talk about holiday experiences and hobbies, ask for and give information about a game/visit; respond to a story (iv) ask for and provide information about the school, the home and the locality and describe them simply; analyse the results of a questionnaire/contents of a database (v) explain behaviour, an event or an act such as saying why a pupil is/was late, absent, making a noise, likes something (vi) |
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NOTE: Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to speaking and listening

WELSH SECOND LANGUAGE: READING

(Pupils starting to study Welsh at age 11 in Key Stage 3)

ATTAINMENT TARGET 2

Pupils should be able to read in order to understand and respond to a range of materials and gather information from different written sources.

LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	(i) become familiar with the written word discussed orally	(i) words, phrases and simple sentences
2	(i) begin to display an interest in written material	(i) use booklets and worksheets; read familiar phrases and sentences intelligibly; read in pairs/groups
	(ii) recognise familiar words and phrases concerned with personal and imaginary experiences	(ii) follow phrases on a worksheet, dialogues and simple paragraphs
	(iii) recognise familiar words and phrases concerned with factual and descriptive information	(iii) read signs and posters around the class e.g. information charts, workcards, school timetables, simple instructions
	(iv) begin to respond to the material read	(iv) answer simple questions, link a sentence with a picture, fill an information gap
3	(i) begin to develop as independent readers	(i) turn to varied reading material such as dialogues, booklets, material in a learners' magazine, and read a familiar passage meaningfully
	(ii) read and understand short passages of personal information and suitable imaginative material	(ii) read simple dialogues, paragraphs, a diary, a letter of introduction; act a scene from a story

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| (iii) read and understand short simple factual and descriptive passages | (iii) reference books, charts, lists, short paragraphs from suitable magazines, computer programs; follow workcards |
| (iv) respond simply to the material read | (iv) answer simple questions, fill gaps |

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| 4 | (i) increase their independence and confidence as readers including reading a familiar passage clearly to others | (i) turn to varied reading material, such as a picture story, dialogues, magazines and simple reference books |
| | (ii) read various passages of personal information and suitable imaginative material | (ii) a diary, a dialogue, a message, a personal letter, a simple story, a verse and a song; convey orally the content of a text to another pupil |
| | (iii) find specific personal and factual information and follow simple written instructions | (iii) a description of a place or person; road signs; use of a database and follow simple instructions on a computer |
| | (iv) extend a response to the material read | (iv) answer a message/personal letter; present the main points of a suitable story or a piece of information |
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NOTE: Pupils who need to use non-sighted methods of reading such as braille may use alternatives which do not demand a visual approach. Pupils physically unable to read aloud may use other means such as signing.

WELSH SECOND LANGUAGE: WRITING

(Pupils starting to study Welsh at age 11 in Key Stage 3)

ATTAINMENT TARGET 3

Pupils should be able to write effectively to communicate meaning, information, opinion, feeling and imagination and adapt the expression to different purposes and for different readers.

LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	(i) reproduce words and simple phrases in writing to reinforce the oral work	(i) write personal names, phrases and sentences
2	(i) record personal information and real and imaginary experiences discussed orally	(i) write a name/address/age; record simply a scene or an event arising from the oral activities; use the computer to complete a text
	(ii) record simple factual information discussed orally	(ii) describe the weather, formulate and use questionnaires, describe a person
	(iii) express likes and dislikes and need	(iii) record a response to school/home life
	(iv) display an awareness of the form of words, phrases and basic sentences	(iv) X
3	(i) record information about interests and real and imaginary experiences	(i) write simply about themselves, their friends and family; write simple dialogues/conversations
	(ii) record familiar factual information independently	(ii) write simply to describe a situation or familiar person

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| (iii) express emotions | (iii) record a response to/liking of television programmes/video/magazines/food/various activities |
| (iv) use familiar vocabulary and an increasing range of sentences | (iv) |

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| 4 | (i) record information about interests and real and imaginary experiences | (i) keep a diary, record a dialogue discussed orally; write a letter to a penfriend |
| | (ii) record factual information independently and clearly | (ii) a description of the home, school and familiar surroundings; design a poster to advertise an event or place; contribute to a class newspaper |
| | (iii) offer a short explanation | (iii) respond to a message or a personal letter, e.g. write a note to a friend to say why they cannot go to a party; a dialogue between two friends discussing an absence from school |
| | (iv) use a sequence of sentences and some variety in vocabulary, constructions and verbal forms (both tense and person) | (iv) |

NOTE: At each level of attainment the use of technological aids by pupils who depend on them physically to produce their written work is acceptable.

PROGRAMMES OF STUDY
FOR KEY STAGES 1 TO 4

EXPLANATION

The examples serve to illustrate the programmes of study and are non statutory.

The programmes of study include elements which must be experienced by pupils in order to achieve the particular levels of specific Key Stages. This should not be interpreted as meaning that pupils working at earlier or later levels should be debarred from those elements.

WELSH SECOND LANGUAGE: ORAL (Listening, Viewing and Speaking)

PROGRAMME OF STUDY

Note

(i) The programme of study specified in paragraphs 13-15 below is for pupils who by the beginning of the time they reach Key Stage 3 (age 11) have not studied Welsh or Welsh Second Language for a reasonable time during the previous two Key Stages.

(ii) At Key Stage 4 pupils will follow either Welsh Second Language Programme A or Programme B as set out in paragraphs 16-22.

General Introduction

1. The main purpose of the programme of study is to provide opportunities for pupils to respond to communicative language and to begin to communicate in Welsh in familiar situations, some imaginary situations and, at times, some real ones. Pupils should be constantly motivated to use the language.

2. Within these situations pupils should be given opportunities to listen to and speak with one another, teachers and adults. The talking should occur in a variety of situations including:

- pairs
- different sized groups
- a class
- informal groups within the school
- groups including adults such as visitors to the school and/or unfamiliar adults when the class is engaged in a visit

At times, use should be made of audio-visual equipment to encourage pupils to listen and respond.

3. Teachers should develop pupils' ability to listen to the particular sounds and accents of Welsh and gradually to become acquainted with the sounds of the new language in order to differentiate between them so that they are able to understand words, phrases and sentences. Pupils should be helped to master appropriate and natural pronunciation and intonation in their new medium in the context of varied activities and communicative experiences. Initially, pupils should be given opportunities to display their understanding without speaking, for example, by gesture, following instructions or drawing a picture. When they come to generate language their expression should be clear and audible.

4. Work should be directed so that the range of children's conversation extends as they become more skilled in the language. The range of their Welsh experiences, as well as their use of language for various purposes, should extend so that they acquire varied and idiomatic language resources. The range of the social contexts should be extended by providing opportunities for rôle-play.
5. Pupils should be motivated by offering them varied experiences, including computer programs and attractive material on audio-tape or video. Where possible, cross-curricular experiences and activities should be presented.
6. As pupils develop their communicative skills, they should be given opportunities to listen to people, to talk to them and to use the language naturally. In addition, radio, television and video programmes of interest to them should be presented.
7. Reference should be made to themes which will afford opportunities for pupils to respond and to begin using the language in various ways. Such themes may be based on a story or situation, an event, a character, or a purposeful personal study. A number of themes such as the world of school, everyday life, television, home and area, leisure and interests, weather and time, travel and holidays, town, country and sea, should be covered and many of them will appear to some extent in all key stages, though the situations and experiences within these themes will reflect the age and maturity of pupils. Vocabulary and sentence structures should therefore increase and extend each time a theme is brought up again. Some themes should feature in particular key stages - such as play experiences/fantasy in the primary phase and adolescent life/current affairs in the secondary phase. It should also be ensured that the themes studied and the experiences provided serve to develop pupils' awareness of Wales and to reinforce their Welshness.
8. Pupils should be able to understand and use Standard Spoken Welsh. Where practicable, it is desirable for learners also to adopt some of the particular features of their local dialect.

FOR THOSE STARTING TO STUDY WELSH SECOND LANGUAGE AT AGE 5

Key Stage 1 (levels 1-3, ages 5-7)

9. The focus of this Programme of Study is on levels 1 and 2. A range of oral activities should be provided to encompass the world and experience of pupils, including the following:
 - responding to an oral stimulus, e.g. greetings, commands and instructions from the teacher
 - responding to a visual stimulus, e.g. pictures or a series of pictures, a wall story, colourful reference books, etc.
 - responding to an oral and/or visual stimulus by following appropriate material on radio, television or on tape and by listening to their teacher
 - greeting and creating a relationship by asking and answering questions, and talking about themselves, exchanging personal news and sharing experiences

- using language in:
 - rôle play
 - presenting dialogues and simple playlets
 - playing games such as table games, class games e.g. 'Mae Seimon yn dweud ('Simon Says')' and computer games
- using language in connection with practical and educational experiences such as measuring height, moving to music, art and craft, tasting different foods and feeling different materials, etc
- reciting and singing songs and nursery rhymes and listening to stories which lend themselves easily to repetition.

Key Stage 2 (levels 2-5, ages 7-11)

10. The focus of this Programme of Study is on levels 3 and 4. However, some pupils will develop quickly and to meet their specific needs reference should be made to the Programme of Study for Key Stage 3. Similarly, reference should be made to the Programme of Study for Key Stage 1 for pupils who have not achieved the requirements of level 2. For pupils in Key Stage 2 the activities indicated in Key Stage 1 should be extended where appropriate to include:

- responding to an oral stimulus, e.g. greetings, commands, announcements and instructions from the teacher
- responding to a visual stimulus, e.g. a story and picture book, mural, reference books, etc
- responding to an oral and/or visual stimulus by following appropriate material on radio, television or audio/video tape
- greeting and developing a relationship by asking and answering questions, speaking informally, seeking and providing information, extending a response by offering information or an explanation, and sharing experiences with one another.
- using language in association with activities such as:
 - rôle play
 - presenting simple dialogues and playlets
 - formulating and using questionnaires
 - art and craft
 - physical exercise
 - drama
 - dance
 - playing language games
 - playing computer games
- reciting and singing and participating in various activities and visits
- listening to stories and poetry and talking about them to each other
- listening to each other reading material they have created
- creating stories together.

11. The requirements of the activities which continue to be appropriate at these levels should be increasingly challenging, for example,

- listen to a series of items in instructions and understand a wider range of language patterns
- respond to a wider range of questions and formulate a variety of questions
- include more detail when presenting personal news
- respond to an increasing range of stories and poems.

Key Stage 3 (levels 3-8, ages 11-14)

12. The focus of this Programme of Study is on levels 5 and 6. However, some pupils will develop quickly and to meet their specific needs reference should be made to the Programme of Study for Key Stage 4. Similarly, reference should be made to the Programme of Study for Key Stage 2 for pupils who have not achieved the requirements of level 4. For pupils in Key Stage 3 the activities indicated in Key Stage 2 should be extended where appropriate to include:

- responding to an oral stimulus from the teacher and from each other
- responding to a written stimulus such as posters, advertisements, timetables, magazines and suitable booklets
- responding to an oral and/or visual stimulus by following appropriate material on radio, television or on tape in order to gather information and specific facts
- greeting and developing a relationship in informal and formal situations, seeking and providing information, extending a response by offering information or an explanation, and sharing experiences with one another
- participating in a conversation and an oral activity for a specific purpose
- using language in activities such as:
 - rôle play and the presentation of dialogues
 - filling an information gap
 - formulating and using questionnaires
 - playing language games
 - undertake varied tasks on the computer
- singing songs and reciting poems
- listening to suitable stories and poetry and talking about them
- listening to each other reading material they have created
- expressing an opinion and discussing it within the class
- arranging to undertake different activities linked with their school life and their everyday lives

- receiving and relaying a message, a tale or a passage studied
- presenting cross-curricular experiences where possible.

FOR THOSE BEGINNING TO STUDY WELSH SECOND LANGUAGE AT AGE 11

Key Stage 3 (levels 1-6, ages 11-14)

13. Since attainment levels in oral (listening, viewing and speaking) are criterion-referenced and not directly linked to pupils' ages, the levels involved are as appropriate for the older pupils in this key stage as for the younger pupils in Key Stages 1 and 2. This Programme of Study therefore deals with the same targets as the Second Language Programmes of Study for the first two key stages and moves on to the kind of material recommended for Key Stage 3. It is intended for more mature pupils and seeks to build on the fact that their general language skills will have developed further and that they should therefore make quicker progress. The main focus of this Programme of Study is on levels 3-4.

14. Teachers should provide a range of attractive stimuli and a variety of oral activities which encompass the pupils' world, interests and experiences and some issues relating to the Welsh-language community. The activities should include:

- responding to an oral stimulus, e.g. greetings, commands, announcements and instructions by teachers, in different ways such as gesture and act, sustaining interaction, displaying understanding of an oral announcement by presenting the message succinctly to others, completing a task successfully by following instructions given by others
- responding to a visual stimulus such as pictures, various posters, picture and story books and colourful reference books, by asking and answering questions, making simple observations, predicting the next event, improvisation for example
- responding to audio-visual stimuli such as material on radio, television or audio and video tape, moving from material prepared in advance specifically for learners to valid and carefully chosen material
- greeting, establishing and developing a relationship by asking and answering questions, exchanging comments, conversing informally, seeking and providing information, extending a response by providing an explanation and sharing experiences
- expressing opinions and likes or dislikes
- understanding and using spoken language in
 - rôle play
 - presenting and responding to short dialogues and playlets
 - using and formulating questionnaires and talking about the replies received or the results
 - asking and answering questions to fill an information gap in pursuit of an information gathering task
 - playing language games
 - playing computer games

- listening to suitable stories and poetry and responding to them orally
- receiving and relaying a message, story or the content of some topic or issue talked or read about
- talking about some cross-curricular experience
- listening to each other presenting material they have created, talking about it, and answering questions raised by others.

15. Teachers should help pupils, through appropriate methods, to pronounce and speak with natural intonation and to expand and increase the range of their language - in vocabulary, idiom and structures. There should be an emphasis on promoting pupils' oral facility - their ability to generate a response to a range of questions correctly and quickly and their ability to offer comments and ask questions. The range of situations or contexts (a range of topics, different forms of oral communication for an audience) in which they can cope effectively by understanding and generating language should expand constantly.

FOR THOSE WHO STARTED TO STUDY WELSH SECOND LANGUAGE AT AGES 5 AND 11

Key Stage 4 (levels 3-10, ages 14-16)

^{not}
^{bold} 16. At the beginning of KEY STAGE 4 (levels 3-10) pupils will pursue either Programme of Study A or Programme of Study B.

Programme of Study A

17. Those following a full Welsh Second Language course (about 10% of their time) will pursue **PROGRAMME OF STUDY A**. The focus of this Programme of Study is on levels 7-10. Reference should be made to the Programme of Study for Key Stage 3 (paragraph 12) for pupils who have not achieved level 6. The oral activities indicated in Key Stage 3 should be extended where appropriate and include:

- responding to an oral stimulus from adults and contemporaries by asking and answering questions, offering comments, agreeing or disagreeing for example
- responding to a visual stimulus such as posters, advertisements, timetables, booklets, articles, suitable magazines and reports, stories and poems by discussing with others in a group or class, preparing a sound tape with a partner, offering others an opinion, for example
- responding in oral tasks to an oral and/or visual stimulus including a wide range of appropriate material on radio, television or on tape, respond spontaneously by acting, for example
- responding spontaneously through improvisation
- greeting and developing a relationship by asking and answering questions, speaking informally and formally, seeking and providing information, receiving and passing on a message
- holding a conversation by listening, responding, offering comments, asking questions, disagreeing and discussing experiences, ideas and opinions
- arranging to undertake different activities inside and outside school, making enquiries of other Welsh speakers and speaking to them

- rôle play and presenting dialogues in informal and formal situations
- formulating and using questionnaires
- filling an information gap
- discussing in a group
- playing language/computer games and undertaking computer based language tasks
- expressing an opinion - on people, programmes, books, contemporary topics and defending a point of view when dealing with contemporary issues
- discussing the content of a scrapbook/project/extended study
- working with a partner to advise or persuade other members of the group
- preparing a video tape including a range of group activities
- preparing a sound tape introducing some topic such as the groups opinion of school
- talking about matters such as personal career, holiday work, work experience, interesting careers - referring to other people's work
- telling a story about themselves or others, introducing an anecdote
- listening to a good range of authentic oral material relating to formal and informal situations, including material in dialect and standard spoken Welsh
- introducing information formally

18. Sufficient opportunity should be provided to promote the ability to listen and speak so that pupils learn a range of standard and dialect forms, deal confidently with a range of oral communication forms such as announcements, a conversation, a broadcast which includes an interview, news, their teachers' explanations, a commentary, discussion, debate etc, and speak easily and display a good range of vocabulary, idiom and structures. They should be able to link one central aspect of their knowledge about language gained in their studying English with Welsh, i.e. that language varies or is appropriate in context according to subject, purpose and audience.

Programme of Study B

19. In Key Stage 4 (levels 3-10) those following a less intensive Welsh Second Language course (about 5% of their time) will pursue **PROGRAMME OF STUDY B**. The emphasis in this course is on developing pupils' speech and gives considerable attention to media material. A good proportion of the reading and writing experiences should be planned specifically to stimulate and reinforce individual, group and class oral work. The activities should reflect the kinds of speech indicated in the targets, i.e.

- a. listening and speaking in order to understand, communicate and discuss personal and imaginary experiences (with some emphasis on media narrative material)

- b. listening and speaking in order to understand, communicate and discuss factual information and ideas (with some emphasis on news and documentary media material)
- c. listening and speaking in order to understand, communicate and discuss opinions and points of view (with some emphasis on discursive media material).

20. Teachers should ensure that pupils who have attained the highest levels at the beginning of the programme aim to achieve the oral targets at the highest levels (7-10). Those at lower levels at the beginning of the programme, as well as pursuing the range of oral targets at the level appropriate to them, should aim for the target at the highest level (7-10) concerned with understanding Welsh-speakers (the first in the statements at each level). A range of oral texts should therefore be provided and should reflect formal and informal, familiar and new situations which provide opportunities for pupils to become familiar with some spoken dialect forms and a varied range of situations where standard spoken language is used.

21. The oral activities should provide opportunities for pupils to:

- responding to an oral stimulus from adults and contemporaries by raising and answering questions, offering comments, agreeing or disagreeing for example
- responding to a visual stimulus such as posters, advertisements, timetables, booklets, articles, suitable magazines and reports, stories and poems by Xdiscussing with others in a group or class, preparing a sound tape with a partner, offering others an opinion, for example
- responding spontaneously through improvisation
- responding in oral tasks to an oral and/or visual stimulus including a wide range of appropriate material on radio, television or on tape respond spontaneously by acting, for example
- greeting and developing a relationship by asking and answering questions, speaking informally and formally, seeking and providing information, receiving and passing on a message
- holding a conversation by listening, responding, offering comments, asking questions, disagreeing and discussing experiences, ideas and opinions
- arranging to undertake different activities inside and outside school, making enquiries of other Welsh speakers and speaking to them
- rôle play and presenting dialogues in informal and formal situations
- formulating and using questionnaires
- filling an information gap
- discussing in a group
- playing language/computer games and undertaking computer based language tasks

- expressing an opinion - on people, programmes, books, contemporary topics and defending a point of view when dealing with contemporary issues
- discussing the content of a scrapbook
- working with a partner to advise or persuade other members of the group
- preparing a video tape including a range of group activities
- preparing a sound tape introducing some topic such as the groups opinio of school
- taking part in a visit to a Welsh speaking institution and to siciencies where Welsh is spoken, where it is possible to speak about matters such as personal career, holiday work, work experience, interesting careers - referring to other people's work
- telling a story about themselves or others, introducing an anecdote
- listening to a good range of authentic oral material relating to formal and informal situations, including material in dialect and standard spoken Welsh
- × - introducing information formally.

22. They should be able to connect one central aspect of their knowledge of language in connection with studying English and Welsh, namely that language varies or is appropriate in its context according to subject, purpose and audience.

WELSH SECOND LANGUAGE: READING

PROGRAMME OF STUDY

Note

(i) The programme of study specified in paragraphs 15-17 below is for pupils who by the beginning of the time they reach Key Stage 3 (age 11) have not studied Welsh or Welsh Second Language for a reasonable time during the previous two key stages.

(ii) At Key Stage 4 the pupils will follow either Welsh Second Language Programme A or Programme B as set out in paragraphs 18-25.

General Introduction

1. The main purpose of the Programme of Study is to afford pupils opportunities to read a range of Welsh-language materials in order to deepen their understanding, extend their knowledge, develop their response and arouse pleasure and enjoyment.

2. Pupils should be given opportunities to hear material being read well, by following the printed words while listening to the voice of the teacher or a taped voice or a video bringing the material alive.

3. The programme should afford opportunities for pupils to develop their reading skills to respond to a range of contexts, to include reading:

- individually
- with the teacher
- with a partner
- as a member of a small group
- in front of the class
- in front of the school.

4. Pupils should be encouraged to read by means of varied and attractive materials such as leaflets and posters, magazines and booklets, storybooks, information books, leisure interest books, books of invention and discovery, and suitable selections of songs, poems and plays. Use should also be made of current Welsh publications such as community newspapers and appropriate magazines as well as technological resources such as computer programs, printed resources on television and video, and listening and reading tapes. A proportion of the reading should include specifically prepared texts and new combinations of known or familiar vocabulary and language structures.

5. The choice of reading materials should reflect the use of the printed word for a number of purposes so that pupils experience a range of different styles, such as the informal conversational style to be found in dialogues and the formal style which characterises information sheets and official forms, and the style of fiction.

6. Pupils should be afforded opportunities to develop their reference skills, such as using a dictionary and an index, graphs, tables and charts and to search a text for information, meaning and ideas.

7. Pupils' response to texts read should be developed through various media such as improvised dramatic work and handicraft as well as other oral and written activities.

8. Experience of using the computer should be offered in the context of reading. Pupils should be given opportunities to participate in activities such as:

- familiarising themselves with words, phrases and sentences through simple games/a concept keyboard
- following instructions when playing an adventure/language game
- performing specific tasks to display their understanding of texts - by filling gaps and answering questions, for example
- gathering information
- receiving electronic mail
- using the computer as a word-processor to edit reading material when creating a newspaper, for example, or when using a desktop publishing package.

FOR PUPILS STARTING TO STUDY WELSH SECOND LANGUAGE AT AGE 5

Key Stage 1 (levels 1-3, ages 5-7)

9. The Programme of Study focuses on levels 1 and 2. Pupils in Key Stage 1 should be given opportunities to see Welsh around them presented in an attractive and interesting manner so that they begin to recognise the word in its printed form. The following should be included:

- personal names
- labels on class furniture and equipment
- signs and posters
- charts, murals and displays
- picture and word
- leaflets, booklets and magazines
- colourful storybooks
- colourful reference books
- well-displayed children's work.

10. The activities arranged should ensure that pupils:

- read print on labels, lists, signs, posters, charts, displays
- answer their teachers' questions on their own picture and word texts and on published material
- remember the events in a story suited to their age group
- read a sentence of their own personal news and the personal news of some of their fellow pupils.

Key Stage 2 (levels 2-5, ages 7-11)

11. The focus of the Programme of Study is on levels 3 and 4. Some pupils, however, will develop quickly and to meet their specific needs, reference should be made to the Programme of Study for Key Stage 3. Similarly, reference should be made to the Programmes of Study for Key Stage 1 for pupils who have not achieved the requirements of level 2. For Key Stage 2 the activities indicated in Key Stage 1 should be extended where appropriate. The material should include:

- printed resources related to their environment, such as labels, signs, posters, charts, murals and displays
- their own and each other's pieces of work
- worksheets, activity booklets to perform specific tasks
- colourful reference books and dictionaries
- attractive resources such as cartoons, strip stories, magazine material, a story and picture
- verses and poems
- colourful storybooks
- simple dialogues
- audio tapes for listening to a story and following the text.

12. The activities arranged should ensure that pupils:

- read with confidence the range of signs relating to their environment
- remember the main contents of a story they read and which is read to them
- act in their own words to convey a story read, or a scene from the story
- ask and answer questions about the contents of the materials they read including the work of their fellow pupils
- follow an appropriate worksheet
- use a reference book to find specific information

- browse in books which contain material reflecting the theme of their language work
- present dialogues - their own and prepared texts - and selections from various texts to others
- learn songs and verses and illustrate their choice in an anthology
- use a listening station to follow a text which is being read and show their understanding by performing varied tasks.

Key Stage 3 (levels 3-8, ages 11-14)

13. The focus of the Programme of Study is on levels 5 and 6. Some pupils, however, will develop quickly and to meet their specific needs reference should be made to the Programme of Study for Key Stage 4. Similarly, reference should be made to the Programmes of Study for Key Stage 2 for pupils who have not achieved the requirements of level 4. For Key Stage 3 the activities indicated in Key Stage 2 should be extended where appropriate and include material such as:

- printed resources such as road/information signs, posters, advertisements and leaflets
- worksheets, activity booklets to perform specific tasks
- cloze/gap filling exercises to discover the meaning of words in context
- reference books and dictionaries to obtain information and gather facts
- informal texts, such as personal and descriptive short passages, dialogues and personal letters
- formal passages such as short articles, selections from newspapers or community newspapers and from magazines
- appropriate storybooks
- verses, poems and songs
- their own work or each other's work for editing and comparison
- simple playlets
- listening and reading tapes.

14. The activities arranged should ensure that pupils:

- read public print in their environment, including road/information signs, notices, leaflets, posters
- understand the contents of leaflets and work booklets and respond to a range of tasks such as cloze exercises, gap filling, formulating and answering questions, sequencing
- use reference books to find information for a specific purpose such as composing a fact sheet or contributing to a group project book

- use dictionaries to extend vocabulary and check spelling and other simple language books such as a book of idioms
- understand and discuss various discursive and transactional passages of authentic material such as a community newspaper, a pop magazine, a general magazine, a newspaper
- browse in books which contain material linked to their work, and talk about them
- skim within a specific time to answer pre-set questions
- scan a page of a newspaper to find a particular topic
- respond to story material (narrative and drama), scripts, through activities such as asking and answering questions, re-telling a story, noting the development of a plot or characters, extending a story or predicting the next step, turning part of the story into a script, acting out a theme in their own words, etc
- read poems and selections from texts to others and talk about them, and raise and answer questions
- express an opinion on the various reading materials with which they are involved
- use a listening station to follow a text read and show their understanding in various ways, e.g. complete a questionnaire, summarise the content of the story when talking about it to others.

FOR THOSE STARTING TO STUDY WELSH SECOND LANGUAGE AT AGE 11

Key Stage 3 (levels 1-6, ages 11-14)

15. Since attainments levels in reading are criterion-referenced and not directly linked to pupils' ages, they are as appropriate for the older pupils in this key stage as for pupils in Key Stages 1 and 2. This Programme of Study therefore deals with the same area or the same targets as the Second Language Programmes of Study for the first two key stages and moves on to the kind of material recommended for Key Stage 3. It is intended for more mature pupils and seeks to build on the fact that their general language skills will have developed further and that they should therefore make quicker progress. The main focus of this programme of study is on levels 3-4.

16. Pupils should be given opportunities to see Welsh around them and use a range of printed resources including:

- printed resources related to their environment, such as labels, signs, posters and charts
- examples of their own and each other's pieces of work
- worksheets and activity booklets to perform specific tasks
- reference books and dictionaries
- attractive resources such as cartoons, strip stories, magazine material,
- suitable storybooks

- verses and poems
 - dialogues and scripts of short playlets
 - audio tapes for listening and reading.
17. The activities arranged should ensure that pupils:
- read public print in their environment
 - talk about their written and the work of others and answer questions about their contents
 - complete a range of activities such as cloze exercises/gap filling/answering questions associated with the written record of the work undertaken
 - use a reference book to find specific information and a dictionary to search for words or to check the spelling of a word
 - browse in books which contain material linked to the theme of their work
 - speak concisely and express their opinions on the content of material such as cartoons, a strip story, magazine material, raising and answering questions about content or other matters (design, illustration) which strike them
 - re-tell a story or remember the main content of a story they read or which is read to them
 - act in their words to convey a story or a scene from a story and present dialogues
 - read a story to others
 - learn songs and verses and include their favourites in a varied scrapbook
 - use a listening station to follow a text which is being read and display their understanding by completing varied tasks
 - use the computer as a word-processor to edit reading material when creating a newspaper and when using a desktop publishing package.

FOR THOSE WHO STARTED TO STUDY WELSH AT AGES 5 AND 11

Key Stage 4 (levels 3-10, ages 14-16)

18. At the beginning of Key Stage 4 (levels 3-10) pupils will follow either PROGRAMME OF STUDY A or PROGRAMME OF STUDY B.

PROGRAMME OF STUDY A

19. Pupils studying the full Welsh Second Language course (about 10% of their time) will pursue Programme of Study A. The focus of this Programme of Study is on levels 7-10. Reference should be made to the Programme of Study for Key Stage 3 for pupils who have not achieved level 6. The oral activities indicated in Key Stage 3 should be extended.

20. The range of material should include:

- printed resources such as road/information signs, posters, advertisements, leaflets and various forms
- work and information sheets, activity booklets offering a range of specific tasks
- close/gap filling exercises to discover the meaning of words in context
- reference books and dictionaries to obtain information and gather facts
- informal texts, such as personal and descriptive passages, dialogues and personal letters
- formal passages such as short articles, selections from newspapers or community newspapers and from magazines and letters
- a suitable selection of prose and poetry, including material not specifically written for learners
- their own work or each other's work for editing, comparison and response
- listening and reading tapes.

21. The activities arranged should ensure that pupils:

- understand and respond to a range of public announcements such as notices, posters, leaflets and various forms
- search for the meaning of words in context by discussing and undertaking a range of tasks such as cloze exercises
- use reference books to obtain information for various purposes
- expand vocabulary and the range of language in general by browsing in books/magazines associated with current work
- discuss the contents of a varied range of expressive passages of all kinds, raise and answer questions, complete some tasks left incomplete
- discuss the contents of a range of formal material, including a good selection gathered from authentic materials
- respond to imaginative material (poetry as well as prose) through activities such as raising and answering questions, considering the content of work, noting plot development, discussing the effects of language/literary devices in a poem, extending a story, predicting the development of a story, converting part of the story into script, acting out a situation in their own words, playing the role of a character
- read and discuss their own work and each other's work for various purposes such as clarifying a text, selecting bits of sentences to be included in a class book of quotations

- use a listening station to follow an extended text being read and display their understanding in various ways - such as answering questions, presenting the main content to others
- draw attention to some elements which characterise different kinds of texts.

22. For the highest levels, pupils are expected to understand a range of reading material in the form of reports and journalistic articles, passages of extended prose, stories and poems. They should be able to display an awareness of, and respond to, the mood of the materials and the author's ideas and intentions.

PROGRAMME OF STUDY B

23. Pupils following a less intensive Welsh Second Language course (about 5% of their time) will pursue Programme of Study B. There will be a wide range in the language attainment of pupils pursuing this programme and teachers may need to select aspects of the programmes of study for other stages to meet all needs.

24. Since the main emphasis of the assessment in Programme B is on the oral profile component, the reading experiences should be planned specifically to stimulate and reinforce individual/group/class oral work. However, the kinds of reading undertaken should not be restricted, though the volume of reading will be less than that expected of pupils pursuing Programme of Study A. It should include writing which conveys personal experiences and imaginative material and writing which presents information and discursive material. Emphasis should be given to contemporary materials. The material should be attractive and relevant to pupils' experiences, interests and needs. Teachers should ensure that pupils are familiar with a good range of different forms of communication such as signs, posters, notices, forms, computer programs, various leaflets, reference books, dictionaries, cards, blurbs, audio-visual material, newspapers, community newspapers, popular magazines, fiction, poetry, illustrated guidebooks, etc. Some emphasis should be given to the presentation of a range of passages to others.

25. The activities arranged should provide opportunities for pupils to:

- understand short informational material (signs, posters, notices, an events diary) and talk about it (its content, form and language, for example)
- understand various promotional material and talk about it, and exchange opinions
- understand forms, formal letters and questionnaires, discuss their contents and complete them
- talk about the contents of leaflets of all kinds, and consider their contents and matters such as how to add to them, alter them, shorten them, adapt them for a different audience, for example
- display understanding of various texts in the personal, imaginative, factual and discursive modes in different ways and ask and answer questions orally, work in pairs to complete cloze or sequencing exercises, hold a group discussion based on a worksheet which includes questions to be discussed
- use suitable information books in pursuing an investigation, such as presenting a spoken report on behalf of a group which seeks to attract others to visit a particular country

- present scripts, dialogues, imaginative passages and reports to others using forms such as group/class presentations, a programme on audio tape, a programme on video tape
- respond to suitable imaginative material in different ways including, for example, talking about the events and characters of a story, acting out a scene from a story without advance preparation
- talk about the content of materials prepared for a specific audience, such as books of stories and information for young children or magazines for young people interested in pop music. (The choice should be guided by the match between the language level of the material and the pupils' language attainment).
- use a listening station to follow various texts and display their understanding in different ways, such as answering questions, presenting the main content to others, formulating questions to be asked to others, etc.

WELSH SECOND LANGUAGE: WRITING

PROGRAMME OF STUDY

Note

(i) The programme of study specified in paragraphs 19-23 below is for pupils who by the beginning of the time they reach Key Stage 3 (age 11) have not studied Welsh or Welsh Second Language for a reasonable time during the previous two key stages.

(ii) At Key Stage 4 pupils will follow either Welsh Second Language Programme A or Programme B as set out in paragraphs 24-32.

General Introduction

1. The main purpose of the programme of study is to afford opportunities for pupils to express themselves as writers.
2. The writing work should develop gradually over a period of time. At the beginning, any written work should reflect the work undertaken orally. Much of the work should be based on patterns and examples of written language seen or presented.
3. As pupils' mastery of language increases and extends they should vary their use of the written language for an increasing number of different tasks and situations. It should be ensured that discussions enrich the writing experiences and exert a beneficial influence on expression.
4. As with reading, writing should reinforce oral work, strengthen pupils' language competence and bring greater variety to classroom activity.
5. Recording or reproducing words, phrases and sentences which pupils understand and use has its contribution. However, an appeal should be made from the beginning to pupils' imagination and originality and they should be stimulated to express what they themselves wish to say orally and then in writing.
6. As their linguistic facility increases pupils should undertake more varied and ambitious tasks and practise writing in different registers and for different purposes. They should at all times be afforded opportunities to respond personally and creatively when writing.
7. Teachers should be sensitive to the potential of truly communicative situations where oral, reading and writing skills are combined naturally. The narrative, descriptive and factual work of pupils should become reading material for their peers. In this way, the skills should reinforce one another.

8. The aim in the first instance should be to develop pupils' confidence to use the language and to express themselves clearly and intelligibly. The early emphasis in writing should be not so much on correct spelling and grammar but on conveying thoughts intelligibly. Gradually, more attention should be given to improving their use of language through techniques such as redrafting and working constructively on the weaknesses displayed in their expression. Sensitivity should be developed in correcting pupils' language. Pupils should be able to display writing conventions appropriate to their age and ability.

9. Pupils should be afforded opportunities to write:

- as individuals
- jointly in pairs or as members of a group.

10. Pupils should be afforded opportunities to use a word-processor to prepare texts for various readers. Opportunities should be provided where practicable to:

- create
- record information
- draft and edit
- send information, facts, a message, a letter or an article through the electronic post.

Pupils' experience of using the computer should include various activities such as:

- playing language and adventure games and simulations
- working with others to compose a written passage
- presenting work for an audience in the form of a class magazine, for example
- using a database to select information and formulate questions
- using programs which reinforce correctness of language.

FOR THOSE STARTING TO STUDY WELSH SECOND LANGUAGE AT AGE 5

Key Stage 1 (levels 1-3, ages 5-7)

VC11. The programme of study focuses on levels 1-2. Pupils should be afforded opportunities to record some words, phrases and sentences in writing. A varied range of activities such as the following should be included:

- labelling objects/a picture
- filling a simple questionnaire
- writing to name and describe pictures, paintings, murals, shapes, colours, clothes
- recording on a weather chart

- putting words in the mouths of characters in pictures/cartoons, e.g. Bore da, Hwyl fawr, Pen-blwydd hapus
- compose a note asking for a Christmas present/a note of thanks for a birthday present

12. Teachers should ensure that the patterns of the sentences recorded or composed are varied. The recording should reflect a range of activities, including those linked specifically with play - for example, in the Wendy House, the shop. The written work should be displayed and examples of children's writing collected in large books for the class.

Key Stage 2 (levels 2-5, ages 7-11)

13. The focus of this Programme of Study is on levels 3 and 4. Some pupils, however, will develop quickly and to meet their specific needs reference should be made to the Programme of Study for Key Stage 3. Similarly, reference should be made to the Programme of Study for Key Stage 1 for pupils who have not achieved the requirements of level 2. For pupils in Key Stage 2 the activities indicated in Key Stage 1 should be extended where appropriate. Teachers should ensure that the stimuli provided for written work are attractive and relevant to pupils' oral and reading experiences in Welsh. Pupils should be helped to write in order to:

- compose dialogues and tell a story
- record personal experiences and feelings
- record information
- record an answer
- describe
- express an opinion.

14. A variety of activities should be included such as:

- designing and using charts, graphs and posters
- filling information gaps, e.g. in a sentence, dialogue, timetable, menu and poster
- composing the text of a story presented through a picture strip
- devising a story for younger children at the school
- composing short self-portraits and portraits of friend
- finishing a story, i.e. predict events
- composing instructions for a recipe
- designing cards such as Christmas cards and invitations to a party
- composing a note, message, postcard and simple letters

- keeping and using a diary and scrapbook
 - designing and completing a questionnaire
 - filling forms
 - recording steps in a process and explaining the outcome
 - writing for a clear purpose as a response to media material.
15. Pupils should be helped to develop their ability to write by encouraging and leading them to:
- record a number of comments
 - use statements (affirmative/negative), questions and dialogue in a text where appropriate
 - use some Welsh idioms
 - use traditional comparisons (du fel glo) and some new ones in descriptions
 - add clauses to the main statement, that is, use conjunctions such as a, wedyn, ond, pan, pryd, achos
 - search for new words to convey what they have to say, using illustrated dictionaries and by asking teachers questions, for example
 - discuss their work with their teachers and alter or add to it as a result of the discussion
 - read sufficient examples of the kinds of writing they are undertaking
 - read their work to others.

Teachers should ensure that the idea of writing for different kinds of readers, for different purposes and in different forms is beginning to be established.

Key Stage 3 (levels 3-8, ages 11-14)

16. The focus of this Programme of Study is on levels 5 and 6. Some pupils, however, will develop quickly and to meet their specific needs reference should be made to the Programme of Study for Key Stage 4. Similarly, reference should be made to the Programme of Study for Key Stage 2 for pupils who have not achieved the requirements of level 4. For pupils in Key Stage 3 the activities indicated in Key Stage 2 should be extended where appropriate. Teachers should ensure that the stimuli provided for written work are attractive and relevant to pupils' oral and reading experiences in Welsh. Pupils should be stimulated to write in order to:

- compose imaginative passages
- record personal experiences, feelings and ideas
- record information

- respond appropriately to various stimuli e.g. a telephone message, comprehension passages
- express opinions
- describe and instruct.

17. Activities should be included such as:

- designing and using charts, graphs, posters and advertisements
- filling information gaps e.g. in a chart, paragraph and dialogue
- filling forms
- formulating and using a questionnaire
- composing a note, message, a postcard and a letter and keeping a diary which includes different kinds of material
- composing a pamphlet, information leaflets and promotional brochures
- composing articles and short reports
- composing stories/personal pieces
- composing poems in free expression, i.e. promote concise expression and careful description
- using a word processor to design, create, edit, expand, re-order and produce finished material e.g. a class magazine.
- composing written texts in rôle play, for example, the newsreader's script, the script of the presenter of a pop records programme, the script of the eyewitness who is sending a report to be broadcast
- notes for various purposes such as conveying opinions
- reports recording a first-hand experience such as a visit to an outdoor centre.

18. The practice established during key stage 2 should be built upon to help pupils to strengthen their writing skills encouraging and leading them to:

- sustain extended passages
- vary the sentence patterns in their compositions
- rearrange elements within a sentence to make the writing more colourful
- use the short and long forms of the verb
- observe the language features and textual style of some forms they read, for example, short forms of the verb and verb-nouns (infinitives) in a quick moving narrative

- use a range of vocabulary, including the specialist vocabulary of a topic being discussed and searching effectively in dictionaries and wordbooks
- use some Welsh idioms
- use appropriate forms in presenting dialogues between characters in a story or the script of a play, for example, the use of the second person singular (ti) to convey closeness between two characters
- include comparisons, adjectives, a few metaphors or images in descriptions
- begin to use appropriate devices to create effects - pithy expression in an advertisement, for example
- arrange the progression of the work effectively and present clear and coherent texts
- exercise care for the correctness in writing.

FOR THOSE STARTING TO STUDY WELSH SECOND LANGUAGE AT AGE 11 ONLY

Key Stage 3 (levels 1-6, ages 11-14)

19. The content of the general introduction is appropriate to this group.

20. Since attainment levels in writing are criterion-referenced and not directly linked to pupils' ages, they are as appropriate for the older pupils in this key stage as for pupils in Key Stages 1 and 2. This Programme of Study therefore deals with the same area or the same targets as the Second Language Programmes of Study for the first two key stages and moves on to the kind of material recommended for Key Stage 3. It is intended for more mature students and seeks to build on the fact that their general language skills will have developed further and that they should therefore make quicker progress. The main focus of this programme of study is on levels 3-4.

21. Teachers should ensure that the stimuli provided for written work are attractive and relevant to pupils' oral and reading experiences. They should be given opportunities to:

- record phrases and sentences
- compile useful lists or captions
- compose dialogues and tell a story - perhaps in the form of a picture strip
- record events, experiences and personal feelings
- record information
- describe
- express opinions
- record an answer

- offer an explanation or clarification
 - instruct others.
22. Activities such as the following should be included:
- designing and using charts, graphs and posters
 - designing and completing forms and questionnaires
 - filling information gaps, e.g. in a sentence, paragraph, dialogue, enquiry leaflet, timetable
 - composing a note, message, postcard, advertisement, notice and letters
 - composing instructions, for example, for a recipe, or how to repair a tyre puncture or how to join a particular club
 - compiling a scrapbook with a text linking all the items included
 - composing leaflets giving information concisely, e.g. how to look after the dog
 - formulating forms of communication such as invitations (composing and replying to an invitation), greetings cards (birthday, St Dwynwen, Christmas, Easter), congratulatory cards (for some achievement such as passing a music examination, scoring 3 tries in a game), greetings suitable for inclusion in an autograph book
 - keeping an advance diary of events and a diary completed at the end of the day
 - composing the text of a story presented by a picture strip
 - finishing a story, by predicting events, and composing a story
 - composing a self-portrait and portraits of friends
 - responding in various forms to media material
 - contributing to a group project, a class magazine
 - composing a written text during rôle play, for example, the script of the continuity announcer describing the evening's programmes on television/radio
 - using the word-processor to design, create, edit, expand, re-order and produce finished material such as a class newspaper.
23. Pupils should be helped to develop their ability to write by encouraging and leading them to see the importance of:
- record and generate a sequence of sentences and develop the ability to respond in their own words

- vary the sentence patterns or constructions and use affirmative and negative sentences and questions
- compose sentences which contain subordinate clauses, and vary the internal arrangement of the sentence to ensure expression which adds colour to the work
- use the long and short forms of the verb
- use a range of vocabulary, including those arising from pupils' personal efforts to use wordbooks and dictionaries
- use some idioms
- use traditional comparisons and some new ones in descriptions
- read and observe examples of the kinds of forms of writing they undertake
- have opportunities to discuss their work with their teachers and read their work to others
- arrange the sequence of their work effectively and present clear and coherent texts
- display care for the correctness of their writing.

FOR THOSE STARTING TO STUDY WELSH SECOND LANGUAGE AT AGES 5 AND 11

Key Stage 4 (levels 3-10, ages 14-16)

24. At the beginning of Key Stage 4 pupils will pursue either PROGRAMME OF STUDY A or PROGRAMME OF STUDY B.

PROGRAMME OF STUDY A

25. Those following the full Welsh Second Language course (about 10% of their time) will pursue Programme of Study A. The focus of this Programme of Study is on levels 7-10. Reference should be made to the Programme of Study for Key Stage 3 (paragraphs 16-18) for pupils who have not achieved level 6. Teachers should ensure that the stimuli provided for written work to be undertaken by these pupils are attractive and relevant to their experiences and interests.

26. Pupils should be encouraged to write in order to:

- compose imaginative dialogues and passages
- record experiences, feelings and ideas
- handle information
- respond to material read
- respond to literary and media material
- express opinions and defend a point of view

- describe and instruct
- present a project work/an extended study.

27. A wide range of activities should be included and should ensure that pupils become familiar with writing in a variety of forms. The work should include tasks such as:

- designing and using charts, graphs, forms, posters and advertisements
- designing, using and analysing a questionnaire
- composing personal and formal letters and keeping a diary
- composing and responding to reviews expressing opinions on media material
- composing articles, notices and reports and passages of extended prose
- composing texts in rôle play, for example, the newsreader's script
- composing a story, the script of a scene, reminiscences, a chapter of autobiography, school portraits
- composing a passage which pleads a cause, an editorial, presenting a point of view, for example, a pamphlet which seeks to persuade
- composing poems in free verse and in rhyming verses.

28. For the highest levels pupils are expected to display a grasp of various constructions and to use them to improve their expression, such as being able to change the position of a word or phrase to convey different emphases. Their work should reflect knowledge of an extensive vocabulary. They should also display an awareness of idiomatic language by using idioms and appropriate comparisons to convey meaning and mood effectively. The compositions should be suitable in form and order. The reader should be borne in mind when composing and use should be made of the appropriate register. Pupils' written work is expected to display and reflect some features of their reading work. Pupils should take care to ensure that their text is correct.

PROGRAMME OF STUDY B

29. In Key Stage 4 (levels 3-10) those not following Programme of Study A will pursue Programme of Study B. This means that they will be pursuing a course for about 5% of the time. The emphasis of this course will be on the development of oral skills. The writing activities will mainly offer opportunities for pupils to prepare for challenging oral sessions in class and write texts based on them.

30. Pupils should be encouraged to write in order to:

- record personal experiences, feelings and ideas
- handle information
- respond to material read
- respond to media material

- express opinions
 - describe and instruct
 - present a scrapbook.
31. Activities such as the following should be included:
- conveying experience or writing a script to be acted
 - designing and using charts, graphs, posters and advertisements
 - designing, using and analysing a questionnaire
 - composing a note, message, card, postcard and a letter and keep a diary
 - composing articles and reports
 - composing various responses to media materials.

32. Programmes of Study A and B above are differentiated in three main ways:

- (i) by the special emphasis on developing the oracy of pupils pursuing Programme of Study B. The activities and the reading and writing experiences will be planned specifically to reinforce and/or stimulate individual group/class oral work;
- (ii) by the purpose, nature and duration of the written tasks. For example, pupils pursuing Programme of Study B will not be expected to submit an extended study; instead, they will be expected to present a scrapbook. The purposes of the written tasks in Programme of Study B will be directly linked to oral work - leading to it or arising from it.

However, the kinds of writing undertaken by pupils pursuing Programme of Study B should not be circumscribed;

- (iii) by expecting a response to multi-media literary material from pupils pursuing Programme of Study A. There will be a stronger emphasis on presenting media audio-visual material to pupils pursuing Programme of Study B, though the selection of suitable reading material will also form part of their programme, and they will be expected to respond to printed as well as media material.



FILE PM

bc PU.

10 DOWNING STREET

LONDON SW1A 2AA

From the Private Secretary

3 April 1990

Dear Stephen,

HISTORY

Thank you for your letter of 30 March enclosing a draft press notice which your Secretary of State proposes to issue. We have subsequently discussed this on the telephone and I am now writing to confirm that the Prime Minister is content with the draft, subject to the following changes:

- in the second paragraph, second sentence delete "its place in schools will be substantially enhanced by the National Curriculum";
- the second paragraph, last sentence add at the end "and the issues which it raises.";
- in the third paragraph, first sentence delete "before proceeding to make proposals for the statutory requirements for history in the National Curriculum.";
- in the fourth paragraph, first sentence amend to "As testing is also a very important element of the National Curriculum, I am also writing to";
- in the fifth paragraph, second sentence amend to "These will be referred to the National Curriculum Council for the statutory consultations in England required by the Education Reform Act".

I am copying this letter to Stephen Williams (Welsh Office).

*Yours,
Paul*

PAUL GRAY

Stephen Crowne, Esq.,
Department of Education and Science.

KK

PRIME MINISTER

HISTORY

You commented over the weekend on John MacGregor's proposed draft statement tomorrow about history (below).

I have passed your comments to John MacGregor's office. He has now come back to me saying that, although he is content to accept most of them, he feels it is essential to have some degree of reference to the national curriculum. This is because, as the statute presently stands, history is a foundation subject in the curriculum, and he is under an obligation to bring forward proposals for its handling. So he thinks there should be some acknowledgement that history is in the national curriculum, and there must be a reference to the National Curriculum Council. But he accepts that the number of references to the national curriculum in the earlier draft was excessive.

I have, therefore, marked in red the version John MacGregor now proposes. You had wanted five deletions. He is proposing retaining the second of these passages and a part of the fourth and fifth passages. John MacGregor tells me that he would like a word with you if you still find any difficulty with his revised proposal.

I have marked in green one further addition you could suggest in the second paragraph, put forward by the Policy Unit, which you may feel makes it more rounded and to which I don't think John MacGregor could object.

(i) content with the revised version amended in red and green?

Yes

OR

(ii) do you want to talk to John MacGregor about this?

Paul G.

PAUL GRAY

2 April 1990

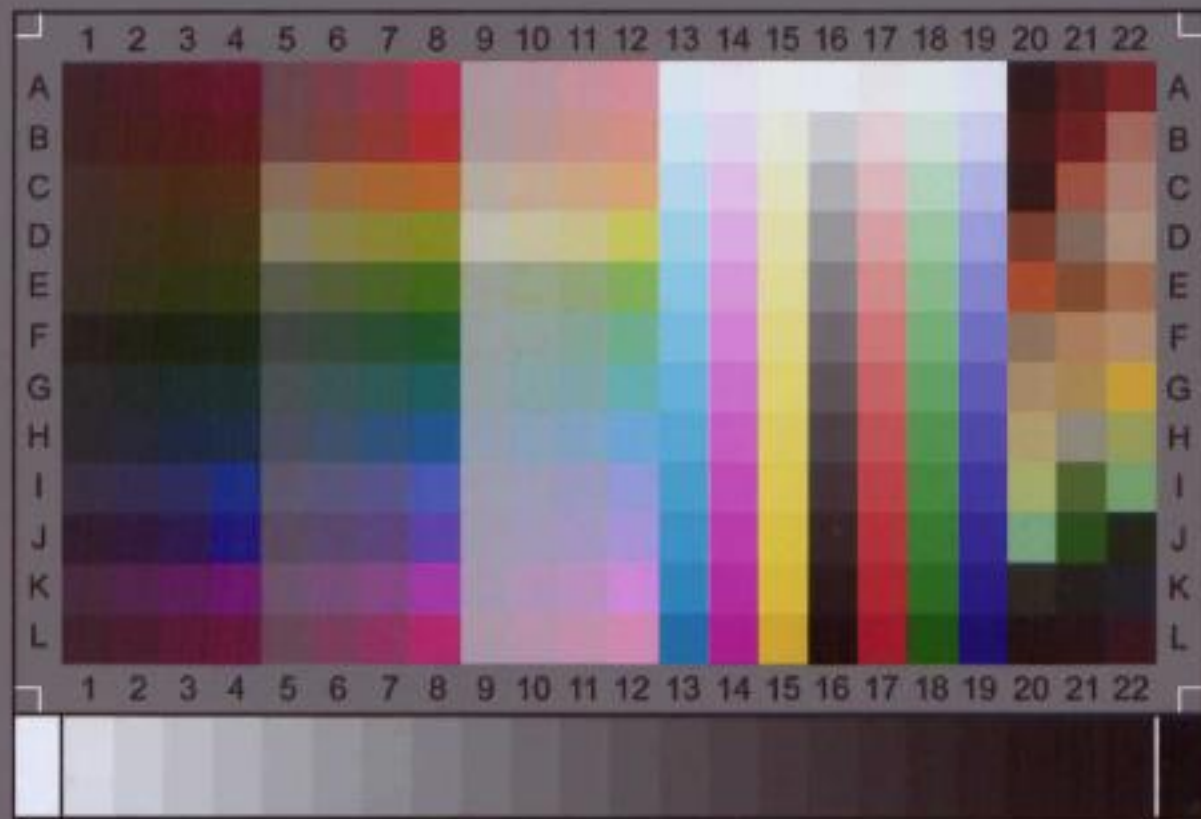
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PART 24 ends:-

SS/DES to PG 30/3/90

PART 25 begins:-

PG to PM 2/4/90



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