



Languages, Literacy and Communication Curriculum For Wales Journey

Authentic learning experiences

Finding natural links across AoLEs



Developing purposeful assessment

Creating a continuum of progression

Mapping the disciplinary knowledge

Developing natural links between languages

Unpacking the Statements of What Matters

English – Unpacking the What Matters Statements

Approach to unpacking the 'What Matters Statements'

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

Languages connect us.

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

Developing Cross-Cutting themes

Building integral skills

Articulated Assessment Transfer Task (AATT)

Essential questions

- How can we improve the way we treat our planet?
- How will our actions change outcomes for living things in the world around us?
- How important is planning for consequences?

English progression steps

- Find information about climate change
- Identify research and resources which will support ideas
- Analyse young people's impact on climate change using media
- Compare and contrast which actions would have most impact
- Synthesise information to persuade others to change their actions

Intercultural transfer targets

Authentic material descriptions: non-fiction texts including newspaper articles, podcasts, websites etc.

Novice	Intermediate	Expert
Find information relating to the task	Find questions relating to the question	Develop hypotheses
Highlight and copy quotes	Find quotes to support hypotheses	Find quotes to support hypotheses
Provide answers to the question	Explain inferences about climate change	Explain inferences
Engage with others in the group by asking questions	Explore the ways that fashion, plastic and water usage have positive and negative effects	Debate the ways that fashion, plastic and water usage have positive and negative effects
Engage with others in the group by asking questions	Build on and develop the ideas of other group members	Move the discussion forwards with contributions
Conduct research	Explore the ways that fashion, plastic and water usage have positive and negative effects	Challenge and summarise ideas
Create a persuasive advice text about one of the key concepts (fast fashion/plastic/water)	Conduct research filtering unreliable texts using RUKU	Conduct research filtering unreliable texts using RUKU
Use evidence to support ideas	Create a persuasive advice text with a clear purpose	Create a persuasive advice text with a clear purpose
	Synthesise information from more than one source	Synthesise information across multiple sources
	Use evidence to support ideas	Use evidence to support ideas
	Use simple persuasive language	Use persuasive language

Resources:

- Articles: articles about fast fashion, use of plastic and use of water in production of gadgets
- Personal: model group discussion task, ABC pride, own research
- Presentational: examples of advice/persuasive texts about making small changes to support improve

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

Homework: SPaG commas after openers, reading questions

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Topic 2: Cymru 2023.

Theme 2: Culture and History

- Past Tense
- Conditional Tense
- Creative Lesson (timelines of Wales)

