

## **BARKER'S LANE COMMUNITY SCHOOL**

### **Welsh Second Language Development Policy**

At Barker's Lane Community School we believe all children are entitled to learn about the language, culture and heritage of their country, Wales. We pride ourselves on providing opportunities for active learning through play / experiential learning, story and as children develop, through more structured activities which are relevant and realistic, to acquire sufficient familiarity with Welsh to encourage children to develop further language learning skills for life. Our aim is to develop children's confidence and competence to understand and use Welsh to express their feelings, thoughts and imagination. We aim to ensure they acquire positive attitudes toward Welsh and bilingualism and that this promotes tolerance to other cultures and other languages.

#### ***Aims and Objectives***

Welsh is an established part of school life at Barker's Lane Community School. It is strongly embedded in the school ethos and is used by both staff and pupils as one form of communication. Through the progressive development of children's skills in oracy (speaking and listening), reading and writing, positive encouragement from each other and adults around them, children are encouraged to communicate bilingually as a natural part of their learning.

At Barker's Lane Community School we aim to:

1. Stimulate children's curiosity, interest and enjoyment to encourage feelings of belonging and a sense of heritage, roots and community.
2. Support and encourage children to gain bilingual competence (through oracy, reading and writing), taking account of age and ability.
3. Offer a path into cultural and social opportunities; literature, music, film, television, theatre and the richness of different cultures.
4. Support an understanding of the Welsh culture – Y Cwricwlwm Cymreig, and promote better understanding of others.
5. Encourage children to see differences between people as positive rather than threatening.

#### ***Teaching and learning style***

We believe children should acquire and absorb Welsh through a holistic approach to learning. Our principle aim is to develop children's skills, knowledge and understanding through a structured developmental and progressive continuum, taking account of their learning needs and allowing for spontaneous developmental opportunities when they arise. Teachers identify and use effective strategies for using language as a 'tool' for learning, creating opportunities for practical and purposeful language use. We aim to ensure learning is exciting, challenging and creative, and that learners understand what they need to do to improve and how they can do this.

Hearing and understanding are the first steps towards acquisition of any language. Teachers and support staff model correct pronunciation and appropriate intonation incidentally, through stories, rhymes and songs, in role-play and in other play / experiential learning situations. Children are encouraged to use Welsh naturally as a form of communication throughout the day.

We recognise all children are different and provide suitable learning opportunities for all by matching the challenge of the activity to the needs / ability of the child. We achieve this through a range of strategies taking account of all learning styles and extending children's thinking skills, providing opportunities for children to plan, develop and reflect on their own learning through the organisation of the learning environment. We encourage children to learn collaboratively and take some ownership for their own learning with adults facilitating this, willing to learn alongside.

Early on their learning continuum in the Foundation Phase, children will be involved in singing, play opportunities and simple games to develop their language skills, they will have opportunities to

explore books and early writing skills will develop. As they progress throughout the Foundation Phase and Key Stage 2, they will become more confident using Welsh as a form of communication.

### Progression in Oracy Skills

Initially children will begin to listen to words, phrases and short items spoken by familiar voices, and beginning to demonstrate their understanding non-verbally or with short oral statements. As their understanding increases, they begin to listen to a series of short items and then to understand the main points of what is presented to them orally. They also become familiar with different voices and respond via non-verbal means, orally or in writing. As children's listening skills develop, they listen to language in a range of situations, including spoken language and respond by selecting specific details.

Developing confidence in conversations is associated with progress in the way children express themselves when speaking, beginning with imitation and the use of simple words and phrases and progressing towards making some voluntary statements as well as asking and answering questions and expressing opinions simply. As they make further progress, children display increased confidence when speaking. The accuracy and variety of phrases and the range of sentence patterns and verb forms increase as they make progress. They develop, to discuss, ask purposeful questions and respond sensibly, agreeing or disagreeing with the opinions of others and providing reasons.

### Progression in Reading Skills

Initially children begin to display an understanding of simple and familiar words and phrases via oral or non-verbal responses. As their confidence as readers increases, they begin to read independently and read extracts aloud with some expression. As they progress, they cope with longer pieces covering familiar subjects and develop the skills of extracting information relevant to the task and expressing opinions simply. Further progress is evident when children extract information from more than one source.

### Progression in Writing Skills

Children begin to develop their writing skills through emergent writing and by copying familiar words. They then begin to communicate simple factual and personal information that is within their experience. Increasingly, children link sentences, show some grasp of order and progression, structure their ideas and vary their patterns. As they progress they can offer a simple explanation. As they make further progress, they include more detail in their work and begin to use language to create effect.

The Curriculum Leader for Welsh Second Language Development liaises with the Athrawon Bro team to ensure teaching and learning practices are up to date and staff are well supported.

### ***Planning for Welsh Second Language Development***

Welsh is taught to all pupils at Barker's Lane Community School, taking account of the Foundation Phase (FP) philosophies and the National Curriculum (NC.)

Planning is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the themes and target language patterns to be covered.

Our medium-term plans give further details of topics for each term. These plans focus on developing children's skills, determine the learning challenges and ensure an appropriate balance of work across the term.

Short term plans are completed on a weekly basis by individual teachers / Phase teams. Each teacher keeps these individual plans, and the class teachers and Curriculum Leader discuss them on an informal basis. The headteacher monitors these plans each half-term.

Welsh Second Language Development is planned to build upon children's prior learning. Whilst there are opportunities for children of all ability levels to develop their skills, knowledge and understanding, there is planned progression built into the scheme of work, so that children are increasingly challenged as they develop.

Planning takes account of key skill development, including the development of children's thinking skills through a variety of problem solving and investigational experiences.

### ***The Literacy & Numeracy Framework (LNF)***

The Literacy and Numeracy Framework (LNF) sets expectations for learners to develop and apply their literacy and numeracy skills across the curriculum.

Literacy skills in oracy, reading and writing; and numeracy skills in numerical reasoning, number, measures and data are planned for across all areas of the curriculum.

Developing / applying these skills through creative work in Foundation Phase, for example:

#### Literacy

- Listening to and joining in with rhymes, songs and stories in Welsh
- Reading and writing simple stories independently.
- Using simple Welsh dictionaries.

#### Numeracy

- Singing counting rhymes through the medium of Welsh
- Undertaking relevant mental maths problems, e.g tri adio dau; deg adio pedwar, etc.

In Key Stage 2, for example this might be:

#### Literacy

- Communicate effectively in a variety of situations and for a variety of purposes.
- Read a range of texts.
- Use more complex constructions in writing.

#### Numeracy

- use cardinal and ordinal numbers
- order events in time
- use measures and money
- gather data in a variety of ways including questionnaires and tables
- access, select, record and present data in a variety of formats.

### ***Welsh Second Language Development across all areas of learning in the Foundation Phase***

Effective provision for the development of Welsh in the Foundation Phase is carefully planned across all areas of learning to ensure that children have opportunities to develop, apply and extend their communication, speaking, listening, reading and writing skills through a variety of media.

Opportunities to develop *skills across the curriculum* of thinking, communication, number and ICT are carefully planned across all areas of learning. Specific activities and resources will also promote the Cwricwlwm Cymreig.

Children's familiarity with Welsh is promoted through a bilingual environment. Models of good language are used and displayed at all times.

The use of Welsh for everyday routines, songs and rhymes reinforce language development and are embedded within the school day.

### ***Personal and Social Development and Well Being***

- Discussing moral issues through the medium of Welsh, e.g. emotional phrases and sentences to describe how they are feeling.

- Through role / imaginative play children practise their responses related to sharing and caring, e.g. diolch / thank you; os gwelwch yn dda / please.

### *ESDGC / Cultural Diversity*

- Discover similarities and the uniqueness of the variety of cultures within Wales today.
- Communicate with Welsh medium and bilingual settings through e-mail and share interests.

### *Knowledge and Understanding of the World*

- Observe Welsh / bilingual signs in their own environment and develop this vocabulary / phrases / sentences in play.
- Use Welsh reference books / sources and ICT to explore and discover places in the world.

### *Physical Development*

- Give and receive instructions in Welsh in games / gym activities, e.g. ewch at y wal / go to the wall; rhedwch / run, etc.
- Expressing feelings after exercise in Welsh.

### *Creative Development*

- Listen and respond to different types of Welsh music.
- Follow and give simple directions in movement in Welsh, progressing to learn simple Welsh folk dances.
- Observe examples of work from Welsh artists / crafts people.

At Barker's Lane Community School we extend this to include:

### *Spiritual and Moral Development*

- Emphasis is placed on the diversity of spiritual and moral beliefs within Wales.

## ***Welsh Second Language Development and Skills across the Curriculum in Key Stage 2***

At Key Stage 2, learners are given opportunities to build on their thinking and ICT skills that they have started to acquire and develop during the Foundation Phase, in line with the non-statutory *Skills framework for 3 to 19-year-olds in Wales*. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual activities in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

### Thinking Skills

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In Welsh second language, learners will have opportunities to:

- think creatively and critically
- gather, sort and analyse information, discuss, draw conclusions and form opinions
- reflect upon what they have learnt in one context and apply the knowledge, language and skills to different situations and contexts
- explore, plan, develop and reflect upon ideas through speaking, reading and writing, responding to their own work as well as that of others
- reflect upon their own performance and set goals.

### Digital Skills

Learners develop their digital skills across the curriculum by **finding**, **developing**, **creating** and **presenting information and ideas** and by using a wide range of equipment and software.

In Welsh second language, learners will have opportunities to:

- use digital skills to access the internet to gather, send and receive information and to undertake a range of interactive tasks

- use appropriate software to check the accuracy of their work in Welsh
- select appropriate software to organise information
- select appropriate programs to enhance their presentations or findings.

In addition to this at Barker's Lane Community School we take account of statutory requirements and cross curricular themes, such as the Curriculum Cymreig and personal and social education, which includes equal opportunities, food and fitness and sustainable development.

At Key Stages 2, learners at Barker's Lane Community School are given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being.

### Curriculum Cymreig

All Welsh Second Language activities provide opportunities for learners to develop the Curriculum Cymreig. Language is obviously addressed in every activity, but we also provide opportunities to develop children's skills, knowledge and understanding of the geographical, environmental and historical characteristics of Wales.

### Personal & Social Education

Activities provide opportunities for learners to:

- discuss their role as local and global citizens and the diversity of communities in Wales and other countries
- discuss issues such as the environment, sustainability, healthy eating and fitness
- consider the role and differing contribution of minority and global languages within society
- show respect to differing views and opinions and respond with sensitivity when discussing contentious issues
- explore and reflect upon texts with a variety of related themes.

### ***Criw Cymreig***

Two children from each class form the Criw Cymraeg who together with the Curriculum Leader plan for opportunities to use Welsh language across the curriculum and 'cymraeg bob dydd', promote good attitudes and are excellent role models for their peers.

The Criw Cymraeg use the Cymraeg Campus model to promote the language and enjoyment of Welsh.

### ***Additional Learning Needs***

Welsh Second Language development is developed with all children, whatever their ability. It forms part of a broad and balanced education for all children.

Learning opportunities are matched to the needs of all children to include challenge and support for our most and least able children. When necessary these take account of any relevant targets set for individual children in their Individual Education Plans (IEPs.)

### ***Equality***

Equality is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

### ***Curriculum Cymreig***

Opportunities are provided to develop and apply their skills, knowledge and understanding of the cultural, historical and linguistic characteristics of Wales. The local and school environment is utilised to support this. Welsh music, hymns and songs are used regularly in our school assemblies. Children also participate in our annual Eisteddfod, visits to residential centres and the LA 'jambori'.

### ***Health and Safety***

Children are encouraged to discuss safety implications concerning themselves and their fellow pupils when working. We aim to ensure pupils work in an environment which is safe and hazard free at all times.

### ***Parental Involvement, Partnerships & Community***

Parents and members of the community are encouraged throughout the school to support their children's learning. From time to time parents are offered the opportunity to participate in adult / family learning activities.

### ***Liaison / Transition***

Whole school planning allows for smooth transition between phases. Liaison between learning area leaders and local high schools allows for smooth transition, progression and continuity from FP to KS2 to KS3.

### ***Assessment and Recording***

Teachers assess children's progress in Welsh Second Language Development by making judgements as they observe them participating in activities and by looking at their written work. These are recorded as part of on-going formative assessment. Teachers make a judgement against level descriptors which takes account of F.P and N.C guidance.

These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Assessment information is passed on to the next teacher at the end of each year.

### ***Resources***

There are a wide range of resources to support Welsh across the school. These are housed in learning areas and in central resource areas. Library areas house a range of books to support children's individual research.

### ***Monitoring and Review***

Monitoring the standards of learning and the quality of teaching in Welsh is the responsibility of the Welsh Second Language Development Curriculum Leader. The work of the Curriculum Leader also involves supporting colleagues, being informed about current developments, and providing a strategic lead and direction for this learning area within the school. The Curriculum Leader liaises with the headteacher and indicates areas for improvement. This is recorded on our School Improvement Plan and shared with staff and governors termly.

This policy was compiled by Mrs E Richardson in June 2012 in consultation with all staff and the governing body. It was reviewed by Mrs Richardson in April 2015 where amendments taking account of current guidance were made.

The latest review was in October 2019 and the at the next review will be amended to reflect the requirements of Curriculum 2022 as appropriate.