

National Curriculum Welsh as First Language

Interpretation of Levelling of Oracy in Gwynedd, Anglesey and Conwy Language Centres

Second Language Curriculum

<p>LEVEL 1</p> <ul style="list-style-type: none"> • Discuss familiar issues individually and in groups. • Speak intelligibly. • Appropriate response to simple phrases, instructions and questions. • Convey simple information, respond to stimuli and include some details, if support is provided. 	<p>LEVEL 1</p> <p>Activities linked to learning from memory that corresponds to level 1 requirements for the pupil—</p> <ul style="list-style-type: none"> • learning drama and dialogues • questioning and answering practices • following instructions • learning 'pieces of language' from memory • speaking intelligibly. <p>The language patterns are closed.</p>	<p>LEVEL 1</p> <ul style="list-style-type: none"> • Show and understanding of words and phrases by a familiar voice and respond to them through non-verbal methods or short phrases • Speak intelligibly when imitating and using simple words and phrases. • Convey simple information, given support asking and answering questions
<p>LEVEL 2.</p> <ul style="list-style-type: none"> • Starts to show confidence especially when talking about matters within their experience and interest. • Respond appropriately and include appropriate details, occasionally • try, understand and express simple information, and respond to a broader range of stimuli • Pronounce and articulate intelligibly when developing and explaining their ideas • Use an increasing range of vocabulary and patterns that are usually correct. 	<p>LEVEL 2</p> <p>Activities tied in with 'language in action' that meets level 2 requirements for the pupils—</p> <ul style="list-style-type: none"> • Purposeful use of language, occasionally with support e.g. Describe characters/give instructions <p>Adapt language models/repeat a story</p> <ul style="list-style-type: none"> • Talk about matters that are within their experience and interest • Verbal activities to nurture confidence • Use an increasing range of usually correct vocabulary and patterns 	<p>LEVEL 2</p> <ul style="list-style-type: none"> • Show an understanding of short items spoken by a familiar voice e.g. (3 items) How are you? Where do you live? It's sunny. Respond using non-verbal methods or short phrases verbally e.g. <i>ydw i, Dw i'n, Mae gen i</i> • Try, understand and Express simple information and respond to a range of stimuli. • Pronounce and articulate intelligibly and vary the vocabulary and patterns somewhat.
<p>LEVEL 3</p> <ul style="list-style-type: none"> • Converse with some confidence in various contexts on experiences and events showing some awareness of order and sequence • listen attentively to others, respond in a relevant manner to them and start to ask appropriate questions • Start to adapt their speaking in accordance with the audience's requirements • Express opinion simply • Speak with some accuracy with appropriate pronunciation and articulation and vary and articulate appropriately and vary vocabulary and register • Clearly convey simple, personal and factual information appropriately varying sentences 	<p>LEVEL 3</p> <ul style="list-style-type: none"> • Converse with some confidence in various contexts on experiences and events showing some awareness of order and sequence • listen attentively to others, respond in a relevant manner to them and start to ask appropriate questions • Start to adapt their speaking in accordance with the audience's requirements • Express opinion simply • Speak with some accuracy with appropriate pronunciation and articulation and vary and articulate appropriately and vary vocabulary and register • Clearly convey simple, personal and factual information appropriately varying sentences 	<p>LEVEL 3</p> <ul style="list-style-type: none"> • The pupils will show an understanding of a series of short items voiced by a familiar voice through a non-verbal or verbal response i.e. A flowing conversation e.g. I'm John....I live in.....I go to..... • Try to, clearly understands and expresses simple, personal and factual information. • Simply expresses an opinion e.g. I like/ I dislike. Make some statements voluntarily i.e. No response to a question/offer comments without motivation e.g. and me too. • Pronounces and articulates intelligibly using an increasing range of vocabulary i.e. <i>Dw i'n, mae, mi ges i, es i, roedd o'n</i>. A variety of verb tenses may be included, but this is not a necessity.

Second Language Curriculum

LEVEL 4

- familiarise with various voices showing an understanding of the main points of familiar matters presented to them in familiar contexts.
- respond through non-verbal methods and short verbal phrases or in writing.
- Present information and describe experiences i.e. expand on the information e.g. I like rugby, I attended the rugby game at the weekend ... With ... In.. At.... o'clock. Question and respond and offer voluntary comments.
- When expressing an opinion, the pupil will provide various reasons e.g. because it's cool/great/fantastic
- Pronounce and articulate intelligibly using an increasing variety of phrases and sentence patterns e.g. question and respond, express an opinion, use the third person, negative forms.
- Speak with some accuracy i.e. Rely on teacher's comments/background information. Core patterns correct.

LEVEL 5

- the pupil shows understanding in familiar situations and responds to them.
- begins a conversation and shows more confidence e.g. may I borrow
- shows awareness of order and progression in the conversation i.e. A flow to the ideas e.g. My favourite subject at the school is... Because it is... Monday, we Went with Mr Jones to... and we saw ...
- When expressing an opinion, the pupil provides reasons to explain his ideas i.e. valid reason e.g. Because I am .. because he is
- Speaks intelligibly and fairly fluently using various phrases, sentence patterns and verb forms e.g. Verb tense, third person, negative forms
- Speaks with a good degree of accuracy i.e. The whole is on the whole correct
-

LEVEL 6

- the pupil shows an understanding of the spoken language used in a range of familiar situations through selecting specific details.
- in a discussion, the pupil attentively listens to contributions from others and responds through asking questions and offering relevant comments.
- when expressing a view, the pupil agrees or disagrees and provides reasons in support of that view.
- Speak fluently using an increasing diversity of phrases and sentence patterns and as a rule, correctly varying verb tense and person.