

General Policy on Education

EDUCATION

PT1: May 1979

PT23: January 1990

Referred to	Date	Referred to	Date	Referred to	Date	Referred to	Date
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● PART 23 ends:-

SS/OES to MS/OBA 23.2.90

PART 24 begins:-

SS/OES to Pm 5.3.90





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The Rt Hon Lynda Chalker MP  
Minister for Overseas Development  
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Charles  
2/12  
EDP  
1/3  
23 FEB 1990

*Lynda Chalker*  
WORLD CONFERENCE ON EDUCATION FOR ALL, THAILAND, 5-9 MARCH 1990

Thank you for your letter of 15 February about the above conference.

I agree that for developed countries the main interest of the conference is in its implications for future patterns of aid demand from the developing world, but you are right to say that we must also have regard to any implications the proposed 'Declaration' and the associated Framework for Action may have for our domestic education policy.

In documents of this kind, which have been drafted for adoption by a conference attended by representatives of about 170 countries, and with an eye primarily to development issues, the fit with the domestic education policies of any one developed country will inevitably be rather loose in places. But there is nothing in the documents from the point of view of my Department to prevent us accepting them, and I am content for the officials who attend the conference to be authorised to do so on the terms you propose.

I am copying this letter to the Prime Minister, the Lord President, the Foreign Secretary, the Secretaries of State for Wales, Scotland, Northern Ireland and Employment, the Chief Secretary to the Treasury and the Secretary of the Cabinet.

*Lynda Chalker*



DAS

bc PM

10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

19 February 1990

Dear Jim,

NATIONAL CURRICULUM: ENGLISH

Thank you for your letter of 14 February enclosing the proposed final Order for English, which the Prime Minister has seen. She feels that some of the changes to the order may have significantly changed the meaning and the objectives, but she is content for your Secretary of State to judge whether these changes are appropriate.

I am copying this letter to Stephen Williams (Welsh Office), Jim Gallagher (Scottish Office), Stephen Leach (Northern Ireland Office), Martin Stanley (Department of Trade and Industry) and Clive Norris (Department of Employment).

Yours,  
Paul

PAUL GRAY

John Ratcliff, Esq.  
Department of Education and Science



PRIME MINISTER

B  
B  
16 February 1990

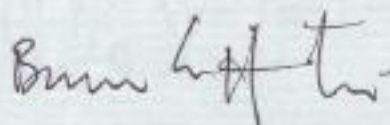
NATIONAL CURRICULUM: ENGLISH

The Secretary of State has sent you the final draft order for ages 8-16.

Many of the changes made are sensible and will clarify the previous document.

I did, however, detect in a number of places a trend away from rigour and attention to textual detail. My own view is that this is an undesirable change and undermines the government's attempt to introduce Standard English. I enclose the details.

You may, however, feel that these points are too trivial to raise. That may be so. On the other hand it would be a useful signal to the DES, HMI and the NCC and SEAC that you are aware of some of the tricks they get up to.



BRIAN GRIFFITHS



ANNEX

p.18 5(iii) - do not delete right-hand column

✓ p.19 7(ii) - do not delete right-hand column

p.20 7(iv) - (top of page) - do not delete adult dictionary

p.20 8(ii) - left-hand column - revert to original

- left-hand column - do not delete

p.24 4(i) - keep to original

p.25 5(iii) - left-hand column - do not change the original

p.27 8(iii) - right-hand column - change "might" to "should"

PRIME MINISTER

NATIONAL CURRICULUM: ENGLISH

You agreed in December to the terms of a consultation document setting out the draft Order for English in the National Curriculum.

The consultation paper is now complete, and the DES letter at Flag A seeks agreement to the terms of the final Order. Attached to the DES letter is a version of the Order showing in manuscript the changes from the version you agreed in December.

DES argue that these changes are only 'minor adjustments' and that the substance of the requirements remains as before. But Brian Griffiths (Flag B) points out that it would be better to resist some of the changes, but suggests that you will want to consider whether the outstanding points are of sufficient substance to justify further exchanges with DES.

- i. Do you want to raise the points summarised in the attachment to Brian's minute;
- or
- ii. content to go along with the latest DES version?

Recs.

PAUL GRAY

16 February 1990

In some cases these changes have fundamentally changed the meaning of the objectives - but there is no point in getting it.

c:\wpdocs\economic\english.eam

Distinction is not worth making?

I do however think this distinction the ~~purpose~~ language of p. 20 7(u) by including educational - in other words. The word is not really just in that context.



CONFIDENTIAL



*nrhm*

*REC*

*16/2*

*ccp*

Treasury Chambers, Parliament Street, SW1P 3AG

The Rt Hon John MacGregor OBE MP  
Secretary of State for Education and Science  
Department of Education and Science  
Elizabeth House  
York Road  
London  
SE1 7PH

16 February 1990

*DMJ*

STANDARDS IN EDUCATION: HMI ANNUAL REPORT 1988-89

*AT&C  
RG*

Thank you for sending me a copy of your minute of 26 January to the Prime Minister, covering the report of the Senior Chief Inspector on the state of the education service for the academic year 1988-89. I am writing to offer some observations on the press notices and subsequent press coverage.

2. As you have made clear, the report contains many positive aspects, in particular about the progress being made in implementing the education reforms. The increases announced in the Autumn Statement will of course go a long way to meet the concerns you raised in your minute of 26 January. Next year's spending plans include an extra £5 million for teacher recruitment measures - and we have accepted the IAC recommendation of an inner London pay allowance which, along with other initiatives, will help to tackle the teacher supply problems in the capital. Education specific grants will, in 1990-91, be used to support total spending of £190 million on Education Reform Act innovations - notably the implementation of the National Curriculum and Local Management of Schools.

3. On the fabric of the education estate, we have announced Annual Capital Guidelines for education capital spending in 1990-91 of £485 million. That represents a substantial investment, which should make significant in-roads into solving the accommodation problems to which you refer. Local authorities, of course, can supplement these guidelines from within their own resources - capital receipts and contributions from revenue. The 1990-91 spending plans also include an extra £20 million for



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polytechnics and colleges to undertake priority building improvements. This is in addition to the agreement in the 1988 Survey to provide extra resources for polytechnics and colleges to replace teaching and research equipment within HMI's maximum replacement cycle of 9 years.

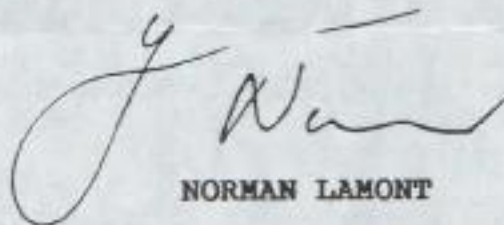
4. I do of course recognise that there is more work to be done, but the picture I get is of an education service which can face the future with confidence. Achieving a levering-up of standards is as much a matter of attitude as resources.

5. I think that we both agree on the need to continue to emphasise that we are well on the way to making a success of the education reforms. In the penultimate paragraph on the second page of your draft press notice you referred to central measures to improve the supply and training of teachers. I think we also need to emphasise that the primary responsibility for the recruitment and deployment of teachers rests with LEAs and school governors.

6. One point that did particularly strike me in both the report and the SCI's press notice was the reference to the "complex and worsening" problems of teacher supply. I believe that none of the measures of teacher shortages points to a crisis, although there are special problems in a few areas. Nationally, the current levels of vacancy and resignations are not excessive and are in line with previous years, and - most crucially of all - the pupil: teacher ratio, at 17:1, is at its lowest level ever. I recognise that the problem of teacher supply is a complex one, but I think that we need to avoid suggesting that the general position is deteriorating. We should emphasise that the acute problems are limited to some local areas, and the role of local authorities in resisting them.

7. I was also somewhat concerned about the reference to "serious" concern on the state and suitability of accommodation in polytechnics and colleges given the resources we have provided in the past two Surveys.

8. I am copying this letter to the Prime Minister, other members of E(EP) and Sir Robin Butler.



NORMAN LAMONT



CCP. 24



OVERSEAS DEVELOPMENT ADMINISTRATION  
ELAND HOUSE  
STAG PLACE LONDON SW1E 5DH  
Telephone 01-275 0409

From the Minister

15 February 1990

The Rt Hon John MacGregor OBE MP  
Secretary of State for Education  
and Science  
Elizabeth House  
York Road  
LONDON SE1 7PH

|| Await comment  
from Mrs  
CP

Dear John

... This letter asks colleagues to agree that the UK delegation to the above conference should be authorised to agree to the 'Declaration' and associated Framework for Action that the conference will be asked to adopt. Copies of the present drafts of these documents are enclosed.

The conference is being jointly sponsored by the World Bank, UNESCO, UNICEF and the UNDP. It was described originally as a ministerial conference, but relatively few EC or EFTA countries are being represented by a minister, whether for development aid or education. The UK has consistently argued that any discussion that was needed would best take place at the technical level and I propose that we should be represented at the conference by officials from the ODA and the Department of Education and Science. The British Council and Voluntary Service Overseas (VSO) have also received an invitation to attend.

The objective of the conference is to secure the commitment of all countries to the development of policies to secure the provision of basic education for their young people and of adult literacy and education programmes appropriate to their needs. Countries are asked to adopt targets and an action programme for the implementation of these policies.

For developed countries the main interest of the conference is in its implications for future patterns of aid demand from the developing world, but countries that adopt the Declaration and Framework for Action will also be accepting any implications they may have for their own domestic education policies. It is therefore important that we should ensure that there is

/nothing in





nothing in the documents that is inconsistent with our domestic education policies or a potential source of embarrassment, for example in relation to the adequacy of our own adult literacy programmes. I understand that officials in your Department of Education and Science and the other Education Departments have scrutinised the documents from this point of view and are broadly content for the UK to accept them.

The chief implication of the conference documents for development aid policy is that they commit both developing country recipients and donors to a concentrated effort to widen the scope and improve the quality of basic education, including adult literacy. The main thrust of the documents is towards encouraging developing countries to transfer human and financial resources to these areas with support from donors. We are broadly satisfied with the content, though we shall be pressing for more reference in the text to the problems of countries facing structural readjustment and the need to place education within the context of other expenditure priorities. We shall, in particular, seek to ensure that there are no new multilateral funds or agencies created and that whatever follows from the conference is undertaken through existing channels. These views will be expressed by our own Delegation at the conference and through the EC Presidency to whose views the UK is currently contributing.

In the light of the above I should be glad to know that you and other colleagues agree that the UK Delegation to this conference should be authorised to accept the Declaration and Framework for Action on behalf of the UK unless in their judgement drafting changes at the conference itself render them unacceptable.

I am copying this letter to the Prime Minister, the Lord President, the Foreign Secretary, the Secretaries of State for Wales, Scotland, Northern Ireland and Employment, the Chief Secretary to the Treasury and the Secretary of the Cabinet.

*Yours ever*

*Lynda*

LYNDA CHALKER



ADVANCE COPY

**World Declaration  
on Education for All**  
and  
**Framework for Action  
to Meet Basic Learning Needs**

Working Documents

World Conference on Education for All  
• Meeting Basic Learning Needs •

Jomtien, Thailand  
5-9 March 1990

These two draft working documents are submitted for discussion and adoption at the World Conference on Education for All.

As working drafts, they should not be considered policy statements of the Inter-Agency Commission for the World Conference on Education for All, nor of the sponsors, co-sponsors and associate sponsors of the World Conference.

## Preface

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This volume contains Draft C of the two working documents for the World Conference on Education for All (Jomtien, Thailand, 5-9 March 1990):

*World Declaration on Education for All*

*Framework for Action to Meet Basic Learning Needs.*

Draft C of these two texts are the products of a wide and systematic process of consultation based on Draft B. Eight regional and three international consultations brought together a wide range of expertise and representation, including representatives of various government ministries, regional and international intergovernmental organizations, NGOs, and donor agencies. Following these meetings, the elected rapporteurs of the Regional Consultations gathered as a working group to synthesize the comments and responses of their respective regions. With these inputs and those of the Conference Steering Group, the Inter-Agency Commission for the World Conference on Education for All prepared the present texts, which were then approved as working drafts by the executive heads of the four sponsoring agencies.

Both the *World Declaration* (previously entitled *World Charter*) and the *Framework for Action* are presented for discussion and adoption at the World Conference. In their present form as working drafts, the two texts should not be considered policy statements of the Inter-Agency Commission, nor of the sponsors, co-sponsors or associate sponsors of the World Conference.



## WORLD DECLARATION ON EDUCATION FOR ALL

### - Meeting Basic Learning Needs -

#### PREAMBLE

More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that "everyone has a right to education". Despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persist:

- More than 100 million children have no access to primary schooling;
- More than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries;
- More than one-third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change; and
- More than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills;

At the same time, the world faces daunting problems: mounting debt which fuels the threat of economic stagnation and decline, rapid population growth, widening economic disparities among and within nations, the horrors of war, civil strife, violent crime, the preventable deaths of millions of children and widespread environmental degradation. These problems constrain efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevents societies from addressing such problems with strength and purpose.



These problems have led to major setbacks in basic education in the 1980s in many of the least developed countries. In some other countries, economic growth has been available to finance education expansion, but even so, many millions remain in poverty and unschooled or illiterate. In certain industrialized countries too, cutbacks in government expenditure over the 1980s have led to the deterioration of education.

Yet the world is also at the threshold of a new century, with all its promise and possibilities. Today, there is genuine progress toward peaceful detente and greater cooperation among nations. Today, there are many useful scientific and cultural developments. Today, the sheer quantity of information available in the world-- much of it relevant to survival and basic well-being-- is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. This includes information about obtaining more life-enhancing knowledge-- or learning how to learn. A synergistic effect occurs when important information is coupled with another modern advance-- our new capacity to communicate.

These new forces, when combined with the cumulative experience of reform, innovation, research and the remarkable educational progress of many countries, make the goal of basic education for all-- for the first time in history-- an attainable goal.

Therefore, we participants in the World Conference on Education for All, assembled in Jomtien, Thailand, from 5 to 9 March, 1990:

Recalling that education is a fundamental right for all peoples, of all ages, throughout our world;

Understanding that education can help ensure a safer, healthier, more prosperous and environmentally sound world,

while simultaneously contributing to social, economic, and cultural progress and international cooperation;

Knowing that education is an indispensable key to, though not a sufficient condition for, personal and social improvement;

Acknowledging that, overall, the current provision of basic education is seriously deficient and that it must be made more relevant and qualitatively improved, and made universally available;

Being aware of the enormous potential of television, radio and other media for helping to bring basic knowledge to all; and

Recognizing the necessity to give to present and coming generations an expanded vision of, and a renewed commitment to, basic education to address the scale and complexity of the challenge;

proclaim the following World Declaration on Education for All: Meeting Basic Learning Needs.

#### EDUCATION FOR ALL: THE PURPOSE

##### ARTICLE I - MEETING BASIC LEARNING NEEDS

1. Every person-- child, youth and adult-- shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, numeracy, and problem solving) and the basic learning content (such as knowledge, values, and attitudes) required by human beings to be able to survive, to



develop their intellectual capacities, to live and work in dignity, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.

2. The satisfaction of these needs empowers individuals in any society and confers upon them a responsibility to respect their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world.

3. Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training.

#### EDUCATION FOR ALL: AN EXPANDED VISION AND A RENEWED COMMITMENT

##### ARTICLE II - SHAPING THE VISION

To serve the basic learning needs of all requires more than a recommitment to basic education as it now exists. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures, and conventional delivery systems while building on the best in current practices. New possibilities exist today which result largely from the convergence of the massive explosion in information (including a level of understanding about the learning process itself, gained through cumulative experience and study) and the unprecedented capacity to communicate. We must seize them with creativity and a determination for increased effectiveness.



As elaborated in Articles III-VII, the expanded vision encompasses:

- o Universalizing access and promoting equity;
- o Focussing on learning acquisition;
- o Broadening the means and scope of basic education;
- o Enhancing the environment for learning;
- o Strengthening partnerships.

The realization of an enormous potential for human progress and empowerment is contingent upon whether people can be enabled to acquire the education and the start needed to tap into the ever-expanding pool of relevant knowledge and the new means for sharing this knowledge.

#### ARTICLE III UNIVERSALIZING ACCESS AND PROMOTING EQUITY

1. Basic education should be provided to all children, youth and adults. To this end, basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.
2. For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve an acceptable level of learning.
3. In countries where female enrolment and literacy rates are much lower than those for males, the most urgent priority is to improve access to, and the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated.
4. An active commitment must be made to removing educational disparities. Underserved groups: the poor; street and working children; rural and remote populations; nomads and migrant workers; indigenous peoples; ethnic and linguistic minorities; refugees; those displaced by war; and people under occupation,



should not suffer any discrimination in access to learning opportunities.

5. The learning needs of the disabled demand special attention.

#### ARTICLE IV - FOCUSING ON LEARNING ACQUISITION

Whether or not expanded educational opportunities will translate into meaningful development-- for an individual or for society-- depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values. The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organized programmes and completion of certification requirements. Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement.

#### ARTICLE V - BROADENING THE MEANS AND SCOPE OF BASIC EDUCATION

The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates broadening and constantly redefining the scope of basic education to include the following components:

- o Learning begins at birth. Therefore, the systematic development of basic learning tools and concepts calls for early child care and initial education . These can be provided through arrangements involving families, communities, or institutional programmes, as appropriate.
- o The main delivery system for the basic education of children is primary schooling. Primary education must be universal



- and ensure that the basic learning needs of all children are satisfied. Supplementary alternative programmes can help meet the basic learning needs of children with limited or no access to formal schooling, provided that they share the same standards of learning applied to schools, and are adequately supported.
- o The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems. Wherever illiteracy exists, literacy programmes are indispensable because literacy is a necessary skill in itself and the foundation of other life skills. Literacy in the mother-tongue strengthens cultural identity and heritage. Other needs can be served by: skills training, apprenticeships, specialized instruction, and media messages and programmes in such fields as health, nutrition, population, safe water, the environment, family life, and other societal issues.
  - o All available instruments and channels of information, communications, and social action must be used to convey essential knowledge and inform and educate people on social issues. TV, radio and other media can be mobilized to realize their potential towards meeting basic education needs of all.

These components should constitute an integrated system -- complementary, mutually reinforcing, and of comparable standards, and they should contribute to lifelong learning.

#### ARTICLE VI - ENHANCING THE ENVIRONMENT FOR LEARNING

Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education. Knowledge and skills that will enhance the learning



environment of children should be integrated into community learning programmes for adults. The education of children and their parents or other caretakers is mutually supportive and this interaction should be used to create, for all, a learning environment of vibrancy and warmth.

#### ARTICLE VII - STRENGTHENING PARTNERSHIPS

National, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education, recognizing the special role of teachers and that of administrators and other educational personnel; partnerships between education and other government departments, including planning, finance, labour, communications, and other social sectors; partnerships between government and non-governmental organizations, the private sector, local communities, religious groups, and families. The recognition of the vital role of both families and teachers is particularly important. Genuine partnerships contribute to the planning, implementing, managing and evaluating of basic education programmes. When we speak of "an expanded vision and a renewed commitment," partnerships are at the heart of it.

### EDUCATION FOR ALL: THE REQUIREMENTS

#### ARTICLE VIII - DEVELOPING A SUPPORTIVE POLICY CONTEXT

Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilization of basic education for societal improvement. The provision of basic education for all depends on political commitment and political will backed by appropriate fiscal



measures and reinforced by educational policy reforms and institutional strengthening. Suitable economic, trade, and employment policies will enhance learners' contributions to societal development.

#### ARTICLE IX - MOBILIZING FINANCIAL RESOURCES

1. If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial resources, public, private and voluntary. All of society has a contribution to make, recognizing that time, energy and funding directed to basic education are perhaps the most profound investment in people and in the future of a country which can be made.
2. Enlarged public-sector support means drawing on the resources of all the government agencies responsible for human development, through increased absolute and proportional allocations to basic education services with the clear recognition of competing claims on national resources of which education is an important one; but not the only one. Serious attention to improving the efficiency of existing educational resources and programmes will not only produce more, it can also be expected to attract new resources. The urgent task of meeting basic learning needs may require a reallocation between sectors, as, for example, a transfer from military to educational expenditure. Above all, special protection for basic education will be required in countries undergoing structural adjustment and facing severe external debt burdens. Today, more than ever, education must be seen as a fundamental dimension of any economic design.

#### ARTICLE X - STRENGTHENING INTERNATIONAL SOLIDARITY

1. Meeting basic learning needs constitutes a common and universal human responsibility. It requires international



solidarity and cooperation among countries to strengthen their capacities for educational self-sufficiency. All nations have valuable knowledge and experiences to share for designing effective educational policies and programmes.

2. Substantial and long-term increases in resources for basic education will be needed. The world community, including intergovernmental agencies and institutions, has an urgent responsibility to alleviate the constraints that prevent some countries from achieving the goal of education for all. It will mean the adoption of measures that augment the national budgets of the poorest countries or serve to relieve heavy debt burdens. Least developed and low-income countries have special needs which require priority in international support for basic education in the 1990s.

3. All nations must also work together to resolve conflicts and strife, to end military occupations, and to settle displaced populations. Only a stable and peaceful environment can create the conditions in which every human being, child and adult alike, may benefit from the goals of this Declaration.

\* \* \* \* \*

We, the participants in the Jomtien Conference, affirm the right of all people to education. This is the foundation of our determination, singly and together, to ensure education for all.

We commit ourselves to act cooperatively through our own spheres of responsibility, taking all necessary steps to achieve the goals of this vision of education for all. Together we call on governments, concerned organizations and individuals to join in this urgent undertaking.

The basic learning needs of all can and must be met. There

can be no more meaningful way to begin the International Literacy Year, to move forward the goals of the World Decade for Cultural Development (1988-97), the Fourth United Nations Development Decade (1990-99), and of the Convention on the Rights of the Child. There has never been a more propitious time to commit ourselves to providing basic learning opportunities for all the people of the world.

We adopt, therefore, this World Declaration on Education for All: Meeting Basic Learning Needs and agree on the Framework for Action to Meet Basic Learning Needs, to achieve the goals set forth in this Declaration.



FRAMEWORK FOR ACTION  
TO MEET BASIC LEARNING NEEDS

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Guidelines for implementing the  
World Declaration on Education for All

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INDICATIVE PHASING OF IMPLEMENTATION FOR THE 1990s

FRAMEWORK FOR ACTION  
TO MEET BASIC LEARNING NEEDS

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Guidelines for implementing the  
World Declaration on Education for All

INTRODUCTION

1. This Framework for Action to Meet Basic Learning Needs derives from the World Declaration on Education for All, [adopted by the World Conference on Education for All, which brought together representatives of governments, international and bilateral development agencies, and non-governmental organizations]. Based on the best collective knowledge and the commitment of these partners, the Framework is intended as a reference and guide for national governments, international organizations, bilateral aid agencies, non-governmental organizations (NGOs), and all those committed to the goal of Education for All in formulating their own plans of action for implementing the World Declaration. It describes three broad levels of concerted action: (i) direct action within individual countries, (ii) co-operation among groups of countries sharing certain characteristics and concerns, and (iii) multilateral and bilateral co-operation in the world community.

2. Individual countries and groups of countries, as well as international, regional and national organizations, may use the Framework to develop their own specific plans of action and programmes in line with their particular objectives, mandates and constituencies. This indeed has been the case in the ten-year experience of the UNESCO Major Project on Education for Latin America and the Caribbean. Further examples of such related initiatives are the UNESCO Plan of Action for Literacy, 1990-1999, adopted by the UNESCO General Conference at its 25th session (1989); the current review by the World Bank of its policy for primary education; and USAID's programme for Advancing



Basic Education and Literacy. Insofar as such plans of action, policies and programmes are consistent with this Framework, efforts throughout the world to meet basic learning needs will converge and facilitate co-operation.

3. While countries have many common concerns in meeting the basic learning needs of their populations, these concerns do, of course, vary in nature and intensity from country to country depending on the actual status of basic education as well as the cultural and socio-economic context. For example, in much of sub-Saharan Africa and in many low income countries elsewhere, the provision of universal primary education for rapidly growing numbers of children remains a long-term challenge. Despite progress in promoting adult literacy, most of these same countries still have high illiteracy rates, while the numbers of functionally illiterate adults continue to grow and constitute a major social problem in much of Asia and the Arab States, as well as in Europe and North America. In addition, high drop-out rates and poor learning achievement are commonly recognized problems throughout the world. These very general characterizations illustrate the need for decisive action on a large scale, with clear goals and targets.

#### GOALS AND TARGETS

4. The ultimate goal affirmed by the World Declaration on Education for All is to meet the basic learning needs of all children, youth, and adults. The long-term effort to attain that goal can be maintained more effectively if intermediate goals are established and progress toward these goals is measured. Appropriate authorities at the national and subnational levels may establish such intermediate goals, taking into account the objectives of the Declaration as well as overall national



development goals and priorities.

5. Intermediate goals can usefully be formulated as specific targets within national and subnational plans for educational development. Such targets usually (i) specify expected attainments and outcomes in reference to terminal performance specifications within an appropriate time-frame, (ii) specify priority categories (e. g. the poor, the disabled), and (iii) are formulated in terms such that progress toward them can be observed and measured. These targets represent a "floor" (but not a "ceiling") for the continued development of education programmes and services.

6. Time-bound targets convey a sense of urgency and serve as a reference against which indices of implementation and accomplishment can be compared. As societal conditions change, plans and targets can be reviewed and updated. Where basic education efforts must be focussed to meet the needs of specific social groups or population categories, linking targets to such priority categories of learners can help to maintain the attention of planners, practitioners and evaluators on meeting the needs of these learners. Observable and measurable targets assist in the objective evaluation of progress.

7. Targets need not be based solely on current trends and resources. Initial targets can reflect a realistic appraisal of the possibilities presented by the Declaration to mobilize additional human, organizational, and financial capacities within a cooperative commitment to human development. Countries with low literacy and school enrolment rates, and very limited national resources, will need to make hard choices in establishing national targets within a realistic timeframe.



8. Countries may wish to set their own targets for the 1990s in terms of the following proposed dimensions:

(1) Expansion of early childhood developmental activities, including family and community interventions, especially for poor and disadvantaged children;

(2) Progress toward universal access to, and completion of, primary education (or whatever higher level of education is considered as "basic");

(3) Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e. g. 80% of 14 year-olds) attains or surpasses a defined level of necessary learning achievement;

(4) Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to, say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;

(5) Expansion of provisions of basic education and training in other essential skills required by youth and adults, with programme effectiveness assessed in terms of behavioural changes and impacts on employment and productivity;

(6) Increased acquisition by individuals and families of the knowledge, skills and values required for better living, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioural change.

9. Levels of performance in the above should be established, when possible. These should be consistent with the focus of basic education both on universalization of access and on learning acquisition, as joint and inseparable concerns. However, setting levels of performance and of the proportions of participants who are expected to reach these levels in specific basic education programmes must be an autonomous task of individual countries.

#### PRINCIPLES OF ACTION

10. The first step consists in identifying, preferably through an active participatory process involving groups and the community, the actual demand for basic education services, whether expressed in terms of formal schooling or non-formal education programmes. Addressing the basic learning needs of all means providing: early childhood development opportunities; relevant, quality primary schooling or equivalent out-of-school education for children; and literacy, basic knowledge and life skills training for youth and adults. It also means capitalizing on the use of traditional and modern information media and technologies to educate the public on matters of social concern and to support basic education activities. These complementary components of basic education need to be designed to ensure equitable access, sustained participation, and effective learning achievement. Meeting basic learning needs also involves action to enhance the family and community environments for learning and to correlate basic education and the larger socio-economic context. The complementarity and synergistic effects of related human resources investments in population, health and nutrition should be recognized.



11. Because basic learning needs are complex and diverse, meeting them requires multisectoral strategies and action which are integral to overall development efforts. Many partners must join with the education authorities in developing basic education if it is to be seen, once again, as the responsibility of the entire society. This implies the active involvement of a wide range of partners-- families, teachers, communities, private enterprises (including those involved in information and communication), government and non-governmental organizations, institutions, etc. -- in planning, managing and evaluating the many forms of basic education.

12. Current practices and institutional arrangements for delivering basic education, and the existing mechanisms for co-operation in this regard, should be carefully evaluated before new institutions or mechanisms are created. Rehabilitating dilapidated schools and improving the training and working conditions of teachers and literacy workers, building on existing learning schemes, are likely to bring greater and more immediate returns on investment than attempts to start afresh.

13. The primary purpose of bilateral and multilateral co-operation should appear in a true spirit of partnership-- it should not be to transplant familiar models, but to help develop the endogenous capacities of national authorities and their in-country partners to meet basic learning needs effectively. Action and resources should be used to strengthen essential features of basic education services, focussing on managerial and analytical capacities, which can stimulate further developments. International co-operation and funding can be particularly valuable in supporting major reforms or sectoral adjustments, and in helping to develop and test innovative approaches to teaching and management, where new approaches need to be tried and/or



extraordinary levels of expenditure are involved and where knowledge of relevant experiences elsewhere can often be useful.

14. International co-operation should give priority to the countries currently least able to meet the basic learning needs of their populations. It should also help countries redress their internal disparities in educational opportunity. Because two-thirds of illiterate adults and out-of-school children are female, wherever such inequities exist, a most urgent priority is to improve access to education for girls and women, and to remove every obstacle that hampers their active participation.

#### I. PRIORITY ACTION AT NATIONAL LEVEL

15. Progress in meeting the basic learning needs of all will depend ultimately on the actions taken within individual countries. While regional and international co-operation and financial assistance can support and facilitate such actions, government authorities, communities and their several in-country partners are the key agents for improvement, and national governments have the main responsibility for coordinating the effective use of internal and external resources. Given the diversity of countries' situations, capacities and development plans and goals, this Framework can only suggest certain areas that merit priority attention. Each country will determine for itself what specific actions beyond current efforts may be necessary in each of the following areas.

##### I. 1 Assessing Needs and Planning Action

16. To achieve the targets set for itself, each country is encouraged to develop or update comprehensive and long-term plans



of action (from local to national levels) to meet the learning needs it has defined as "basic". Within the context of existing education-sector and general development plans and strategies, a plan of action for basic education for all will necessarily be multisectoral, to guide activities in the sectors involved (e. g. education, information, communications/ media, labour, agriculture, health. . . Models of strategic planning, by definition, vary. However, most of them involve constant adjustments among objectives, resources, actions, and constraints. At the national level, objectives are normally couched in broad terms and central government resources are also determined, while actions are taken at the local level. Thus, local plans in the same national setting will naturally differ not only in scope but in content. National frameworks and local plans should allow for varying conditions and circumstances. These might, therefore, specify:

- \* the basic learning needs to be met, including cognitive skills, values, attitudes, as well as subject knowledge;
- \* means to promote the demand for, and broadscale participation in, basic education;
- \* modalities to mobilize family and local community support;
- \* targets and specific objectives;
- \* the required capital and recurrent resources, duly costed, as well as possible measures for cost effectiveness;
- \* indicators and procedures to be used to monitor progress in reaching the targets;
- \* priorities for using resources and for developing services and programmes over time;
- \* the priority groups that require special measures;
- \* the kinds of expertise required to implement the plan;
- \* institutional and administrative arrangements needed;
- \* modalities for ensuring information sharing among formal and

- other basic education programmes and;
- \* an implementation strategy and timetable.

### I. 2 Developing a Supportive Policy Environment

17. A multisectoral plan of action implies adjustments to sectoral policies so that sectors interact in a mutually supportive and beneficial manner in line with the country's overall development goals. Action to meet basic learning needs should be an integral part of a country's national and subnational development strategies, which should reflect the priority given to human development. Legislative and other measures may be needed to promote and facilitate co-operation among the various partners involved. Advocacy and public information about basic education are important in creating a supportive policy environment at national, subnational and local levels.

18. Four specific steps that merit attention are: (i) initiation of national level activities to create a broad, public recommitment to the goal of education for all; (ii) reduction of inefficiency in the public sector and exploitative practices in the private sector; (iii) provision of improved training for public administrators and of incentives to retain qualified women and men in public service; and (iv) provision of measures to encourage wider participation in the design and implementation of basic education programmes.

### I. 3 Designing Policies to Improve Basic Education

19. As a precondition for educational quality, equity and



efficiency, basic education must correspond to actual needs, interests, and problems of the participants in the learning process. The relevance of curricula could be enhanced by linking literacy and numeracy skills and scientific concepts with learners' concerns and earlier experiences, for example, nutrition, health, and work. While many needs vary considerably within and among countries, and therefore much of a curriculum should be sensitive to local conditions, there are also many universal needs and shared concerns which should be addressed in education curricula and in educational messages. Issues such as protecting the environment, population, slowing the spread of AIDS, and preventing drug abuse are everyone's issues.

20. Specific strategies addressed to improve the conditions of schooling may focus on: learners and the learning process, personnel (teachers, administrators, others), curriculum and learning assessment, materials and physical facilities. Such strategies should be conducted in an integrated manner, associating those aspects intimately together with community involvement. Thus, for example, if the learning process is achievement-oriented and based on knowledge acquisition together with problem-solving skills, then teachers have to be trained accordingly, whilst benefiting from in-service programmes as well as other incentives of opportunity which put a premium on pupils' successful achievement; curriculum and testing must reflect a variety of performance criteria while materials-- and conceivably buildings and facilities as well-- must be retooled along the same lines. In some countries, the strategy may include ways to improve conditions for teaching and learning such that absenteeism is reduced and learning time increased. In order to meet the educational needs of groups not covered by formal schooling, appropriate strategies are needed for non-formal education. These include but go far beyond the aspects described



above, but may also give special attention to the need for coordination with other forms of education, to the support of all interested partners, to sustained financial resources and to full community participation. An example for such an approach applied to literacy can be found in UNESCO's Plan of Action for the Eradication of Illiteracy (1990-1999). Other strategies still may rely on the media to meet the broader education needs of the entire community. Such strategies need to be linked to formal education, non-formal education or a combination of both. The use of the communications media holds a tremendous potential to educate the public and to share important information among those who need to know.

21. Expanding access to basic education of satisfactory quality is an effective way to improve equity. Ensuring that girls and women stay involved in basic education activities until they have attained at least the agreed necessary level of learning, can be encouraged through special measures designed, wherever possible, in consultation with them. Similar approaches are necessary to expand learning opportunities for various disadvantaged groups.

22. Efficiency in basic education does not mean providing education at the lowest cost, but rather the most effective use of all resources (human, organizational, and financial) to produce the desired levels of access and of necessary learning achievement. The foregoing considerations of relevance, quality, and equity are not alternatives to efficiency but represent the specific conditions within which efficiency should be attained. For some programmes, efficiency will require more, not fewer, resources. However, if existing resources can be used by more learners or if the same learning targets can be reached at a lower cost per learner, then the capacity of basic education to meet the targets of access and achievement for presently



underserved groups can be increased.

#### I. 4 Improving Managerial, Analytical and Technological Capacities

23. Many kinds of expertise and skills will be needed to carry out these initiatives. Managerial and supervisory personnel, as well as planners, school architects, teacher educators, curriculum developers, researchers, analysts, etc. , are important for any strategy to improve basic education, but many countries do not provide specialized training to prepare them for their responsibilities; this is especially true in literacy and other out-of-school basic education activities. A broadening of outlook toward basic education will be a crucial prerequisite to the effective co-ordination of efforts among these many participants, and strengthening and developing capacities for planning and management at regional and local levels with a greater sharing of responsibilities will be necessary in many countries. Pre- and in-service training programmes for key personnel should be initiated, or strengthened where they do exist. Such training can be particularly useful in introducing administrative reforms and innovative management and supervisory techniques.

24. The technical services and mechanisms to collect, process and analyze data pertaining to basic education can be improved in all countries. This is an urgent task in many countries that have little reliable information and/or research on the basic learning needs of their people and on existing basic education activities. A country's information and knowledge base is vital in preparing and implementing a plan of action. One major



implication of the focus on learning acquisition is that systems have to be developed and improved to assess the performance of individual learners and delivery mechanisms. Process and outcome assessment data should serve as the core of a management information system for basic education.

25. The quality and delivery of basic education can be enhanced through the judicious use of instructional technologies. Where such technologies are not now widely used, their introduction will require the selection and/or development of suitable technologies, acquisition of the necessary equipment and operating systems, and the recruitment or training of teachers and other educational personnel to work with them. The definition of a suitable technology varies by societal characteristics and will change rapidly over time as new technologies (educational radio and television, computers, and various audio-visual instructional devices) become less expensive and more adaptable to a range of environments. The use of modern technology can also improve the management of basic education. Each country may reexamine periodically its present and potential technological capacity in relation to its basic educational needs and resources.

#### I. 5 Mobilizing Information and Communication Channels

26. New possibilities are emerging which already show a powerful impact on meeting basic learning needs, and it is clear that the educational potential of these new possibilities has barely been tapped. These new possibilities exist largely as a result of two converging forces, both recent by-products of the general development process. First, the quantity of information available in the world-- much of it relevant to survival and basic well-



being-- is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. A synergistic effect occurs when important information is coupled with a second modern advance-- the new capacity to communicate among the people of the world. The opportunity exists to harness this force and use it positively, consciously, and with design, in order to contribute to meeting defined learning needs.

#### I. 6 Building Partnerships and Mobilizing Resources

27. In designing the plan of action and creating a supportive policy environment for promoting basic education, maximum use of opportunities should be considered to expand existing collaborations and to bring together new partners: e. g. , family and community organizations, non-governmental and other voluntary associations, teachers' unions, other professional groups, employers, the media, political parties, co-operatives, universities, research institutions, religious bodies, as well as education authorities and other government departments and services (labour, agriculture, health, information, commerce, industry, defence, etc. ). The human and organizational resources these domestic partners represent need to be effectively mobilized to play their parts in implementing the plan of action. Partnerships at the community level and at the intermediate and national levels should be encouraged; they can help harmonize activities, utilize resources more effectively, and mobilize additional resources where necessary.

28. Governments and their partners can analyze the current allocation and use of financial and other resources for education and training in different sectors to determine if additional support for basic education can be obtained by (i) improving



efficiency, (ii) mobilizing additional sources of funding within and outside the government budget, and (iii) allocating funds within existing education and training budgets, taking into account efficiency and equity concerns. Countries where the total fiscal support for education is low need to explore the possibility of reallocating some public funds used for other purposes to basic education.

29. Assessing the resources actually or potentially available for basic education and comparing them to the budget estimates underlying the plan of action, can help identify possible inadequacies of resources that may affect the scheduling of planned activities over time or may require choices to be made. Countries that require external assistance to meet the basic learning needs of their people can use the resource assessment and plan of action as a basis for discussions with their international partners and for coordinating external funding.

30. The individual learners themselves constitute a vital human resource that needs to be mobilized. The demand for, and participation in, learning opportunities cannot simply be assumed, but must be actively encouraged. Potential learners need to see that the benefits of basic education activities exceed the costs the participants must bear, such as earnings foregone and reduced time available for community and household activities and for leisure. Women and girls especially may be deterred from taking full advantage of basic education opportunities because of reasons specific to individual cultures. Such barriers to participation may be overcome through the use of incentives and by programmes adapted to the local context and seen by the learners, their families and communities to be "productive activities". Also, learners tend to benefit more from education when they are partners in the instructional



process, rather than treated simply as "inputs" or "beneficiaries". Attention to the issues of demand and participation will help assure that the learners' personal capacities are mobilized for education.

31. Family resources, including time and mutual support, are vital for the success of basic education activities. Families can be offered incentives and assistance to ensure that their resources are invested to enable family members of all ages to benefit from basic education opportunities.

32. The preeminent role of teachers as well as of other educational personnel in providing quality basic education needs to be recognized and developed to optimize their contribution. This may entail measures to improve their working conditions and status, notably in respect to their recruitment, initial and in-service training, remuneration and career development possibilities as well as to allow teachers to fulfill their social obligations, and ethical responsibilities.

33. Community associations, co-operatives, religious bodies, and other non-governmental organizations also play important roles in supporting and in providing basic education. Their experience, expertise, energy and direct relationships with various constituencies are valuable resources for identifying and meeting basic learning needs. Their active involvement in partnerships for basic education can be encouraged through policies and mechanisms that strengthen their capacities and recognize their autonomy.

## II. PRIORITY ACTION AT REGIONAL LEVEL

34. Basic learning needs must be met through collaborative action within each country, but there are many forms of co-operation between countries with similar conditions and concerns that could, and do, assist in this endeavour. By exchanging information and experience, pooling expertise, sharing facilities, and undertaking joint activities, several countries, working together, can increase their resource base and lower costs to their mutual benefit. Such arrangements are often set up among neighboring countries (sub-regional), among all countries in a major geo-cultural region, or among countries sharing a common language or having cultural and commercial relations. Regional and international organizations often play an important role in facilitating such co-operation between countries. In the following discussion, all such arrangements are included in the term "regional". In general, existing regional partnerships will need to be strengthened and provided with the resources necessary for their effective functioning in helping countries meet the basic learning needs of their populations.

### II. 1 Exchanging Information, Experience and Expertise

35. Various regional mechanisms, both intergovernmental and nongovernmental, promote co-operation in education and training, health, agricultural development, research and information, communications, and in other fields relevant to meeting basic learning needs. Such mechanisms can be further developed in response to the evolving needs of their constituents. Among several possible examples are the four regional programmes established through UNESCO in the 1980s to support national efforts to achieve universal primary education and eliminate adult illiteracy:



- \* Major Project in the Field of Education in Latin America and the Caribbean;
- \* Regional Programme for the Eradication of Illiteracy in Africa;
- \* Asia-Pacific Programme of Education for All (APPEAL);
- \* Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in the Arab States by the Year 2000 (ARABUPEAL).

36. In addition to the technical and policy consultations organized in connection with these programmes, other existing mechanisms can be used for consulting on policy issues in basic education. The conferences of ministers of education organized by UNESCO and by several regional organizations, and certain trans-regional conferences organized by the Commonwealth Secretariat, CONFEMEN (standing conference of ministers of education of francophone countries), the Organization of Economic Co-operation and Development (OECD), and the Islamic States' Educational, Scientific and Cultural Organization (ISESCO), could be used for this purpose as needs arise. In addition, numerous conferences and meetings organized by nongovernmental bodies provide opportunities for professionals to share information and views on technical and policy issues. The conveners of these various conferences and meetings may consider ways of extending participation, where appropriate, to include representatives of other constituencies engaged in meeting basic learning needs.

37. Full advantage should be taken of opportunities to share media messages or programmes that can be exchanged among countries or collaboratively developed, especially where language and cultural similarities extend beyond political boundaries.



## II. 2 Undertaking Joint Activities

38. There are many possible joint activities among countries in support of national efforts to implement action plans for basic education. Joint activities should be designed to exploit economies of scale and the comparative advantages of participating countries. Six areas where this form of regional collaboration seems particularly appropriate are: (i) training of key personnel, such as planners, managers, teacher educators, researchers, etc. ; (ii) efforts to improve information collection and analysis; (iii) research; (iv) production of educational materials; (v) mobilization of communication media to meet basic learning needs; and (vi) management and use of distance education services. Here, too, there are several existing mechanisms that could be utilized to foster such activities, including UNESCO's International Institute of Educational Planning and its networks of trainees and research as well as IBE's information network and the Unesco Institute for Education, the five networks for educational innovation operating under UNESCO's auspices, the research and review advisory groups (RRAGs) associated with the International Development Research Centre, the participatory network established by the International Council for Adult Education, and the International Association for the Evaluation of Educational Achievement, which links major national research institutions in some 35 countries. Certain multilateral and bilateral development agencies that have accumulated valuable experience in one or more of these areas might be interested in participating in joint activities.

## III. PRIORITY ACTION AT WORLD LEVEL

39. The world community has a well-established record of cooperation in education and development. However, international funding for education stagnated during the early 1980s; at the



same time, many countries have been handicapped by growing debt burdens and economic relationships that channel their financial and human resources to wealthier countries. Because concern about the issues in basic education is shared by industrialized and developing countries alike, international co-operation can provide valuable support for national efforts and regional actions to implement the expanded vision of basic Education for All. Time, energy, and funding directed to basic education are perhaps the most profound investment in people and in the future of a country which can be made; there is a clear need and strong moral and economic argument for international solidarity to provide technical co-operation and financial assistance to countries that lack the resources to meet the basic learning needs of their populations.

### III. 1 Cooperation within the International Context

40. The prospects for meeting basic learning needs around the world are determined in part by the dynamics of international relations and trade. With the current relaxation of tensions and the decreasing number of armed conflicts, there are now real possibilities to reduce the tremendous waste of military spending and shift those resources into socially useful areas, including basic education. The urgent task of meeting basic learning needs may require such a reallocation between sectors, and the world community and individual governments need to plan this conversion of resources for peaceful uses with courage and vision, and in a thoughtful and careful manner. Similarly, international measures to reduce or eliminate current imbalances in trade relations and to reduce debt burdens must be taken to enable many low-income countries to rebuild their own economies, releasing and retaining human and financial resources needed for development and for providing basic education to their populations. Meeting basic



learning needs constitutes a common and universal human responsibility.

### III. 2 Enhancing National Capacities

41. International support should be provided, on request, to countries seeking to develop the national capacities needed for planning and managing basic education programmes and services (see section I. 4). Ultimate responsibility rests within each nation to design and manage its own programmes to meet the learning needs of all its population. International support could include training and institutional development in data collection, analysis and research, technological innovation, and educational methodologies. Management information systems and other modern management methods could also be introduced, with an emphasis on low and middle level managers. These capabilities will be even more in demand to support quality improvements in primary education and to introduce innovative out-of-school programmes. In addition to direct support to countries and institutions, international assistance can also be usefully channelled to support the activities of international, regional and other inter-country structures that organize joint research, training and information exchanges. The latter should be based on, and supported by, existing institutions and programmes, if need be improved and strengthened, rather than on the establishment of new structures. Support will be especially valuable for technical cooperation among developing countries, among whom both circumstances and resources available to respond to circumstances are often similar.



### III. 3 Providing Sustained Long-term Support for National and Regional Actions

42. Meeting the basic learning needs of all people in all countries is obviously a long-term undertaking. This Framework provides guidelines for preparing national and subnational plans of action for the development of basic education through a long-term commitment of governments and their national partners to work together to reach the targets and achieve the objectives they set for themselves. International agencies and institutions may participate in this global endeavour and should actively seek to plan together and sustain their long-term support for the kinds of national and regional actions outlined in the preceding sections. In particular, the core sponsors of the Education for All initiative (UNDP, UNESCO, UNICEF, World Bank) affirm their commitments to supporting the priority areas for international action presented below and to making appropriate arrangements for meeting the objectives of Education for All, each acting within its mandate, special responsibilities and decisions of its governing bodies. Given that UNESCO is the UN agency with a particular responsibility for education, it will give priority to implementing the FRAMEWORK FOR ACTION and to facilitating the provision of services needed for reinforced international coordination and cooperation.

43. Increased international funding is needed to help the less developed countries implement their own autonomous plans of action in line with the expanded vision of basic Education for All. Genuine partnerships characterized by co-operation and joint long-term commitments will accomplish more and provide the basis for a substantial increase in overall funding for this important sub-sector of education. Upon governments' request, multilateral and bilateral agencies should focus on supporting priority actions, particularly at the country level (see section I), in areas such as the following:



(a) The design or updating of national and subnational multisectoral plans of action (see section I. 1), which will need to be elaborated very early in the 1990s. Both financial and technical assistance may be needed by many developing countries, particularly in collecting and analyzing data, as well as in organizing domestic consultations.

(b) National efforts and related inter-country co-operation to attain a satisfactory level of quality and relevance in primary education (cf. sections I. 3 and II above). Experiences involving the participation of families, local communities, and non-governmental organizations in increasing the relevance and improving the quality of education could profitably be shared among countries.

(c) The provision of universal primary education in the economically poorer countries. International funding agencies could consider negotiating arrangements to provide long-term support, on a case-by-case basis, to help countries move toward universal primary education according to their timetable. The external agencies may have to examine current assistance practices in order to find ways of effectively assisting basic education programmes which do not require capital- and technology- intensive assistance, but often need longer-term budgetary support.

(d) Programmes designed to meet the basic learning needs of disadvantaged groups, out-of-school youth, and adults with little or no access to basic learning opportunities. All



partners can share their experience and expertise in designing and implementing innovative measures and activities, and focus their funding for basic education on specific categories and groups (e. g. , women, the rural poor, the disabled) to improve significantly the learning opportunities and conditions available for them.

(e) Education programmes for refugees. The programmes run by such organizations as the United Nations High Commission for Refugees (UNHCR) and the United Nations Relief and Works Agency for Palestine (UNRWA) need more substantial and reliable long-term financial support for this recognized international responsibility. Where countries of refuge need international financial and technical assistance to cope with the basic needs of refugees, including their learning needs, the international community can help to share this burden through increased cooperation. The world community will also endeavour to ensure that people under occupation or displaced by war and other calamities continue to have access to basic education programmes that preserve their cultural identity.

(f) Basic education programmes of all kinds in countries with high rates of illiteracy (as in sub-Saharan Africa) and with large illiterate populations (as in South Asia). Substantial assistance will be needed to reduce significantly the world's reservoir of illiterate adults.

(g) Capacity building for research and planning and the experimentation of small-scale innovations. The success of Education for All actions will ultimately be determined by the capacity of each country to design and implement

programs that reflect national conditions. A strengthened knowledge base nourished by research findings and the lessons of experiments and innovations as well as the availability of competent educational planners will be essential in this respect.

44. The coordination of external funding for education is an area of shared responsibility at country level, in which host governments need to take the lead to ensure the efficient use of resources in accordance with their priorities. Development funding agencies should explore innovative and more flexible modalities of co-operation in consultation with the governments and institutions with which they work and co-operate in regional initiatives, such as the Task Force of Donors to African Education. Other forums need to be developed in which funding agencies and developing countries can collaborate in the design of inter-country projects and discuss general issues relating to financial assistance.

#### III. 4 Consultations on Policy Issues

45. Existing channels of communication and forums for consultation among the many partners involved in meeting basic learning needs should be fully utilized in the 1990s to maintain and extend the international consensus underlying this Framework for Action. Some channels and forums, such as the biannual International Conference on Education, operate globally, while others focus on particular regions or groups of countries or categories of partners. Insofar as possible, organizers should seek to coordinate these consultations and share results.

46. Moreover, in order to maintain and expand the Education for



All initiative, the international community will need to make appropriate arrangements, which will ensure co-operation among the interested agencies using the existing mechanisms insofar as possible: (i) to continue advocacy of basic Education for All, building on the momentum generated by the World Conference; (ii) to facilitate sharing information on the progress made in achieving basic education targets set by countries for successful initiatives; (iii) to encourage new partners to join this global endeavor; and (iv) to ensure that all partners are fully aware of the importance of maintaining strong support for basic education.

#### INDICATIVE PHASING OF IMPLEMENTATION FOR THE 1990S

47. Each country, in determining its own intermediate goals and targets and in designing its plan of action for achieving them, will, in the process, establish a timetable to harmonize and schedule specific activities. Similarly, regional and international action will need to be scheduled to help countries meet their targets on time. The following general schedule suggests an indicative phasing during the 1990s; of course, certain phases may need to overlap and the dates indicated will need to be adapted to individual country and organizational contexts.

- 1) Governments and organizations set specific targets and complete or update their plans of action to meet basic learning needs (cf. section I. 1); take measures to create a supportive policy environment (I. 2); devise policies to improve the relevance, quality, equity and efficiency of basic education services and programmes (I. 3); design the means to adapt information and communication media to meet basic learning needs (I. 5) and mobilize resources and

establish operational partnerships (I. 6). International partners assist countries, through direct support and through regional co-operation, to complete this preparatory stage. (1990-1991)

2) Development agencies establish policies and plans for the 1990s, in line with their commitments to sustained, long-term support for national and regional actions and increase their financial and technical assistance to basic education accordingly (III. 3). All partners strengthen and use relevant existing mechanisms for consultation and co-operation and establish procedures for monitoring progress at regional and international levels. (1990-1993)

3) First stage of implementation of plans of action: national coordinating bodies monitor implementation and propose appropriate adjustments to plans. Regional and international supporting actions are carried out. (1990-1995)

4) Governments and organizations undertake mid-term evaluation of the implementation of their respective plans and adjust them as needed. Governments, organizations and development agencies undertake comprehensive policy reviews at regional and global levels. (1995-1996)

5) Second stage of implementation of plans of action and of supporting action at regional and international levels. Development agencies adjust their plans as necessary and increase their assistance to basic education accordingly. (1996-2000)

6) Governments, organizations and development agencies



evaluate achievements and undertake comprehensive policy review at regional and global levels. (2000-2001)

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48. There will never be a better time to renew commitment to the inevitable and long-term effort to meet the basic learning needs of all children, youth and adults. This effort will require a much greater and wiser investment of resources in basic education and training than ever before, but benefits will begin accruing immediately and will extend well into the future -- where the global challenges of today will be met, in good measure, by the world community's commitment and perseverance in attaining its goal of education for all.

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January 1990





ELIZABETH HOUSE  
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Paul Gray  
Private Secretary  
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14 February 1990

Dear Paul

Prop A22

Your letter of 4 December to me conveyed the Prime Minister's agreement to our proceeding to publish for consultation the draft Order for English in the National Curriculum for pupils in Key Stages 2-4 (ages 8-16).

I wrote to you earlier this week about the results of consultation on the Technology draft Order. The results for English were very similar: nothing has emerged which calls for major change to the draft. The substance of the requirements remains as before. I enclose an annotated copy of the final draft Order showing the minor adjustments to be made.

Subject to any comments the Prime Minister may have, my Secretary of State intends to set in hand on 19 February the arrangements necessary for publishing the Order in early March.

I am copying this letter to Stephen Williams (Welsh Office), Jim Gallagher (Scottish Office), Stephen Leach (Northern Ireland Office), Martin Stanley (Trade and Industry) and Clive Norris (Department of Employment).

Yours sincerely

John Ratcliff  
Private Secretary



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S T A T U T O R Y     I N S T R U M E N T S

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1990 No.

E D U C A T I O N ,   E N G L A N D   A N D   W A L E S

The Education (National Curriculum) (Attainment Targets and  
Programmes of Study in English) (No.2) Order 1990

<u>Made</u>	<u>March 1990</u>
<u>Laid before Parliament</u>	<u>March 1990</u>
<u>Coming into force in accordance with articles 2 to 4</u>	

Whereas the National Curriculum Council, after due consultation, submitted to the Secretary of State and published its report on a proposal to make this Order which he had referred to it, in accordance with section 20(2) to (4) of the Education Reform Act 1988<sup>(a)</sup>;

And whereas the Secretary of State had given notice of the said proposal to the Curriculum Council for Wales and to all other persons with whom consultation appeared to him desirable, in accordance with section 21(2) of the said Act;

And whereas the Secretary of State, in accordance with subsection (5) of the said section 20, and subsection (3) of the said section 21, duly published a draft of this Order and the other documents mentioned in those subsections and sent copies of them to the said Councils and to each of the persons consulted by them, and allowed a period of not less than one month for the submission of evidence and representations;

And whereas that period has now expired:

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a) 1988 c.40.

Now therefore the Secretary of State for Education and Science, as respects England, and the Secretary of State for Wales, as respects Wales, in exercise of the powers conferred on the Secretary of State by sections 4(2)(a) and (b) and (4) and 232(5) and (6) of the Education Reform Act 1988 hereby make the following Order in the terms of the said draft without modification:

Citation, commencement and interpretation

1. (1) This Order may be cited as the Education (National Curriculum) (Attainment Targets and Programmes of Study in English) (No.2) Order 1990 and shall come into force in accordance with articles 2 to 4.

(2) In this Order -

"the Document" means the document published in March 1990 by Her Majesty's Stationery Office entitled "English in the National Curriculum (No.2)"<sup>(a)</sup>;

references to the first, second, third and fourth key stages are references to the periods set out in paragraphs (a) to (d) respectively of section 3(3) of the Education Reform Act 1988; and

references to levels of attainment are references to the levels set out in the Document in relation to each attainment target.

(3) Article 8 of this Order applies to schools in Wales only.

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<sup>a)</sup> ISBN 011 270 7084 (with ring-binder) and ISBN 011 270 7106. A document entitled "English in the National Curriculum" published in May 1989 (ISBN 0 11 2706665) has effect in respect of pupils in the first key stage as an order made under section 4(2)(a) and (b) of the Education Reform Act 1988 by virtue of the Education (National Curriculum) (Attainment Targets and Programmes of Study in English) Order 1989 (S.I.1989/907).



2. The provisions of this Order relating to the second key stage shall come into force -

- (a) on 1st August 1990 in respect of pupils in the first year of that key stage;
- (b) on 1st August 1991 in respect of pupils in the second year of that key stage;
- (c) on 1st August 1992 in respect of pupils in the third year of that key stage; and
- (d) on 1st August 1993 in respect of all other pupils in that key stage.

3. The provisions of this Order relating to the third key stage shall come into force -

- (a) on 1st August 1990 in respect of pupils in the first year of that key stage;
- (b) on 1st August 1991 in respect of pupils in the second year of that key stage;
- (c) on 1st August 1992 in respect of all other pupils in that key stage.

4. The provisions of this Order relating to the fourth key stage shall come into force -

- (a) on 1st August 1992 in respect of pupils in the first year of that key stage; and
- (b) on 1st August 1993 in respect of all other pupils in that key stage.

Specification of attainment targets and programmes of study

5. It is hereby directed that the provisions relating to attainment targets and programmes of study set out in the Document shall have effect as provided in Articles 6, 7 and 8 hereof for the purposes of specifying in relation to English -

(a) attainment targets; and

(b) programmes of study.

6. Attainment targets 1-5 described in the Document are specified in relation to the second, third and fourth key stages, the levels applicable (being those appropriate to the different abilities and maturities of the pupils being taught) being -

(a) for the second key stage, levels 2-5;

(b) for the third key stage, levels 3-8; and

(c) for the fourth key stage, levels 3-10.

7. Subject to Article 8 hereof, the programmes of study described in the Document (which relate to the attainment targets referred to in Article 6 hereof) are specified in relation to the second, third and fourth key stages.

8. -(1) In respect of the pupils referred to in paragraph (2) of this Article the programmes of study described in the Document are specified in relation to the second key stage with the modifications described in the Schedule to the Document.

(2) Those pupils are those who are excepted by the Education (National Curriculum) (Exceptions) (Wales) Regulations 1989<sup>(a)</sup> from the provisions of the Education (National Curriculum) (Attainment Targets and Programmes of Study in English) Order 1989<sup>(b)</sup> insofar as those provisions relate to the

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a) S.I.1989/1308.

b) S.I. 1989/907.



specification in relation to English of the attainment targets and programmes of study for pupils in the first key stage.

9. The examples printed in italics in the Document (which serve to illustrate the attainment targets and programmes of study therein described) and the explanatory material so printed do not form part of the provision made by this Order.

Secretary of State for  
Education and Science

Secretary of State for Wales

## EXPLANATORY NOTE

(This note is not part of the Order)

Section 4(2) of the Education Reform Act 1988 places a duty on the Secretary of State to establish the National Curriculum by specifying appropriate attainment targets, programmes of study and assessment arrangements for each of the foundation subjects.

Section 4(4) allows for such an Order, instead of containing the provisions to be made, to refer to provisions in a Document published by Her Majesty's Stationery Office and to direct that those provisions shall have effect according to the Order.

This Order accordingly refers to "English in the National Curriculum (No.2) " (published in March 1990) and provides for the attainment targets and programmes of study set out in it to have effect for the second, third and fourth key stages of a pupil's compulsory schooling. (Attainment targets and programmes of study in English were specified in respect of pupils in the first key stage by the Education (National Curriculum) (Attainment Targets and Programmes of Study in English) Order 1989 (S.I.1989/907) and the Document entitled "English in the National Curriculum" (published in May 1989 and reproduced as part of the No.2 Document.) Separate provision is made as regards the programmes of study in the second key stage for pupils who in certain groups in Welsh speaking schools were excepted from the requirements of the National Curriculum relating to the teaching of English in the first key stage (ages 5-7) of their schooling. The Document sets out up to ten levels in respect of attainment targets to cover the full range of abilities and maturities of pupils of compulsory school age; the Order accordingly specifies as part of each attainment target the appropriate range of attainment levels.

The Order further provides that any examples printed in italics in the Document for illustrative purposes only and any explanatory material so printed do not form part of the Order.



ENGLISH  
in the  
National Curriculum  
(No.2)

*See also amended examples at rear*

March 1990

ATTAINMENT TARGETS AND ASSOCIATED  
STATEMENTS OF ATTAINMENT:

Key Stages 1 to 4

The attainment targets are set out in the groupings - profile components - which will be used for reporting purposes. The three profile components are: Speaking and listening (AT1), Reading (AT2), Writing (ATs 3 - 5).

The examples serve to illustrate the attainment targets and are non-statutory.

All statements of attainment which require pupils to speak also require that their speech should be audible.



### ATTAINMENT TARGET 1: SPEAKING AND LISTENING<sup>1</sup>

The development of pupils' understanding of the spoken word and the capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose.

From level 7, pupils should be using Standard English, wherever appropriate, to meet the statements of attainment.

LEVEL	STATEMENTS OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	i. participate as speakers and listeners in group activities, including imaginative play.	Suggest what to do next in a practical activity; tell stories; play the role of shopkeeper or customer in the class shop.
	ii. listen attentively, and respond, to stories and poems.	Ask questions about a story or poem; re-tell a story; enact a poem; draw a picture to illustrate a story or poems.
	iii. respond appropriately to simple instructions given by a teacher.	Follow two consecutive instructions such as "Choose some shells from the box and draw pictures of them".
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2	i. participate as speakers and listeners in a group engaged in a given task.	Compose a story together; design and make a model; assume a role in play activity.
	ii. describe an event, real or imagined, to the teacher or another pupil.	Tell the listener about something which happened at home, on the television or in a book.

<sup>1</sup> The statements of attainment at levels 1 to 3 are as specified by Order and published in the statutory document entitled 'English in the National Curriculum'.



iii. listen attentively to stories and poems, and talk about them.

Talk about the characters; say what they like or dislike about a story or poem.

iv. talk with the teacher, listen, and ask and answer questions.

Talk about events or activities in or out of school - such as a school trip, a family outing or a television programme.

v. respond appropriately to a range of more complex instructions given by a teacher, and give simple instructions.

Follow three consecutive actions such as "Write down the place in the classroom where you think your plant will grow best, find out what the others on your table think and try to agree on which is likely to be the best place".

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3 i. relate real or imaginary events in a connected narrative which conveys meaning to a group of pupils, the teacher or another known adult.

Tell a story with a beginning, middle and end; recount a series of related incidents that happened at home or in a science activity.

ii. convey accurately a simple message.

Relay a simple telephone message in role-play or real life; take an oral message to another teacher.

iii. listen with an increased span of concentration to other children and adults, asking and responding to questions and commenting on what has been said.

Listen to the teacher or to a radio programme on a new topic, then discuss what has been said.

iv. give, and receive and follow accurately, precise instructions when pursuing a task individually or as a member of a group.

Plan a wall display or arrange an outing together.

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4 i. give a detailed oral account of an event, or something that has been learned in the classroom, or explain with reasons why a particular course of action has been taken, or express a personal view:

Report on a scientific investigation, or the progress of a planned group activity, to another group or the class.



ii. ask and respond to questions in a range of situations with increased confidence.

Guide other pupils in designing something; conduct an interview on a radio programme devised with other pupils.

X iii. take part as a <sup>s</sup> speaker and listener in a group discussion or activity, <sup>s</sup> commenting constructively on what is being discussed or experienced. <sup>s</sup> expressing a personal view and

Draft a piece of writing, with others, on a word processor; contribute to the planning and implementation of a group activity.

iv. participate in a presentation.

X Describe the outcome of a group activity; improvising a scene from a story or poem <sup>s</sup> or of the pupils' own devising.

5 i. give a well organised and sustained account of an event, a personal experience or an activity.

Describe a model which has been made, indicating the reasons for the design and the choice of materials.

X ii. contribute to and respond constructively in discussion, including the development of ideas; ~~in debate~~, advocate and justify a point of view.

Explain the actions taken by a character in a novel; work in a group to develop a detailed plan of action; provide arguments in favour of an approach to a problem.

X iii. use language to convey information and ideas effectively in a straightforward situation.

Provide an eye witness account of an event or incident; explain ~~the~~ how ~~effects of the loss of~~ a personal possession was lost, describing the item in question.

X iv. contribute to the planning of, ~~plan~~ and participate in, a group presentation.

X Compile a news report or a news programme for younger children; perform a story or poem by means of ~~after~~ improvisation, making use of video, or audio recorders where appropriate.

X v. recognise variations in vocabulary between different regional or social groups, and relate this knowledge where appropriate to personal experience.

Talk about dialect vocabulary and specialist terms; discuss the vocabulary used by characters in books or on television.



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| 6 | <p>1. contribute considered opinions or clear statements of personal feeling to group discussions, <del>and show an understanding of the contribution of others.</del> <sup>which are clearly responsive to the</sup></p> | <p>Present or develop a line of reasoning in discussion of an issue raised by a story, <del>and comment on other viewpoints.</del></p> |
|   | <p>ii. use language to convey information and ideas effectively in a variety of situations where the subject is familiar to the pupils and the audience or other participants.</p>  | <p>Explain a technical aspect of a hobby to someone with a general interest; present a news report on a local issue.</p>               |
|   | <p>iii. <del>contribute to the planning and organisation of, plan, organise/</del> and participate with fluency in a group presentation or performance.</p>   | <p><del>Present an imagined event based on the reading of a book and the group's response to it.</del></p>                             |
|   | <p>iv. show in discussion an awareness of grammatical differences between spoken Standard English and a non-standard variety.</p>   | <p><del>Use role-play to investigate the different ways people speak; reflect upon, and talk about, the outcome.</del></p>             |
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| 7 | <p>i. express a point of view clearly and cogently to a range of audiences and interpret accurately a range of statements by others.</p>   | <p>Present a personal opinion or a belief to younger pupils, another teacher, or another adult.</p>   |
|   | <p>ii. use and understand language which conveys information and ideas effectively on occasions where the situation or topic is less readily familiar to the pupils and/or their audience.</p> | <p>Explain to a younger pupil how to construct a model, or make a book; describe the reasons why a character in a book, or in improvised/drama, <sup>or text-based</sup> behaved in a particular way.</p> |
|   | <p>iii. take an active part in group discussions, contributing constructively to the development of the argument.</p>  | <p>Introduce a new, relevant idea to a group discussion about the planning of a visit, or the making of a database; show respect for the contribution of others.</p>                                      |
|   | <p>iv. show in discussion an awareness of the appropriate use of spoken language, according to purpose, topic and audience.</p>  | <p><del>After role-play,</del> Analyse and reflect upon the language appropriate for a job interview, or an argument with a parent or another pupil, following a presentation.</p>                        |



8

- 1. express points of view on complex matters clearly and cogently and interpret ~~alternative~~ points of view with accuracy and discrimination. Debate a contentious issue and ~~present~~ <sup>Summarise</sup> the main arguments, ~~for and against~~.
- ii. convey information and ideas in a variety of complex situations involving a range of audiences and in language which is matched to context and purpose. ~~Explain the reasons why a particular set of circumstances occurred in a piece of improvised drama.~~
- iii. take an active part in group discussions, contributing constructively to the sustained development of the argument. ~~Act as the "presenter" in a "television studio chat show", helping to sustain the discussion.~~
- iv. show in discussion and in writing an awareness of the contribution that facial expressions, gestures and tone of voice can make to a speaker's meaning. ~~After role-play and reflection, write the letter to an employee whose ironic and sarcastic uses of language and gestures is causing resentment.~~

9

- 1. give a presentation expressing a personal point of view on a complex subject persuasively, cogently and clearly, integrating talk with writing and other media <sup>and respond to the presentations of others.</sup> Introduce a researched environmental topic for discussion, using ~~use~~ slides, OHP transparencies, notes or diagrams in the presentation. <sup>where appropriate</sup>
- ii. take an active part in group discussion, displaying sensitivity, listening critically and being self-critical. Discuss a film or television programme, recognising and helping to develop the views of others, accepting and offering alternatives in positive ways.
- iii. show in discussion and in writing an awareness of the ways in which language varies between different types of spoken communication. ~~Produce a book of guidance for a foreign visitor on different~~ <sup>such as</sup> kinds of ~~spoken~~ language use, <sup>such as</sup> jokes, anecdote, conversation, commentary, lecture, etc. <sup>could be explained to a foreign visitor.</sup>

- 10 1. express a point of view on complex subjects persuasively, cogently and clearly, applying and interpreting a range of methods of presentation and assessing their own effectiveness accurately.
- ii. take a variety of leading roles in group discussion, including taking the chair, listening with concentration and understanding and noting down salient points.
- iii. show in discussion and in writing an awareness of some of the factors that influence people's attitudes to the way other people speak.
- Devise and mount an advertising campaign concerned with a matter of principle.
- Summarise an argument and help to formulate a conclusion.
- Using the results of a survey, make ~~Devise a questionnaire and write~~ a report on the attitudes to spoken language held by the class and the community.
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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.



## ATTAINMENT TARGET 2: READING<sup>2</sup>

The development of the ability to read, understand and respond to all types of writing, as well as the development of information-retrieval strategies for the purposes of study.

LEVEL	STATEMENTS OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	i. recognise that print is used to carry meaning, in books and in other forms in the everyday world.	Point to and recognise own name; tell the teacher that a label on a container says what is inside or that the words in a book tell a story.
	ii. begin to recognise individual words or letters in familiar contexts.	In role-play, read simple signs such as shop names or brand names; recognise 'bus-stop', 'exit', 'danger'.
	iii. show signs of a developing interest in reading.	Pick up books and look at the pictures; choose books to hear or read.
	iv. talk in simple terms about the content of stories, or information in non-fiction books.	Talk about characters and pictures, including likes and dislikes.
<hr/>		
2	i. read accurately and understand straightforward signs, labels and notices.	Read labels on drawers in the classroom; read simple menus.
	ii. demonstrate knowledge of the alphabet in using word books and simple dictionaries.	Turn towards the end to find words beginning with 's', rather than always starting from the beginning.
	iii. use picture and context cues, words recognised on sight and phonic cues in reading.	Use a picture to help make sense of a text; recognise that "Once" is often followed by "upon a time"; use initial letters to help with recognising words.

<sup>2</sup> The statements of attainment at levels 1 to 3 are as specified by Order and published in the statutory document entitled 'English in the National curriculum'.



- iv. describe what has happened in a story and predict what may happen next. Talk about how and why Jack climbs the beanstalk and suggest what may be at the top.
- v. listen and respond to stories, poems and other material read aloud, expressing opinions informed by what has been read. Talk about characters, their actions and appearance; discuss the behaviour of different animals described in a radio programme.
- vi. read a range of material with some independence, fluency, accuracy and understanding. Read something unprompted; talk with some confidence about what has been read; produce craftwork related to reading work.
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- 3 i. read aloud from familiar stories and poems fluently and with appropriate expression. Raise or lower voice to indicate different characters.
- ii. read silently and with sustained concentration.
- iii. listen attentively to stories, talk about setting, story-line and characters and recall significant details. Talk about a story, saying what happened to change the fortunes of the leading characters.
- iv. demonstrate, in talking about stories and poems, that they are beginning to use inference, deduction and previous reading experience to find and appreciate meanings beyond the literal. Discuss what might happen to characters in a story, based on the outcome of adventures in other stories.
- v. bring to their writing and discussion about stories some understanding of the way stories are structured. Refer to different parts of the story such as "at the beginning" or "the story ends with"; notice that some stories build up in a predictable way, eg 'The Three Little Pigs', 'Goldilocks and the Three Bears'.
- vi. devise a clear set of questions that will enable them to select and use appropriate information sources and reference books from the class and school library. Decide that the wildlife project needs information about the size and colour of birds, their food and habitat, and look it up.
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4. i. read aloud expressively, fluently and with increased confidence from a range of familiar literature. Vary the pace and tone of the voice to express feelings, or to represent character or mood.
- ii. demonstrate, in <sup>stories</sup> talking about a range of ~~fiction~~ and ~~poetry~~ <sup>poems</sup> which they have read, an ability to explore preferences. Describe those qualities of the poem or story which appeal and give an indication of personal response, ~~to such matters as mood or character.~~
- iii. demonstrate, in talking about <sup>non-fiction and other texts,</sup> stories, ~~and~~ poems, that they are developing their abilities to use inference, deduction and previous reading experience. Recognise and use those clues in a text which help the reader predict events.
- iv. find books or magazines in the class or school library by using the classification system, catalogue or data base and use appropriate methods of finding information, when pursuing a line of enquiry. ~~Use search reading techniques, contents, lists and indexes.~~ Use search reading to contribute to an enquiry into health and safety at school or in the home.

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5. i. demonstrate, in talking and writing about a range of stories and poems which they have read, an ability to explain preferences. Make simple comparisons between stories or poems; offer justification for personal preference.
- ii. demonstrate, in talking <sup>or writing</sup> about fiction, non-fiction, poetry, and other texts that they are developing their own views and can support them by reference to some details in the text. Discuss character, action, fact and opinion relating them to personal experience.
- iii. show in discussion that they can recognise whether subject matter in non-literary and media texts is presented as fact or opinion. ~~Look for evidence in a film which will help determine what is fact and what is opinion.~~
- iv. select reference books and other information materials and use organisational devices to find answers to their own questions <sup>and those of others.</sup> ~~Use chapter titles, sub-headings, typefaces, symbol keys and the etc. selective framing of illustrations.~~
- v. show through discussion an awareness of a writer's choice of particular words and phrases and the effect on the reader. Recognise puns, word play, unconventional spellings and the placing together of pictures and text.
- Decide what information is required for a project on a topic of their own choice and treat it by reference to \_\_\_\_\_



- 6
- i. read a range of fiction and poems, explaining ~~in detail~~ <sup>through</sup> their preferences ~~by~~ talking and writing, with reference to details. Show involvement and independent choice over a range of genres
  - ii. demonstrate, in talking and writing about literature, other texts and non-fiction that they are developing their own insights and can sustain them by reference to the text. Make judgements about characters and their actions; developing those characters and events in their own writing or drama.
  - iii. show in discussion <sup>or in writing</sup> that they can recognise whether subject matter in non-literary and media texts is presented as fact or opinion, identifying some of the ways in which the distinction can be made. ~~Make evaluations of information using drama or in a media task and present their findings to others.~~
  - iv. select from a range of reference materials, using appropriate methods to identify key points. ~~Research a public figure using posters, interviews, publicity material, databases etc. Create and use databases and spread sheets or devise a video documentary using a range of source material.~~
  - v. show in discussion of their reading an awareness that words can change in use and meaning over time and demonstrate some of the reasons why. Understand that technological developments, euphemism, contact with other languages or fashion all contribute to language change.

- 7
- i. read a range of fiction, poetry, literary non-fiction and drama, including pre-20th Century literature, explaining ~~in detail~~ their preferences ~~by~~ through talking and writing, with reference to detail. Read letters, diaries and autobiographies; works from a range of cultures, and in translation.
  - ii. talk and write about literature and other texts giving evidence of personal response and showing an understanding of the author's approach. ~~Pay attention to matters such as the development of the plot, interactions between characters, central themes; the use of language and, where appropriate, of image.~~
  - iii. show in discussion that they can recognise features of presentation which are used to inform, to regulate, to reassure or to persuade, in non-literary and media texts. Note the effect of the enhancement or suppression of colour, page layout, illustration, style and size of print, verbal emphasis through repetition, exclamation or vocabulary.



iv. select, retrieve and combine information independently from a wide range of reference materials.

v. show in discussion <sup>or in writing</sup> an awareness of writers' use of sound patterns and the effect on the reader. <sub>and some other literary devices</sub>

Write a background briefing for a group presentation, drawing upon an encyclopedia or database.

~~Use an encyclopaedia, adult dictionary or data base and take part in activities such as devising drama presentations, using a number of media.~~

Recognise in a group <sup>advertisement or other material</sup> discussion of poems, rhyme, alliteration and figures of speech such as similes, metaphors and personification.

8 i. read a range of poetry, fiction, literary non-fiction and drama, ~~drawn from a range of cultures and times,~~ including pre-20th Century literature.

ii. talk and write about literature and other texts, giving evidence of personal response and showing an understanding of the devices and structures used by the writer, ~~making comparisons between different texts.~~ <sub>with appropriate reference to details.</sub>

iii. show in discussion and writing an ability to form a considered opinion about features of presentation which are used to inform, regulate, reassure or persuade, in non-literary and media texts.

iv. select, retrieve, evaluate and combine information independently and with discrimination, from a comprehensive range of reference materials.

v. discuss and write about changes in the grammar of English over time, ~~based on knowledge derived from their reading.~~ <sub>encountered in the course of their</sub>

Read texts whose content, length, organisation or language make demands on the reader.

~~Consider the structure, and the complexities of plot, development of character, theme and the use of poetic or stylistic devices in plays, poems, novels and media texts.~~

Compare two reports of the same event, or devise two texts which serve contrasting purposes or audiences.

~~Write a short study drawing upon the techniques such as skim reading and the ability to combine ideas from different parts of a text or different texts.~~

<sup>Comment on</sup>  
~~Talk about~~ examples such as pronouns (from 'Thou' and 'Thee' to 'you'), verb forms and negatives.



9 1. read a range of poetry, fiction, literary non-fiction and drama, ~~drawn from a range of cultures and times,~~ including pre-20th Century literature.

ii. talk and write clearly about literature and other texts giving sustained evidence of personal response and showing an understanding of the devices and structures used by the writer, making comparisons

within texts and between different texts.

iii. show in discussion and in writing an ability to recognise ~~some~~ techniques and conventions of presentation in non-literary and media texts, and judge the effectiveness of their use.

iv. select, retrieve, evaluate and combine information independently and with discrimination, from a comprehensive range of reference materials, making effective use of the information.

v. demonstrate some understanding of the use of lexical and grammatical effects in the literary language of literature.

Analyse the differences and similarities between two novels, showing a sustained personal response to both texts.

Recognise and evaluate the structure of news stories or the ways in which television programmes and newspapers match style and content to specific audiences; ~~and the production of text in a number of media, drawing on these techniques.~~

~~Make use of techniques such as skim-reading and organisational devices such as layout, illustration and the placing of visual images and text; ~~and the production of text in a number of media; drawing on these devices.~~~~

Consider the repetition of words or structures, dialect forms, and archaisms, etc.

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10 1. read a range of poetry, fiction, literary non-fiction and drama, ~~drawn from a range of cultures and times,~~ including pre-20th Century literature.

Prepare a well-argued report drawing on information from a variety of sources.



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| ii.  | talk and write cogently and knowledgeably about literature and other texts giving sustained evidence of personal response and showing an understanding of the devices and structures used by the writer, making detailed comparisons <del>when appropriate</del> between different texts. | Compare the treatment by different authors of similar themes, providing detailed evidence and a clear grasp of relevant background.  |
| iii. | show in discussion and in writing an ability to evaluate techniques and conventions of presentation in non-literary and media texts, and judge the effectiveness of their use.  | <del>Engage in activities which require the recognition, evaluation and critical analysis of the techniques and conventions of televised film and the production of media texts, drawing on this critical understanding.</del> |
| iv.  | select, retrieve, evaluate and combine information independently and with discrimination, from a comprehensive range of reference materials, making effective and sustained use of the information.   | Make appropriate use of a variety of techniques, and, in devising a presentation, make use of a range of media consistently and appropriately for the audience.  |
| v.   | demonstrate in discussion and in writing some understanding of attitudes in society towards language change and of ideas about appropriateness and correctness in language use.   | <del>Develop an appreciation of the value judgements made about uses of language and the range of views held by different people.</del>  |

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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 unable to read aloud may use other means such as signing.



### ATTAINMENT TARGET 3: WRITING<sup>3</sup>

A growing ability to construct and convey meaning in written language matching style to audience and purpose.

LEVEL	STATEMENTS OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	i. use pictures, symbols or isolated letters, words or phrases to communicate meaning.	Show work to others, saying what writing and drawings mean.
2	i. produce, independently, pieces of writing using complete sentences, some of them demarcated with capital letters and full stops or question marks.	
	ii. structure sequences of real or imagined events coherently in chronological accounts.	An account of a family occasion, a practical task in mathematics or an adventure story.
	iii. write stories showing an understanding of the rudiments of story structure by establishing an opening, characters, and one or more events.	A story with an opening which suggests when or where the action takes place and which involves more than one character.
	iv. produce simple, coherent non-chronological writing.	Lists, captions, invitations, greetings cards, notices, posters etc.
3	i. produce, independently, pieces of writing using complete sentences, mainly demarcated with capital letters and full stops or question marks.	
	ii. shape chronological writing, beginning to use a wider range of sentence connectives than 'and' and 'then'.	but when after so because

<sup>3</sup> The statements of attainment at levels 1 to 3 are as specified by Order and published in the statutory document entitled 'English in the National Curriculum'.



- |      |  |   |
|------|--|---|
| iii. | write more complex stories with detail beyond simple events and with a defined ending.   | Stories which include a description of setting and the feelings of characters.                        |
| iv.  | produce a range of types of non-chronological writing.   | Plans and diagrams, descriptions of a person or place, or notes for an activity in science or design. |
| v.   | begin to revise and redraft in discussion with the teacher, other adults, or other children in the class, paying attention to meaning and clarity as well as checking for matters such as correct and consistent use of tenses and pronouns. |   |

- |   |    |   |  |
|---|----|---|--|
| 4 | i. | produce, independently, pieces of writing showing evidence of a developing ability to structure what is written in ways that make the meaning clear to the reader; demonstrate in their writing <del>that they have understood the</del> use of sentence punctuation. | Make use of titles, paragraphs or verses, capital letters, full stops, question marks and exclamation marks; setting out and punctuating direct speech.                              |
|   |    | ii.   | Write, in addition to stories, instructions, accounts or explanations, perhaps of a scientific investigation.  |
|   |    | iii.  | Record in writing an aspect of learning; present information and express feelings in forms such as letters, poems, invitations, etc. <span style="margin-left: 20px;">posters</span> |
|   |    | iv.   | Begin to <del>Make use of a wider range of</del> subordinate clauses and expanded noun phrases.  |
- generally accurate →



v. discuss the organisation of their own writing; revise and redraft the writing, as appropriate independently in the light of that discussion.

Talk about content and those features which ensure clarity for the reader.

5 i. write in a variety of forms for a range of purposes and audiences, in ways which attempt to engage the interest of the reader.

in which the meaning is made clear to the reader and in which

Write notes, letters, instructions, stories and poems in order to plan, inform, explain, entertain and express attitudes or emotions.

ii. produce, independently, pieces of writing, ~~showing evidence of the use of~~ organisational devices, ~~accuracy in~~ sentence punctuation, including commas, and the setting out of direct speech, ~~so as to clarify the meaning for the reader.~~

Make use of layout, headings, paragraphs, and verse structure; make use of the comma.

iii. demonstrate increased effectiveness in the use of ~~write in~~ Standard English (except in contexts where non-standard forms are needed for literary purposes) and show an increasing differentiation between speech and writing.

Understand that non-standard forms for literary purposes might be required in dialogue, in a story or playscript; use constructions which reduce repetition.

iv. assemble ideas on paper, or on a VDU ~~computer screen~~, or in discussion with others, and show evidence of an ability to produce a draft from them and then to revise and redraft as necessary.

Draft a story, a script, a poem, a description or a report.

v. show in discussion the ability to recognise ~~and choose~~ variations in vocabulary ~~appropriate~~ to purpose, topic and audience and ~~according to~~ whether language is spoken or written, and use them ~~appropriately~~ in their writing.

~~Understand the place of slang, formal vocabulary and technical vocabulary.~~

6 i. write in a variety of forms for a range of purposes, presenting subject matter differently to suit the needs of specified known audiences and demonstrating the ability to sustain the interest of the reader.

Write an illustrated story, ~~to the specification of a younger reader.~~

which is suitable for a younger reader



ii. produce, independently, pieces of writing in which the subject matter is organised and set out clearly and appropriately and in which sentences and any direct speech are helpfully punctuated.

Employ a wider range of uses of the comma and make use of brackets or pairs of dashes, where necessary.

iii. demonstrate the ability to use literary stylistic features and those which characterise an impersonal style, when appropriate, using Standard English (except in contexts where non standard forms are needed for literary purposes).

Alter word order for emphasis or deliberately repeat words or sentence patterns.

iv. recognise when ~~planning, that~~ redrafting and revising are appropriate and act accordingly, either on paper or on a computer screen.

~~Redraft a report of a dramatic improvisation, a video, or an investigation to be presented to others.~~

v. demonstrate through discussion and in their writing grammatical differences between spoken and written English.

~~Discuss~~ In a group, <sup>identify some of</sup> the differences between the language used in a tape recording of someone talking and a piece of writing by the same person.

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7 i. write in a <sup>commitment and</sup> wider variety of forms, with a clear sense of purpose and awareness of audience, demonstrating ~~commitment to the subject matter and~~ an ability to anticipate the reader's response.

Write notes, personal letters, formal letters, instructions, essays, newspaper articles, reviews, biographies, stories, poems, playscripts, radio and TV scripts. Plan, formulate hypotheses, inform, explain, compare and contrast, persuade, entertain, express, <sup>describe experience</sup> attitudes or emotions <sup>imaginatively</sup>.

ii. produce well-structured pieces of writing, some of which handle ~~more~~ demanding subject matter; punctuate their writing so that meaning and structure are clear to the reader.

Devise a news broadcast <sup>for a particular channel</sup> of topical interest, <sup>or</sup> develop a playscript from an improvisation. Go beyond first hand experience.



iii. make a more assured and selective use of a wider range of grammatical and lexical features, characteristic of different styles, that are appropriate for topic, purpose and audience; use Standard English (except in contexts where non-standard forms are needed for literary purposes).

In transactional writing, choose neutral ~~Write impersonally,~~ ~~choosing~~ vocabulary, which ~~does not betray attitudes or feelings,~~ choose in imaginative writing which conveys attitudes, responses and emotions.

iv. demonstrate an increased awareness that a first draft may be changed, amended and re-ordered in a variety of ways.

Change the form from a script story to a film; ~~save~~ restructure text around on a computer VDU screen or alter sentence structure or choice of vocabulary.

v. show in discussion and in writing an awareness of what is appropriate and inappropriate language use in written texts.

Appreciate the need to take account of topic, purpose and audience.

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8 i. write in a wide variety of forms, with a clear sense of purpose and audience, demonstrating an ability to judge the appropriate length and form for a given task.

<sup>broadsheet</sup>  
Produce editorial columns for a ~~serious~~ newspaper and for a tabloid.

ii. produce, independently well-structured pieces of writing, providing evidence that the function of paragraphing has been grasped; punctuate writing so that meaning and structure are clear to the reader.

~~Understand the need to~~  
Separate distinct ideas and events and ~~to~~ unify related ones in their writing

iii. make an assured and selective use of a wide range of grammatical constructions, which are appropriate for topic, purpose and audience; use Standard English (except in contexts where non-standard forms are needed for literary purposes).

Forms of writing might include: alteration of ~~liter~~ word order; use lexical or structural repetition, passive constructions, adverbial connectives and varied and appropriate vocabulary such as colloquial, formal, technical, poetic or figurative.

iv. demonstrate knowledge of organisational differences between spoken and written English.

<sup>and write</sup>  
Talk about the fact that speech is interactive, spontaneous and informal while writing is more tightly planned.



9 i. write in a wide variety of forms, with an assured sense of purpose, organising and presenting subject matter appropriately for specified audiences, both known and unknown, showing awareness of the need to ~~engage~~<sup>sustain</sup> the interest ~~sympathy~~ of the reader; present subject matter from a point of view other than their own, showing evidence of commitment to the topic; produce a sustained piece of writing when the task demands it.

ii. organise and present complex subject matter in coherently linked sentences within paragraphs; punctuate writing so that meaning and structure are clear to the reader.

iii. make an assured and selective use of a wide range of grammatical constructions which are appropriate for topic, purpose and audience, demonstrating awareness of the means whereby a writer may choose to achieve a desired emphasis; show an ability to sustain the chosen style; use Standard English (except in contexts where non-standard forms are needed for literary purposes).

iv. demonstrate in discussion and in writing knowledge of ways in which language varies between different types of texts.

<sup>of whom you disapprove</sup>  
Write an essay justifying the actions of a character in a novel or play. ~~or whom you disapprove~~

Present an investigative report about a contentious issue, drawing on

~~Put forward~~ a number of conflicting points of view; weave more than one strand into a story.

Vary sentence beginnings; alter word order; use lexical or structural repetition, passive constructions, adverbial connectives, elliptical constructions, non-finite subordinate clauses and choose varied and appropriate vocabulary such as colloquial, formal, technical, poetic or figurative.

Identify what is distinctive ~~Talk~~ about the language used in personal letters, formal letters, printed instructions, ~~newspaper~~ reports, playscripts or films. <sup>in different newspapers</sup>



- 10 i. write, selecting an appropriate length, in a wide variety of chosen forms, demonstrating an assured sense of purpose and audience and a commitment to the topic. Write a report of their chosen investigation into language use, which is well-judged in length and form for the audience and uses a range of techniques of presentation, including accounts of interviews, descriptions of people, analyses of tabulated data and summary conclusions.
- ii. organise complex, demanding or extended subject matter clearly and effectively; produce well-structured pieces of writing in which the relationship ~~indicated~~ between successive paragraphs is ~~clearly signalled by appropriate words or phrases~~; punctuate their writing so that meaning and structure are clear to the reader. Present the similarities and differences between conflicting points of view or handle elements of a story which involve characters in very different contexts.
- iii. sustain a personal style, making an assured, selective and appropriate use of a wide range of grammatical constructions and an extensive vocabulary, choosing to use Standard English (except in contexts where non-standard forms are needed for literary purposes) and maintaining the interest and attention of the reader. Use a variety of sentence lengths, structure and openings and ~~the achievement of~~ striking effects ~~by~~ apt choice of words, ~~vocabulary~~ through an
- iv. demonstrate in discussion and in writing knowledge of criteria by which different types of written language can be judged. Make use of criteria such as clarity, coherence, accuracy, appropriateness, effectiveness, vigour and awareness of purpose and audience.

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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: SPELLING<sup>4</sup>

LEVEL	STATEMENTS OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	<ul style="list-style-type: none"> <li>i. begin to show an understanding of the difference between drawing and writing, and between numbers and letters.</li> <li>ii. write some letter shapes in response to speech sounds and letter names.</li> <li>iii. use at least single letters or groups of letters to represent whole words or parts of words.</li> </ul>	Initial letter of own name.
2	<ul style="list-style-type: none"> <li>i. produce recognisable (though not necessarily always correct) spelling of a range of common words.</li> <li>ii. spell correctly, in the course of their own writing, simple monosyllabic words they use regularly which observe common patterns.</li> <li>iii. recognise that spelling has patterns, and begin to apply their knowledge of those patterns in their attempts to spell a wider range of words.</li> <li>iv. show knowledge of the names and order of the letters of the alphabet.</li> </ul>	<p>see car man sun hot cold thank</p> <p>coat goat feet street</p> <p>Name the letters when spelling out loud from a simple dictionary or word book.</p>
3	<ul style="list-style-type: none"> <li>i. spell correctly, in the course of their own writing, simple polysyllabic words they use regularly which observe common patterns.</li> </ul>	because after open teacher animal together

<sup>4</sup> The statements of attainment at levels 1 to 3 are as specified by Order and published in the statutory document entitled 'English in the National Curriculum'.

- ii. recognise and use correctly regular patterns for vowel sound and common letter strings. -ing -ion -ous
- iii. show a growing awareness of word families and their relationships. grow growth growing grown grew
- iv. in revising and redrafting their writing, begin to check the accuracy of their spelling. Use a simple dictionary word book, spell checker, or other classroom resources; make spelling books or picture books.

- 4 i. spell correctly, in the course of their own writing, words which display other main patterns in English spelling. Words using the main prefixes and suffixes.

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 5: HANDWRITING<sup>5</sup>

LEVEL	STATEMENTS OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
1	i. begin to form letters with some control over the size, shape and orientation of letters or lines of writing.	
2	i. produce legible upper and lower case letters in one style and use them consistently (ie not randomly mixed within words).	Produce capital letters and lower case letters which are easily distinguishable.
	ii. produce letters that are recognisably formed and properly orientated and that have clear ascenders and descenders where necessary.	b and d p and b
3	i. begin to produce clear and legible joined-up writing.	
4	i. produce more fluent joined-up writing in independent work.	

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.

<sup>5</sup> The statements of attainment at levels 1 to 3 are as specified by Order and published in the statutory document entitled 'English in the National Curriculum'.



ATTAINMENT TARGET 4/5: PRESENTATION

LEVEL	STATEMENTS OF ATTAINMENT	EXAMPLE
	Pupils should be able to:	
5	<p>i. spell correctly, in the course of their own writing, words of <del>increasing</del> <sup>greater</sup> complexity.</p> <p>ii. check final drafts of writing for misspellings <sup>and other errors of presentation</sup></p> <p>iii. produce clear and legible handwriting in printed and cursive styles.</p>	<p>Words with inflectional suffixes, such as -ed and -ing, where consonant doubling (running) or -e deletion (coming) are required.</p> <p>Using <sup>a</sup> dictionary <sup>or computer</sup> <del>and</del> spell checker when appropriate.</p>
6	<p>i. recognise that words with related meanings may have related spellings, even though they sound different; recognise that the spelling of unstressed syllables can often be deduced from the spelling of a stressed syllable in a related word.</p> <p>ii. check final drafts of writing for misspelling <sup>and other errors of presentation</sup></p> <p>iii. write fluently and legibly.</p> <p>iv. show some ability to use any available presentational devices that are appropriate to the task, so that finished work is presented clearly and attractively.</p>	<p>Sign, signature; medical, medicine; muscle, muscular; history, historical; grammar, grammatical; manager, managerial.</p> <p>Using a dictionary or computer spelling checker when appropriate.</p> <p>Handwriting, typewriting, computer printout, artwork, computer graphics, desk-top publishing.</p>
7	<p>i. spell (and understand the meaning of) common roots that have been borrowed from other languages and that play an important role in word-building; recognise that where words have been borrowed in the last 400 years, there are some characteristic sound-symbol relationships that reflect the word's origin.</p>	<p>micro-, psych-, tele-, therm-; ch- in French words like champagne, chauffeur, charade, and ch- in Greek words like chaos, chiropody, chorus; compared with the ch- in long-established English words like chaff, cheese, chin.</p>



- ii. check final drafts of writing  
for misspelling and other errors  
of presentation
- iii. write fluently and legibly.
- iv. show an increased ability to  
present finished work  
appropriately, clearly and  
attractively.
- 

Using a dictionary or  
computer spelling checker  
when appropriate.

PROGRAMMES OF STUDY  
for Key Stages 1 to 4

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 a particular level. This should not be interpreted as meaning that pupils working at earlier or later levels should be debarred from those elements.

~~In the final Order sub-paragraphs will not be numbered, as here, with roman numerals.~~



PROGRAMME OF STUDY FOR SPEAKING AND LISTENING  
(ATTAINMENT TARGET 1)

General Introduction

1. Through the programme of study, pupils should encounter a range of situations, audiences and activities which are designed to develop their competence, precision and confidence in speaking and listening, irrespective of their initial competence or home language.
2. These planned situations and activities should cover:
  - working with other pupils and adults - involving discussion with others; listening to, and giving weight to, the opinions of others; perceiving the relevance of contributions; timing contributions; adjusting and adapting to views expressed;
  - development of listening (and, as appropriate, reactive) skills in non-reciprocal situations, eg radio programmes;
  - development of speaking and listening skills, both when role-playing and otherwise - when describing experiences, expressing opinions, articulating personal feelings and formulating and making appropriate responses to increasingly complex instructions and questions;
  - development, by informal means and in the course of purposeful activities, of pupils' powers of concentration, grasp of turntaking, ability to gain and hold the attention of their listeners, and ability to voice disagreement courteously with an opposing point of view.
3. All activities should:
  - help to develop in pupils' speaking and listening their grasp of sequence, cause and effect, reasoning, sense of consistency, clarity of argument, appreciation of relevance and irrelevance, and powers of prediction and recall;
  - by informal and indirect means, develop pupils' ability to adjust the language they use and its delivery to suit particular audiences, purposes and contexts and, when listening to others, to respond to different ways of talking in different contexts and for different purposes. Pupils should therefore be encouraged to reflect on and evaluate their use of spoken language and to reformulate it to help the listener;
  - draw on examples from across the curriculum, and in particular those existing requirements for mathematics and science which refer to use of spoken language and vocabulary, asking questions, working in groups, explaining and presenting ideas, giving and understanding instructions;



- include provision for pupils to talk and listen in groups of different sizes and to a range of audiences;
- emphasise the importance of clear diction and audibility.

Detailed provisions for key stage 1\*

4. The range of activities designed to develop pupils' ability to speak and listen should include:

- listening and responding to stories, rhymes, poems and songs - familiar and unfamiliar. These should include examples from different cultures and authors and from pupils' own work;
- securing responses to visual and aural stimuli, eg pictures, television, radio, computer, telephone, making use of audio and video recordings as appropriate;
- discussion of their work with other pupils and the teacher;
- collaborative planning of activities in a way which requires pupils to speak and listen;
- talking about experiences in or out of school, eg a school trip, a family outing, a television programme seen;
- telling stories, and reciting poems which have been learnt by heart;
- collaborative and exploratory play;
- imaginative play and improvised drama;
- giving and receiving simple explanations, information and instructions; asking and answering questions.

5. Provision should be made to ensure that 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.

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The programme of study for key stage 1, including references to levels 1 to 3, appears as specified by Order and published in the statutory Document entitled 'English in the National Curriculum'.



Programme of study for key stages 2 to 4

6. Pupils should be given the opportunity to <sup>learn how</sup> ~~develop the~~ ~~ability~~ to:
- i. express and justify feelings, opinions and viewpoints with increasing sophistication;
  - ii. discuss increasingly complex issues;
  - iii. recount events and narrate stories;
  - iv. assess and interpret arguments and opinions with increasing precision and discrimination;
  - v. present their ideas, experiences and understanding in a widening range of contexts across the curriculum and ~~which~~ with ~~require~~ an increasing awareness of audience and purpose;
  - vi. give increasingly precise instructions;
  - vii. ask increasingly precise or detailed questions;
  - viii. respond to increasingly complex instructions and questions;
  - ix. present factual information in a clear and logically structured manner in a widening range of situations - discriminate between fact and opinion, and between relevance and irrelevance; <sup>and recognise bias</sup>
  - x. listen and respond to an increasing range of fiction, non-fiction, poetry and plays, including those which have been seen;
  - xi. recite and read aloud in a variety of contexts, with increasing fluency and awareness of audience;
  - xii. work with or devise an increasing range of drama scripts, taking on a variety of dramatic roles;
  - xiii. use, and understand the use of, role-play in teaching and learning; eg to explore an aspect of history, a scientific concept or a piece of literature;
  - xiv. communicate with other group members in a wide range of situations, eg an assignment in science or mathematics where a specific outcome is required;
  - xv. discuss issues in small and large groups, taking account of the views of others, and negotiating a consensus;
  - xvi. report and summarise in a range of contexts;
  - xvii. reflect on their own <sup>effectiveness</sup> ~~competence~~ in the use of the spoken word;
  - xviii. in the course of group activity, engage in prediction, speculation and hypothesis.



7. The range of opportunities provided should:
- i. not be restricted to English lessons but be available across the curriculum.
  - ii. allow pupils to work in ~~single sex and mixed~~ groups of various size, with and without direct teacher supervision;   
both single sex and mixed where possible,
  - iii. encourage pupils to contribute individually in class discussions;
  - iv. enable pupils to talk with wider audiences, eg in representing the views of a group or taking ~~small~~ parts in group or class presentations;
  - v. include the use, where appropriate, of audio and/or video recorders, radio, television, telephone, and computer;
  - vi. allow pupils to undertake activities on behalf of others eg by making use of the telephone, or in representative roles.
8. The range of activities should include:
- i. the preparation of presentations, eg to the class, the school assembly or to parents;
  - ii. planning and problem-solving activities across the curriculum;
  - iii. assignments where specific outcomes are required;
  - iv. talking about stories, ~~and~~ poems, <sup>^</sup> , play scripts and other texts
  - v. taking part in shared writing activities;
  - vi. role-play, ~~and~~ simulation, <sup>s</sup> and group drama
9. Teaching about language through speaking and listening, which should have started by the time pupils are working towards level 5, should focus on:
- i. regional and social variations in ~~English~~ accents and dialects, and attitudes to such variations;   
of the English language
  - ii. the range of purposes which spoken language serves;
  - iii. the forms and functions of spoken Standard English.
10. Pupils should have increasing opportunities to develop proficiency in spoken Standard English, in appropriate contexts.
11. Pupils should be encouraged to respect their own language(s) or dialect(s) and those of others.



#### Detailed provisions for key stage 2

2. For pupils working towards levels 2 and 3, teachers should refer to relevant material in the programme of study for key stage 1.
13. In order to achieve level 4, pupils should be encouraged to express their opinions and to argue a point of view; to be receptive to the contributions of others and make their own contributions effectively.
14. i. In order to achieve level 5, pupils should be helped to make more extended contributions to group or class discussions and to informal or formal presentations, eg dramatic improvisation, role-play or scripted scenes. They should be helped to make their questions more probing, and contributions to discussion more ~~closely~~ reasoned.
- ii. Activities designed to develop pupils' knowledge about language should encourage discussion of vocabulary that is specific to:

local communities - words for local places, buildings, institutions, etc.

local usages such as bairn (cf. child), baps (cf. rolls), outwith (cf. outside);

particular age groups, eg frock (cf. dress), wireless (cf. radio);

certain occupations, eg the specialist terms and acronyms used by groups such as doctors, mechanics, builders, computer experts and lawyers.

#### Detailed provisions for key stages 3 and 4

15. For pupils working towards level 3, teachers should refer to relevant material in the programme of study for key stage 1.
16. For pupils working towards levels 4 and 5, see level related material in detailed provisions for key stage 2.
17. i. In order to achieve level 6, pupils should be encouraged to work in a wider range of situations in which their individual contributions are given greater emphasis, eg
- giving instructions to others in a group;
  - problem-solving activities related to the school or local community;
  - planning and taking part in a group presentation;
  - the undertaking, where feasible, of small representative roles on behalf of a group, a class, or the school - with visitors to the school for example.

*which at this level might include performance of a play script for a school production;*



ii. Pupils should be guided towards the use of spoken Standard English in public or formal situations.

iii. Pupils should be given the opportunity to consider:

people's sensitivity to features of pronunciation that differentiate the speech of one area from others;

any grammatical differences between the speech of the area and spoken Standard English, eg in verb forms, ~~pronunciation~~ use, prepositions.

18. i. In order to achieve level 7, pupils should participate extensively in widely varied group work in a range of groupings. They should be encouraged to take on an increasingly responsible role, eg by taking notes of the discussion and checking them with the group, representing group views in plenary sessions. The topics for discussion should vary widely and involve the development and probing of argument and evidence. It should also require the presentation of ~~results~~ <sup>the main ideas</sup>. Literary texts (including drama scripts), the use of language, responses to the media, pupils' own written work and the use of information technology might furnish many of the materials and topics for discussion for which planned outcomes, eg in written work or presentations, might emerge.

ii. Pupils should consider:

language appropriate to situation, topic and purpose;

how inappropriate language can be a source of humour (either intentional or unintentional), or may give a false impression of the speaker or writer.

iii. Pupils should be taught:

that Standard English is the language of wide social communication;

that Standard English is <sup>generally</sup> ~~likely to be~~ required in ~~public~~, formal settings;

through discussion, about the situations ~~in which~~, and purposes for which, people might ~~choose to~~ use non-standard varieties rather than Standard English; eg in speech with friends, in a local team or group, in television advertising, folk songs, poetry, dialogue in novels or plays.

iv. It is important that pupils working towards level 7 and beyond have increasing opportunities to use spoken Standard English, and in particular that those who do not speak it as a native dialect should be helped to extend their language competence so that they can use Standard English with confidence.



encourage others to make contributions and respond to them with understanding and appreciation,

19. Pupils working towards levels 8 to 10 should be involved in much the same programmes of work as those for level 7, but will need increased opportunities, where feasible, for undertaking individual, responsible and formal roles. At level 8, this might include some debating activities within a formal structure, opportunities to give talks on a topic of individual interest or expertise, leading a group activity towards a planned outcome or presentation (which might include a wider audience than the class). At levels 9 and 10, the activities themselves will not differ significantly in kind, but pupils will require teaching which helps them to act with increasing confidence and fluency, to take ~~on~~ leading <sup>discerning</sup> roles in discussions, to ~~be supportive of the contributions of others,~~ to prepare presentations effectively (including the use of audio visual aids and handouts), to be rigorous in argument and the use of evidence, and to take effective account of audience and context.

20. In order to achieve level 9, pupils should be helped to recognise that speech ranges from intimate or casual spontaneous conversation, eg jokes, anecdotes, banter, gossip, argument, through discussion, commentary and debate to more formal forms - lectures and sermons, for example. <sup>at this level should make more explicit what has been previously noted incidentally, i.e.</sup>  
<sub>toasts and oaths,</sub>

21. In order to achieve level 10, pupils should be helped to recognise that attitudes to Standard English and to non-standard varieties, eg as expressed in letters to newspapers, can be based on stereotypes and prescriptive judgement. Teaching ~~should show~~ how language can be a bond between members of a group, a symbol of national pride, a barrier and a source of misunderstandings, and can be used to alienate, insult, wound, ~~or~~ offend, to be polite or rude. <sup>praise or flatter</sup>  
At this level these matters might be the subject of more systematic analytical and historical study.



PROGRAMME OF STUDY FOR READING  
(ATTAINMENT TARGET 2)

Programme of study for key stage 1\*

General Introduction

1. Reading activities should build on the oral language and experiences which pupils bring from home. Teaching should cover a range of rich and stimulating texts, both fiction and non-fiction, and should ensure that pupils regularly hear stories, told or read aloud, and hear and share poetry read by the teacher and each other.
2. Reading should include picture books, nursery rhymes, poems, folk tales, myths, legends and other literature which takes account of pupils' linguistic competences and backgrounds. Both boys and girls should experience a wide range of children's literature. Non-fiction texts should include those closely related to the world of the child and extend to those which enable children to deepen an understanding of themselves and the world in which they live, eg books about weather, wildlife, other countries, food, transport, the stars. Pupils should encounter an environment in which they are surrounded by books and other reading material presented in an attractive and inviting way. The reading material should include material which relates to the real world, such as labels, captions, notices, children's newspapers, books of instructions, plans and maps, diagrams, computer print-out and visual display.
3. Pupils' own writing - either independently written, or stories dictated to the teacher or composed in collaboration with other pupils - should form part of the resources for reading.
4. Teachers should take account of the important link between home and school, actively encouraging parents to participate and share in their child's reading, and supporting pupils where this is not possible.

Detailed provisions

5. Activities should ensure that pupils:
  - hear books, stories and poems read aloud or on radio, tape or television and take part in shared reading experiences with other pupils and the teacher, using texts composed and dictated by the pupils themselves, as well as rhymes, poems, songs and familiar stories (including traditional stories from a variety of cultures);
  - read in the context of role-play and dramatic play, eg in the home play corner, class shop, or other dramatic play setting such as a cafe, hospital or post office. Such reading might include a menu, a sign on a door, a label on a packet, or a sign above a counter. For pupils working

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\* The programme of study for key stage 1, including references to levels 1 to 3, appears as specified by Order and as published in the statutory Document entitled 'English in the National Curriculum'.



towards level 1, the settings should include individual letters, eg "P" for Parking, and individual words, eg "Exit", which pupils can be encouraged to recognise;

- re-tell, re-read or dramatise familiar stories and poems;
- make their own books about particular experiences, areas of interest or personal stories, eg guide books, instructions, favourite poems or stories;
- talk to the teacher and each other about the books and stories they have been reading or listening to;
- widen their range of reading, turning readily to books, choosing those which they would like to hear or read and saying why;
- ask and answer questions about what has been heard or read - how characters feel, their motives, the endings of stories;
- talk about the ways in which language is written down, in shared reading or writing sessions or in discussion with the teacher, identify words, phrases, patterns of letters and other features of written language which they recognise, and notice how words are constructed and spelled;
- refer to information books, dictionaries, word books or simple data on computers as a matter of course. Pupils should be encouraged to formulate first the questions they need to answer by using such sources, so that they use them effectively and do not simply copy verbatim;
- talk about the content of information texts.

6. Through the programme of study pupils should be guided so as to:

- appreciate the significance of print and the fact that pictures and other visual media can also convey meaning, eg road signs, logos;
- build up, in the context of their reading, a vocabulary of words recognised on sight;
- use the available cues, such as pictures, context, phonic cues, word shapes and meaning of a passage to decipher new words;
- be ready to make informed guesses, and to correct themselves in the light of additional information, eg by reading ahead or looking back in the text;



- develop the capacity to convey, when reading aloud, the meaning of the text clearly to the listener through intonation and phrasing;
- develop the habit of silent reading.

7. Provision should be made to ensure that pupils who need to use non-sighted methods of reading, such as braille, may use alternatives which do not demand a visual approach, and that pupils who are physically unable to read aloud may use other means such as signing.

#### Programme of study for key stage 2

8. Pupils should read an increasingly wide range and variety of texts in order to become more experienced readers. ~~Teachers should encourage them to develop their personal taste in reading and to become more independent and reflective.~~ They should be encouraged to develop their personal taste in reading with guidance from the teacher and to become more independent and reflective.

9. The reading materials provided should include a range of fiction, non-fiction and poetry, as well as periodicals suitable for children of this age. School and class libraries must provide as wide a range as possible. The material available must pose a significant challenge to pupils; for example, poetry should not be confined to verse written for children; folk tales and fables might include translations from original sources. Pupils should discuss with others and with the teacher what has been read.

10. Pupils should: *These should include works written in English from other cultures*

- i. hear stories, poems and non-fiction read aloud;
- ii. have opportunities to participate in all reading activities, eg preparing and reading a selection of poems, reciting some from memory, or taking part in storytelling sessions or dramatic activities;
- iii. select books for their own reading and for use in their work;
- iv. keep records of their own reading and comment, in writing or in discussion, on the books which they have read;
- v. read aloud to the class or teacher and talk about the books they have been reading;
- vi. be encouraged to respond to the plot, character or ideas in stories or poems, and to refer to relevant passages or episodes to support their opinions;
- vii. be encouraged to think about the accuracy of their own reading and to check for errors that distort meaning;



- viii. be shown how to read different kinds of materials in different ways, eg "search" reading to find a scientific or geographical fact;
- ix. learn how to find information in books and databases, sometimes drawing on more than one source, and how to pursue an independent line of enquiry.

#### Detailed provisions

- 11. For pupils working towards levels 2 and 3, teachers should refer to relevant material in the programme of study for key stage 1.
- 12. In order to achieve level 4, pupils should be taught how to use lists of contents, indexes, databases, a library classification system and catalogues to select information.
- 13. i. In order to achieve level 5, pupils should be helped to:
  - look in a text for clues about characters or actions, and to use these clues to reach conclusions, evaluate and predict what may happen;
  - distance themselves, when appropriate, from a text, eg no longer misattributing sex or age to a character because of self-identification.
- ii. Pupils should be taught how to <sup>interpret and</sup> ~~make~~ use of organisational devices such as chapter titles and headings, subheadings, changes in print or typeface, and keys to symbols or abbreviations.
- iii. They should be shown how to distinguish between fact and opinion.
- iv. Teachers should discuss texts which make imaginative use of English - literature, advertising, songs, etc - in order to bring out the ways in which the choice of words affects the impression given by the text. Pupils should consider the way word meanings can be played with, eg in riddles, puns, jokes, spoonerisms, word games, graffiti, advertisements, poems; the use of nonsense words and deliberate misspellings, eg in poems and advertisements.

#### Programmes of study for key stages 3 and 4

- 14. Teachers should encourage pupils to read a variety of genres, eg autobiographies, letters, diaries or travel books, as well as short stories, novels, poetry and plays, ~~and introduce them to~~ literature from different countries written in English. These should include
- 15. Pupils should be introduced to:
  - i. the richness of contemporary writing;
  - ii. pre-20th Century literature;



- iii. some of the works which have been most influential in shaping and refining the English language and its literature, eg the Authorised Version of the Bible, Wordsworth's poems, or ~~Dickens's novels~~ the novels of Austen, ~~the Brontës or Dickens~~;
- iv. some of the works of Shakespeare.

16. Teachers should encourage pupils to read in their own time, and to discuss their favourite reading. Pupils should be helped to tackle texts of increasing difficulty.

17. Pupils should be taught how to handle, and be given experience in using, a <sup>range</sup> ~~variety~~ of information ~~and media~~ texts <sup>in a variety of media</sup>. Teachers should use texts of increasing difficulty to develop pupils' powers of discrimination and perseverance so that they become confident and efficient in using and interpreting such material.

~~18.~~ The texts used should include some of the following: guide books, consumer reports, text books, instructions and manuals, stage directions, brochures, forms, contracts, information leaflets, the highway code, publicity materials, newspapers and magazines, <sup>electronically stored</sup> dictionaries, thesauruses, atlases, <sup>informable</sup> radio and television programmes. Pupils should be taught how and when to adapt and encyclopaedias. Pupils should be taught how and when to adapt the speed and closeness of their reading for specific purposes, eg finding a fact, getting the gist of a passage or making a summary.

~~18.~~ Pupils should be introduced to a range of media texts, and be encouraged to consider their purpose, effect and intended audience.

~~19~~ Teaching of knowledge about language through reading should focus on:

- i. some of the main characteristics of literary language and how it conveys meanings;
- ii. some of the ways in which English is constantly changing between generations and over the centuries; and people's attitudes to such change.

~~20~~

Pupils should:

- i. use the evidence in a text to interpret and form judgements about characters' motives and be able to quote evidence in support of their views;
- ii. be shown how to recognise that the attitudes and behaviour of a character or narrator are not necessarily the attitudes or beliefs of the author;
- iii. continue to read aloud, highlighting meaning in a sensitive way;
- iv. be shown how to find and select information for themselves and use it effectively;
- v. discuss the themes, settings and characters of the texts they read in order to make a personal response to them.



Detailed provisions

<sup>1</sup>  
2~~7~~. For pupils working towards level 3, teachers should refer to relevant material in the programme of study for key stage 1.

<sup>2</sup>  
2~~7~~. For pupils working towards levels 4 and 5, see level specific material in detailed provisions for key stage 2.

<sup>3</sup>  
2~~7~~. i. In order to achieve level 6, pupils should be reading some texts not written specifically for children or young people.

ii. Pupils should be taught how to respond to the way information is structured and presented so that they are able to identify key points. The texts should include reference books, brochures and consumer reports.

iii. Pupils should be taught how to skim-read so that they are able to discover the structure and gist of a text quickly. They should be shown how to put together material from different sources and to make a synthesis.

iv. Pupils should discuss:

examples of words and expressions which tend to undergo very rapid change in use or meaning, eg terms of approbation (wicked, brill);

differences in the use and meanings of words used by pupils, their parents and grandparents, eg wireless, radio, tranny, receiver;

new words that have become part of the English vocabulary during the last 50 years or so, eg computer, astronaut, macho;

the reasons why vocabulary changes over time, eg contact with other languages because of trade or political circumstances, fashion, effects of advertising, need for new euphemisms, new inventions and technology, changes in society;

where new words come from, eg coinages, acronyms, or borrowings from other languages (glasnost, catamaran, chic).

<sup>4</sup>  
2~~7~~. i. In order to achieve level 7, pupils should read some texts written for adults, including pre-20th Century fiction, poetry and drama, including Shakespeare. Discussion of those texts should include the literary style, as well as themes, settings and characters.

ii. In both fiction and non-fiction texts, they should be taught to use information or contextual clues to ~~infer~~ deduce authorial points of view. Non-literary texts used should include persuasive writing, eg advertisements, leader columns from newspapers, campaign literature from pressure groups, and reference books, eg where the subject matter has a logical structure rather than following a chronological order.



- iii. Pupils should discuss a variety of works so as to bring out the range and effects of different types of sound patterning, eg alliteration, assonance, rhymes, onomatopoeia, and of figures of speech, eg similes, metaphors, personification.

<sup>5</sup>  
26. Pupils working towards levels 8 to 10 should be reading from a wide range of literature written for adults.

They should be taught how to:

- i. compare surface meaning in a text with an implied sub-text;
- ii. interpret and evaluate characterisation, ideas and themes across a range of texts;
- iii. cross refer and make comparison between texts;
- iv. be flexible in reading eg skimming, reading closely or back-tracking as necessary. The texts should include information texts of different kinds, articles on the same subject from different newspapers, short stories and poems;
- v. distinguish between the structural characteristics of different types of verse and poetry, eg nursery rhymes, concrete poetry, haiku, limericks, ballads, sonnets, etc;
- vi. analyse, over a wide range of texts and with some sophistication, the differences between attitudes or assumptions displayed by a character and those of the author;
- vii. select appropriate reading methods for various purposes.

<sup>6</sup>  
27. In order to achieve level 8, pupils should be taught how to:

- i. scrutinise a text for details of characterisation, settings and attitudes;
- ii. quote accurately from a text to support their opinions;
- iii. recognise the author's viewpoint and - where relevant - persuasive or rhetorical techniques in a range of texts;
- iv. use evidence when explaining conclusions;
- v. find material from a range of sources, eg subject-specific reference books, adult encyclopaedias and databases;
- vi. select material by using the appropriate method of reading;
- vii. evaluate material and draw it together coherently.



viii. From their reading of pre-20th Century literature, pupils should be encouraged to identify some of the major changes in English grammar over the centuries, eg the loss - except in some dialects and in religious uses - of thee and thou; the simplification of the verb system, eg from 'have', 'hast', 'hath', to 'have' and 'has'; the change in structure of negatives eg from 'I know not' to 'I don't know'.

~~7~~  
28.

i. In order to achieve level 9, pupils should be taught how to analyse documents critically. Teachers should discuss the cogency and clarity of such documents and should encourage pupils to improve them. Pupils should be made aware of the subtler uses of language, and of the appropriate use of figures of speech.

ii. Pupils should discuss:

the effects, in context of different types of vocabulary, eg archaic, literary, figurative, emotive, dialectical, colloquial, scientific, etc;

grammatical features such as structural repetition, eg in scripted speeches, advertisements, literary prose, poems, etc;

ambiguity, either of vocabulary or grammatical structure;

the use of grammatical deviance for special effect, eg in advertisements, slogans, poems, etc.

~~8~~  
29.

i. In order to achieve level 10, pupils should discuss the possibility of multiple meanings in the texts studied and be taught how to recognise and describe some of them.

ii. Pupils should consider not only the extent to which English has changed from the earliest written records, but also ways in which it is changing now. From this, they will be helped to recognise that judgements about what is appropriate or correct do not remain constant. They should be shown how to recognise when people's attitudes to language use, eg as expressed in letters to newspapers, reveal misunderstandings about the nature of language change.



PROGRAMME OF STUDY FOR WRITING, SPELLING AND HANDWRITING  
(ATTAINMENT TARGETS 3, 4 AND 5)

Programme of study for key stages 1 \*

General provisions

1. Pupils should have frequent opportunities to write in different contexts and for a variety of purposes and audiences, including for themselves.
2. Pupils should write in a wide range of activities. Early "play" writing, eg in a play house, class shop, office, hospital, should be encouraged and respected.
3. Pupils will have seen different kinds of writing in the home - their names on birthday cards or letters, forms, shopping lists and so on. Those whose parents are literate in a language other than English may have observed writing in their own first language, for which there may be a different writing system. Such awareness of writing in any form can help pupils to understand some of the functions of written language and should be used to promote their understanding of the functions of the English writing system.
4. Pupils should see adults writing. Teachers should write alongside pupils, sharing and talking about their writing, eg journals, notes and diagrams, so that the range of uses of writing is brought out. Pupils should be made aware of how pieces of work they have produced relate to adult uses of writing.

Detailed provisions

5. Pupils should be taught the conventional ways of forming letter shapes, lower case and capitals, through purposeful guided practice in order to foster a comfortable and legible handwriting style.
6. Pupils should be enabled to compose at greater length than they can manage to write down by themselves, by:
  - dictating to their teacher or another adult, or into a tape recorder; or
  - working with other children; or
  - using a word processor. Pupils should be able to produce copies of work drafted on a computer, and encouraged to incorporate the print-out in other work, including displays.

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\* The programme of study for key stage 1, including references to levels 1 to 3, appears as specified by Order and published in the statutory Document entitled 'English in the National Curriculum'.



7. As they become familiar with the conventions of writing, pupils should be introduced to the most common spelling patterns of consonant and short vowel sounds. Pupils should be taught how to spell words which occur frequently in their writing, or which are important to them, and those which exemplify regular spelling patterns. They should be encouraged to spell words for themselves, and to remember the correct spelling, eg by compiling their own list of words they have used. They should be taught the names and order of the letters of the alphabet.
8. Pupils should:
- undertake a range of chronological writing including some at least of diaries, stories, letters, accounts of tasks they have done and of personal experiences, records of observations they have made, eg in a science or design activity, and instructions, eg recipes;
  - undertake a range of non-chronological writing which includes, for pupils working towards level 2, some at least of lists, captions, labels, invitations, greetings cards, notices, posters and, for pupils working towards level 3, plans and diagrams, descriptions, eg of a person or place, and notes for an activity, eg in science or designing and making;
  - play with language, for example by making up jingles, poems, word games, riddles, and games which involve word and spelling patterns.
9. Pupils should write individually and in groups, sharing their writing with others and discussing what they have written, and should produce finished pieces of work for wider audiences, eg stories, newspapers, magazines, books, games and guides for other children.
10. Pupils should be asked to write in response to a range of well chosen stories, poems, plays or television programmes.
11. Pupils should discuss their writing frequently, talking about the varied types and purposes of writing, eg list, poem, story, recipe. Teachers should talk about correct spelling and its patterns, about punctuation, and should introduce pupils to terms such as punctuation, letter, capital letter, full stop, question mark.
12. Pupils should be taught to help the reader by leaving a space between words and by ending sentences with a full stop or question mark and by beginning them with a capital letter.



13.

Pupils working towards level 3 should be taught to recognise that writing involves:

decision making - when the context (the specific situation, precise purpose and intended audience) is established.

planning - when initial thoughts and the framework are recorded and ordered.

drafting - when initial thoughts are developed, evaluated and reshaped by expansion, addition or amendment to the text.

They should be taught to look for instances where:

ideas should be differently ordered or more fully expressed in order to convey their meaning;

tenses or pronouns have been used incorrectly or inconsistently;

meaning is unclear because of insufficient punctuation or omitted words;

meaning would be improved by a richer or more precise choice of vocabulary.

14.

They should be taught, in the context of discussion about their own writing, grammatical terms such as sentence, verb, tense, noun, pronoun.

15.

Provision should be made to ensure that pupils throughout the key stage who depend physically on the use of technological aids to produce written work, are able to follow as much of the programme of study as possible. Pupils who need to use a non-sighted form of writing such as braille or whose physical disability is such that handwriting is impossible may be exempted from the handwriting aspects of the programme study.

#### Programme of study for key stage 2

16.

Pupils should continue to have varied and frequent opportunities to write. They should know <sup>for whom they are</sup> writing ~~is for~~, eg themselves (to help in their thinking, understanding or planning of an activity), their classmates, their teacher, younger children in the school, their parents or other trusted adults. In writing for others they will learn that writing for a public audience requires more care to be taken with the finished product than writing for oneself as an aid to memory.



17. As children become more fluent and confident as writers, there should be increased attention to the punctuation which demarcates sentences (capital letters, full stops, question marks and exclamation marks) and to the conventions of spelling. These should be taught in the context of the children's own writing and should always be related to their function of making the writer's meaning clear to the reader. Once pupils can produce a printed style of handwriting fluently and confidently, they should be taught to develop a comfortable joined-up style.

18. Pupils should:

- i. use writing to learn, and <sup>to</sup> record their experiences in a wide range of classroom activities across the curriculum;
- ii. undertake chronological writing, eg reports of work in science and mathematics, instructions for carrying out a task, and accounts of personal experiences, as well as imaginative stories;
- iii. be helped to understand that ~~whereas chronological writing has a straightforward pattern,~~ non-chronological types of writing can be organised in a variety of ways and so, generally, require <sup>careful</sup> ~~more~~ planning;  
this might include the presentation of information or imaginative prose
- iv. <sup>^</sup> read good examples of descriptions, explanations, opinions, etc, and be helped to plan and produce these types of writing by being given purposeful opportunities to write their own;
- v. write personal letters to known recipients and be shown how to set them out;
- vi. be helped to increase their control of story form, through their experience of the stories they have read and heard, recognising, for example, that the setting and the outcome need to be made explicit to the reader;
- vii. have opportunities to write poetry (individually, in small groups or as a class) and to experiment with different layouts, rhymes, rhythms, verse structures, and with all kinds of sound effects and verbal play;
- viii. have opportunities to create, polish and produce individually or together, by hand or on a word processor, extended written texts, appropriately laid out and illustrated, such as class newspapers, anthologies of stories or poems, guidebooks, etc;
- ix. write in response to a wide range of stimuli, including stories, plays and poems they have read and heard, television programmes they have seen, their own interests and experiences, and the unfolding activities of the classroom;
- x. be encouraged to be adventurous with vocabulary choices;



- xi. be taught how to use a ~~children's~~ thesaurus;
- xii. be introduced to the idea of the paragraph and encouraged to notice paragraph divisions in their reading;
- xiii. be shown how to set out and punctuate direct speech; ~~using inverted commas and commas;~~
- xiv. ~~begin to learn about the uses of~~ <sup>and</sup> the apostrophe; ~~and the exclamation mark;~~ <sub>use</sub>
- xv. be taught the meaning, ~~(or grammatical functions)~~ and ~~the~~ spelling of some common prefixes and suffixes, eg un-, in- (and im-, il-, ir-), -able, -ness, -ful, etc, in the context of their own writing and reading;
- xvi. think about ways of making their meaning clear to their intended reader in redrafting their writing;
- xvii. in revising and proof-reading they should be <sup>encouraged and</sup> shown how to check ~~the~~ spellings ~~of difficult words~~ in a dictionary <sup>or on a computer spelling checker</sup>;
- xviii. have opportunities to develop a comfortable, flowing and legible joined-up style of handwriting;
- xix. consider features of layout, eg headings, side headings, the use of columns or indentation, in the materials they read, so that they can use some of these features to clarify structures and meaning in their own writing;
- ~~xx.~~ be introduced to some of the uses of the comma;
- ~~xxi.~~ be encouraged to find ways to reduce repetition in their own writing;
- ~~xxii.~~ be introduced to the complex regularity that underlies the spelling of words with inflectional endings, eg bead-ing, bead-ed, bed-d-ing, bed-d-ed, in the context of their own writing and reading;

#### Detailed provisions

- 19. For pupils working towards levels 2 and 3, see level-related and other relevant materials in detailed provisions for key stage 1.
- 20. i. In order to achieve level 4, pupils should be helped to recognise how Standard English has come to have a wide social and geographical currency and to be the form of English most frequently used on formal, public occasions and in writing. They should be helped to recognise any differences in grammar or vocabulary between the local dialect of English and Standard English, recognising that local speech forms play an important part in establishing a sense of group identity.
- ii. They should have opportunities to write for formal or public purposes so that there are valid reasons to use Standard English in their writing.



- iii. Pupils should discuss the history of writing and consider some of the ways in which writing contributes to the organisation of society, the transmission of knowledge, the sharing of experiences and the capturing of imagination.

21. In order to achieve level 5, pupils should <sup>be helped to extend their</sup> ~~discuss~~ range of vocabulary, ~~eg from informal to formal, everyday to specialist, its use in different settings and for different purposes and the effect of particular choices of words,~~ eg the kinds of topics and situations in which slang is used; the need for specialist terms and the effects of their use outside the specialist group. Discussion should bring out contrasts in how vocabulary is used in speech and writing.

and to increase their awareness of what is suitable according to purpose and context,

#### Programmes of study for key stage 3 and 4

22. During these 2 key stages, pupils' development as writers should be marked by:

- i. increasing conscious control over the structure and organisation of different types of text;
  - ii. the matching of form to subject matter and readership and a growing capacity to write independently and at length;
  - iii. a widening range of stylistic features more characteristic of writing than speech;
  - iv. an increasing proficiency in rereading and revising or redrafting the text;
  - v. an ability to reflect on and talk about writing;
  - vi. a widening knowledge of some of the main differences between speech and writing;
  - vii. a developing understanding of the range of purposes which written language serves.
23. i. Pupils should be helped to recognise explicitly the different stages in the writing process:

drafting (getting ideas on to paper or computer screen, regardless of form, organisation or expression)

redrafting (shaping and structuring the raw material - either on paper or screen - to take account of purpose, audience and form);

rereading and revising (making alterations that will help the reader, eg getting rid of ambiguity, vagueness, incoherence, or irrelevance;

proof-reading (checking for errors, eg omitted or repeated words, mistakes in spelling or punctuation).



- ii. In redrafting their work they should be encouraged to think of the first draft as tentative so that they are prepared to rethink their approach in the light of their own critical appraisal, or of their discussions with their peers or teacher.
24. By building on the experiences of earlier key stages, pupils should be made aware of the following range of functions of writing:
- a. for communicating meaning to others: reporting, narrating, persuading, arguing, describing, instructing, explaining;
  - b. for thinking and learning: recollecting, organising thoughts, reconstructing, reviewing, hypothesising;
  - c. for aesthetic and imaginative purposes.

### General Provisions for key stage 3

25. Pupils should have opportunities to:
- i. write in a range of forms, including the following: notes, diaries, personal letters, chronological accounts, pamphlets, book reviews, advertisements, comic strips, poems, stories, playscripts;
  - ii. build on experiences of a range of different stories which they have read and heard, and/or through discussion of their work with the teacher or their peers;
  - iii. handle the following elements of story structure with increasing effectiveness: an opening, setting, characters, events and a resolution;
  - iv. build on their experience of reading and hearing a wide range of poetry, and write, both individually and in groups, using poetic features such as rhythm, rhyme and alliteration in verse forms such as jingles, limericks, ballads, haiku, etc;
  - v. write for a range of purposes including describing, explaining, giving instructions, reporting, expressing a point of view;
  - vi. use writing to facilitate their own thinking and learning, recognising that not all written work will lead to a polished, final product;
  - vii. <sup>produce</sup> ~~proof-read~~ writing <sup>and proof-read</sup> ~~produced~~ on a word-processor, ~~using a computer spelling checker~~;
  - viii. record their first thoughts, capture immediate responses and collect and organise ideas so that they are available for reflection;



- ix. write in aesthetic and imaginative ways;
- x. organise and express their meaning appropriately for different specified audiences, eg their peers, their teacher, known adults, younger children, unknown but designated adults, eg a planning officer, a road safety officer, a novelist or poet;
- xi. organise subject matter into paragraphs in the context of their own writing, recognising that these enable readers to identify relationships between ideas, events, etc and to follow the structure of a story, account or argument, etc;
- xii. be enabled, through reading, listening to and talking about a wide range of texts, to use, in their own writing, those grammatical structures which are characteristic of written language and an increasingly varied and differentiated vocabulary;
- xiii. learn that ~~it is easier for the~~ <sup>writer can indicate</sup> ~~reader to recognise~~ the relationship between essential and subsidiary information if parenthetical constructions are separated by brackets or pairs of commas or dashes. ~~They should~~ learn other uses of the comma, eg around ~~oppositional constructions,~~ and begin-
- xiv. consider explicitly the functions and possible structures of paragraphs, ~~and begin to recognise what~~ to use semi-colons and colons;
- xv. be helped to recognise, in the context of their own writing and reading, that words with related meanings may have related spellings and that this can sometimes be an aid in the spelling of words where the sound alone does not provide sufficient information;
- xvi. use appropriate methods of presentation for ~~a given~~ <sup>each</sup> piece of work ~~particularly work that is to be displayed or made public,~~ so that (a) notes and records may be more economical and useful to themselves and (b) finished work is presented or displayed clearly and attractively <sup>for other readers;</sup>
- xvii. learn, in the context of their own writing and reading, some of the words and roots which have been absorbed into English from other languages, so that they become familiar with the word-building processes and spelling patterns that derive from them;

### Detailed provisions for key stage 3

26. For pupils working towards level 3, teachers should refer to level-related and other relevant material in the detailed provisions for key stage 1.

27. For pupils working towards levels 4 and 5, see level-related material in detailed provisions for key stage 2.



Such as might be

28. i. In order to achieve level 6, pupils should come to understand the functions of the impersonal style of writing, used in academic - and particularly scientific - writing and to recognise the linguistic features, eg the passive, subordination, which characterise it. This should be done by reading and discussing examples.
- ii. Teaching should bring out the fact that as speech typically takes place in a situation where both speaker and listener are present, it can be accompanied by gestures and words like 'this', 'that', 'here', 'now', 'you', etc, whereas writing generally requires greater verbal explicitness. Pupils should be helped to recognise that because writers are not able to use the voice to emphasise key points in a sentence, they have to use a wide range of grammatical structures (such as the passive, or other alterations of word order) to bring about the desired emphasis. They should also recognise that writing is often more formal and more impersonal than speech: lexical and grammatical features of language both reflect and create these contrasts.
29. i. In order to achieve level 7, pupils should develop a sensitivity to the different styles of vocabulary that are used in different types of writing.
- ii. Pupils should be taught about the different functions of written language: that writing can be for the writer alone; it can be addressed to a known reader; or it can be written for a large and unknown audience. They should be shown how it may primarily be either an artefact in its own right or a means of conveying information; how it functions as a tool of thought and as a creator of human relationships; how it can be stored and readily transmitted across time and distance. They should be helped to think of appropriateness in written language in terms of these functions and of the range of audiences that writers address, considering the effects, for example, of inappropriately formal vocabulary in personal letters or of colloquial expressions in impersonal writing.
30. i. In order to achieve level 8, pupils should come to understand that, at its most characteristic, speech is interactive, spontaneous and informal which means that topics of conversation emerge in an unplanned and unstructured way; in contrast, writing needs a more tightly planned structure signalled by the organisation of topics into paragraphs and words and phrases such as 'meanwhile', 'in the same way', and 'on the other hand'.
- ii. They should be helped to recognise the patterns of organisation of formal expository writing: eg the introduction, development and conclusion of the academic essay; the use of illustrations and examples in persuasive writing and of comparison and contrast in argument.



General provisions for key stage 4

31. Pupils should have opportunities to:
- i. write in a wider range of forms, including a number of the following: notes, diaries, personal letters, formal letters, chronological accounts, reports, pamphlets, reviews (of books, television programmes, films or plays), essays, advertisements, newspaper articles, biography, autobiography, poems, stories, playscripts;
  - ii. learn through experience of a wider range of literature to produce stories which are more consciously crafted, for example, using detail in the portrayal of characters or settings or elements of suspense or surprise and a skillfully managed resolution;
  - iii. select verse forms appropriate for their own choice of subject matter and purposes through experience of a wider range of poetry;
  - iv. write for a wider range of communicative or informative purposes, including: describing, explaining, giving instructions, reporting, expressing a point of view, persuading, comparing and contrasting ideas, arguing for different points of view;
  - v. use writing for private purposes, such as reviewing their own experiences, reflecting on their own ideas and formulating hypotheses;
  - vi. have continuing opportunities to write in aesthetic and imaginative ways;
  - vii. be given opportunities to write on topics that are demanding because of their subject matter;
  - viii. learn how to organise and express their meaning appropriately, not only for different specified audiences (as for key stage 3) but also for unknown audiences, eg in producing instructions for a game, letters to a newspaper, publicity campaigns, etc;
  - ix. learn, in the context of their own writing, to construct different types of paragraph, eg a general statement followed by examples, illustrations followed by a conclusion, cause followed by effect, etc;
  - x. learn, for example by presenting the same material for different purposes or audiences, or in different forms, how they can achieve different stylistic effects in their writing by a conscious control of grammatical structures and lexical choices;
  - xi. extend and refine their competence in drafting, redrafting, rereading and revising, and proof-reading and learn to judge the extent to which they need to use any or all of these processes in specific pieces of work;



- xii. make their own decisions about the appropriate length for a piece of work and to recognise that there can be merit in brevity;
- xiii. craft their writing so that they achieve a readable, pleasing style;
- xiv. learn about the uses (and misuses) of inverted commas for purposes other than direct speech, eg enclosing slang or technical terms, or conveying an idea of falseness.

#### Detailed provisions for key stage 4

- 32. For pupils working towards level 3, teachers should refer to level-related and other relevant material in the detailed provisions for key stage 1.
- 33. For pupils working towards levels 4 and 5, see level-related material in detailed provisions for key stage 2.
- 34. For pupils working towards levels 6 to 8, see level-related material in detailed provisions for key stage 3.
- 35. i. In order to achieve level 9, pupils should be taught;
  - how to recognise and describe some of the lexical, grammatical and organisational characteristics of different types of written texts, eg letters, tabloid and broadsheet newspapers, teenage magazines, specialist hobby periodicals, holiday brochures, travel books, instructions, playscripts.
  - about the nature and purpose of impersonal styles of writing, and the vocabulary and grammar characteristic of those styles, eg the use of the passive voice and of other ways of depersonalising text - such as not using pronouns.
- 36. In order to achieve level 10, pupils should be taught, in the context of their own writing and that of a range of published writers, that, in evaluating the success of a piece of writing, different criteria need to be applied to different types; for example, a personal letter may be valued for its warmth and humour, a report for the clarity of its organisation, etc.



REVISED EXAMPLES FOR SOAs

AT1

L6iii Participate in a group presentation of a scripted or improvised episode from a story or novel; present to the class the results of a group investigation.

L6iv Take note of different ways in which tense and person are marked in the verb "to be" after listening to recordings or participating in classroom improvisations.

L8ii Explain causes and effects; speculate upon outcomes of a policy or a given course of action; take part in interviews for, or on behalf of, a school mini company.

L8iii Take part in a real or simulated committee discussion which requires an agreement; express views and cite evidence in group discussions of books or poems.

L8iv Comment on the varied use of these features noted in a stage presentation, a television drama, or film. Comment on what may be conveyed (intentionally or inadvertently) in advertisements, speeches, interviews or in observed behaviour around the school.

AT2

L5iii Look for indications which suggest the difference: whether evidence is offered or whether persuasion is used in the absence of facts.

L6iii Look for indications which will help determine the difference: unsupported assertion, the use of statistics, attacks upon character which distract from an opponent's reasoning or evidence.

L7ii Write further episodes of a book under discussion; write journals or letters in character; compose imaginary letters to characters in books or to their authors; assess the development of a relationship in a play or novel.

L8ii ~~As 7ii but with a 4th sentence three.~~

Write essays commenting upon points of style, character or plot in comparison with other texts; show how or why a dramatist or novelist used questions and/or repetition to build up emotion in an episode involving two characters.

L10iii Compare the presentation of news or commentary in similar broadcasts on two television channels or between radio and television; compare the treatment of the same event in two newspapers.



L10v Comment on the arguments, attitudes and styles displayed in a running correspondence, on an issue of language usage or performance, in a newspaper or weekly periodical.

AT3

L5v NB "~~and choose~~" must be omitted from the SoA if categories and ATs are not to be blurred.

Discuss the use of slang in dialogue and narrative in a published text and in their own writing and comment on its appropriateness.

L6iv Write a second draft of an account of a group activity following the group's discussion of the first draft.





EDUCATION : 10um PT23







*me pm*  
*cedu*

10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

13 February 1990

*Dear Staple,*

NATIONAL CURRICULUM: TECHNOLOGY

Thank you for your letter of 7 February enclosing the draft Order for technology which the Prime Minister has seen. She is content for your Secretary of State to publish the Order early next month. She understands, however, that there are many companies who would be pleased to help in the preparation and production of teaching aids in manufacturing technology, and she suggests therefore that your Secretary of State might want to tap this enthusiasm to develop further examples in the programmes of study.

I am copying this letter to Stephen Williams (Welsh Office), Jim Gallagher (Scottish Office), Stephen Leach (Northern Ireland Office), Martin Stanley (Department of Trade and Industry) and Clive Norris (Department of Employment).

*Yes.*  
*pm*

PAUL GRAY

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

*pm*



PRIME MINISTER

NATIONAL CURRICULUM: TECHNOLOGY

Before Christmas you saw the proposed draft Order for technology in the national curriculum and agreed this should be published as the basis for consultation.

DES now report (flag A) that there have been some minor points raised in consultation which they have taken into account. The letter attaches the proposed final version of the Order which it has planned to publish early next month.

Brian (flag B) has looked at this. Following some critical comments he had received, he has discussed this in detail with a number of outsiders. His conclusion is that the information technology aspect of the report is excellent; the manufacturing technology section is less good but can be lived with.

Brian therefore recommends you should accept the Order, but suggests that John MacGregor might take up the willingness of other companies who would be prepared to help in developing programmes of study for manufacturing technology.

Content to respond on the basis Brian recommends?

REC.

PAUL GRAY

12 February 1990

C:\wpdocs\economic\curriculum (pmm)



B  
12 February 1990

B

NATIONAL CURRICULUM: TECHNOLOGY

The National Curriculum Council has now submitted its final report on technology to the Secretary of State, in the form of an Order to be published as part of the national curriculum.

As I received a number of critical letters from outside interested parties (especially companies) on the initial Working Party report, I have taken advice from those concerned, especially engineers, as to whether the present draft deals with their criticisms.

Their opinion is that the information technology aspect of the report is excellent: the manufacturing technology section is not as good but something they can live with. They are, however, keen that the Secretary of State should encourage further examples in the programmes of study, which are more relevant to manufacturing technology today. They also said that there are many companies who would be delighted to help in the preparation and production of teaching aids in this subject.

Recommendation

Accept the report. It might, however, be worth passing these comments to John Macgregor.

Brian Griffiths

BRIAN GRIFFITHS



EDUCATION: 14 pt 23



KK



cellu

10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

8 February 1990

*Dear Martin,*

HMI REVIEW OF EDUCATIONAL PROVISION IN WALES 1988-1989

The Prime Minister was grateful for Mr. Roberts' minute enclosing the HMI Report on educational provision in Wales for 1988-89. The Prime Minister has noted the plan to publish this on 12 February.

I am copying this letter to the Private Secretaries to members of E(EP) and to Sonia Phippard (Cabinet Office).

*Yours sincerely,  
Paul Gray*

(PAUL GRAY)

Martin Hum, Esq.,  
Minister of State's Office,  
Welsh Office.

*D*





Prime Minister

Pie Maker

This is a poor, wobbly  
document compared with the  
English one - It is, to say the  
least, unlikely to generate anything like  
the same interest or controversy.  
Can't say to note the planned  
publication on 12 February?

*[Handwritten scribble]*

HMI REVIEW OF EDUCATIONAL PROVISION IN WALES 1988-89

RACB  
2/2

I enclose a copy of the HMI report on educational provision in Wales during the academic year 1988-89.

The report, which is the independent view of the Chief Inspector, is a general survey of the state of education in Wales. It gives a rounded view and concentrates on output rather than input.

We propose to publish the report on 12 February together with a press notice commenting on it. The report, which is the eighth in a series, is publicly expected. I enclose a draft of the press notice.

I am copying this minute and enclosures to members of E(EP) and to Sir Robin Butler.

*[Handwritten signature]*

WYN ROBERTS



DRAFT PRESS NOTICE

HM INSPECTORS REVIEW OF EDUCATIONAL PROVISION IN WALES, 1988-89

The eighth report\* in the annual series prepared by HM Inspectorate of Schools on the provision of education in Wales was published today by the Welsh Office.

As in previous years the Review is a broad survey covering all sectors from primary schools to higher and further education and is based upon inspections and other activities by HM Inspectors during the academic year 1988-89.

In welcoming the report the Secretary of State for Wales, Mr Peter Walker, said:

'The single most significant feature of the year was the passing of the Education Reform Act (ERA). This Review reflects the activity of Education Authorities and teachers in preparing for the implementation of the Act.'

'The LEA Training Grants (LEATG) and Education Support Grant Schemes (ESG) have improved the provision and take up of in-service training in supporting the introduction of the National Curriculum. Other initiatives under the ERA have assisted in the professional development of teachers and helped school governors come to terms with their expanded role. Much has also been achieved through the Government's trainee teacher bursary scheme.'

'The Review notes the success of our programmes to encourage existing Welsh speakers and others to become qualified to teach the language or teach through the medium of Welsh.'

Mr Walker continued 'I am particularly pleased to see evidence of the growing links between education interests and industry. This is happening both in schools and in further and higher education institutions. For their part, educational institutions have improved their responsiveness to the needs of industry (and the wider community) resulting in an increasing number of short or part-time day release courses. These developments are essential if Wales is to maintain its industrial redevelopment in the coming years.'

'I believe that the Review shows that the education service in Wales is continuing to respond well to the challenging demands placed on it.'

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\*HM Inspectors Review of Educational provision in Wales 1988-89 is published by the Welsh Office, Education Services Division, Cathays Park, Cardiff. Copies are available free of charge on request in writing or by phone on Cardiff 823360.



A Report by  
HM Inspectorate (Wales)

**REVIEW OF EDUCATIONAL  
PROVISION IN WALES**

**1988-89**



Welsh Office



## REVIEW OF THE YEAR 1988-89 BY HM INSPECTORATE (WALES)

This review, like that for 1987-88, deals with selected aspects of the education service in Wales. It is based upon inspection and other activity by HM Inspectors during the academic year 1988-89. In the course of the year HMI made inspection visits to over 40% of the primary schools in Wales, 95% of the secondary schools, almost 65% of the special schools and all the institutions offering further and higher education (FHE) outside the University sector. Formal inspections were conducted of 43 individual primary schools, nine secondary schools and nine special schools. In FHE, three colleges were inspected and particular courses were inspected in four others; four all-Wales surveys of specific vocational areas were undertaken and there were 11 inspections in youth, adult and community education. Surveys of subjects and aspects of provision in primary and secondary schools were undertaken in all eight LEAs, and covered Welsh, English, mathematics, science, the humanities, art and craft, and music at primary level, and Welsh language and literature, English, mathematics, science, modern languages, history, art and design, craft design and technology (CDT), home economics and physical education in secondary schools. There were also national surveys of in-service education and training and of teaching practice arrangements in the public sector/voluntary initial teacher training institutions and a further survey of all aspects of educational provision in one LEA. In the course of the year 124 formal inspection and survey reports and six occasional papers were published.

The year, which saw the passing of the Education Reform Act (ERA), was one of intensive activity, principally in the spheres of deliberation by committees and working groups, publication and consultation and, as reports and other documents increasingly clarified requirements, preparation.



LEAs were attempting to respond at the same time to the demands of school and college governing body reorganisation, local management of schools (LMS) pilot schemes, delegation schemes for FE, their own plans for primary and secondary reorganisation, Technical and Vocational Education Initiative (TVEI) extension, Records of Achievement (RoA) and other initiatives in addition to the National Curriculum. It was the last named, however, especially as it affected primary schools, which demanded most attention in most LEAs.

Authorities were handicapped in their early planning for the National Curriculum (NC) by the shortage of firm information and the absence of training materials. By taking every opportunity to be represented at conferences and exploiting the network of contacts provided by their membership of England/Wales bodies, they made reasonable assessments of what schools and teachers needed. In the course of the year, the in-service training (INSET) materials and non-statutory guidance published by the Curriculum Council for Wales contributed usefully to developments.

Some made progress more rapidly than others. Early in the Spring term two LEAs distributed to primary schools documents which were as comprehensive as could be expected in the circumstances and one of these in addition published a bilingual booklet which explained the NC in simple terms for parents. All at this stage were conscious of the scale and nature of the task facing them, were mindful of local problems (such as meeting the needs of many small primary schools) and had laid plans for awareness-raising events. In a few cases programmes of NC INSET had been drawn up, extending virtually to the end of the school year and in due course all LEAs followed broad introductory sessions, for heads and deputy heads in the main, with courses for curriculum leaders in the 'core' NC



subjects, English, Welsh, mathematics and science. In a few cases cross curricular planning was a further focus of INSET activity. The cascade model of training was widely favoured, but there was little follow-up by LEA advisory services to test the effectiveness of dissemination. By the end of the year primary schools varied considerably in their state of readiness; small schools and those which rely to a large extent on published schemes to provide curricular content and progression were often among the least well prepared.

The year was the second full year of the operation of the new teachers' conditions of service and structure of incentive allowances. For the most part, the allocation of teachers' duties within the specified 1265 hours has been satisfactory. A willingness on the part of headteachers to negotiate particular duties with teachers, and to recognise that most of them continue to work considerably more than the specified minimum number of hours, has enhanced professional attitudes and development in many schools. The regular use of 'directed time' at the end of afternoon school to hold minuted discussions involving the whole staff in primary schools or key groups, such as departmental teams, in secondary schools has meant that new ideas have been disseminated to increasingly good effect. At least partly as a consequence, the quality of leadership has improved. For example, more than three-quarters of visits to secondary schools undertaken in 1988-89 revealed effective planning by heads of department in relation to some significant aspects of the work.

Most teachers in primary schools with designated NC responsibilities are on the MPG. There is evidence that such responsibilities are being allocated purposefully and discharged seriously. But the effects on practice tend to be less substantial than might be expected, largely because



teachers continue to have full-time charge of a class and cannot easily be released to engage in the discussion of their area of responsibility and of pupils' achievements in it with colleagues. It also remains the case that the number of primary teachers capable, by virtue of initial or subsequent training, of taking on substantial curriculum responsibilities in mathematics, science, technology and, in some LEAs, in Welsh as a second language, is limited. In many small schools individual teachers may be required to undertake an unduly wide range of subject responsibilities. Some primary heads do not consider sufficiently their own role in stimulating, facilitating and supporting the exercise of responsibility by other staff.

In secondary schools, as mentioned in the 1989-88 Review, senior posts at Grade D, and especially Grade E, continue to be assigned to staff with general administrative and coordinating roles, for example, in relation to records of achievement or school-industry links. Very few of the extra allowances becoming available at secondary level are being assigned to leadership roles connected with NC developments, even in core subjects, nor has there been any significant enhancement of the status of teachers already carrying such roles. One school, for example, has designated 11 senior staff of Grade D or above, of whom only two are heads of department (of English and mathematics), neither being recognised as a member of the senior management team. Posts above MPG are only occasionally assigned to departmental curriculum support in the NC core subjects; in other subjects they hardly exist. Indeed, in NC subjects, especially science, onerous tasks of planning and syllabus development are in many cases carried by staff of relatively junior status, often those on the MPG. While teachers at all levels can reasonably be expected to take a lead in specific concerns assigned to them, there is at present a degree of mismatch between the status of some teachers and



the weight of responsibility they carry for ensuring effective delivery of the NC.

School closure days ('Baker Days') have been effectively used to promote professional development in a substantial proportion of schools, and the LEA Training Grants Scheme (LEATGS) and Education Support Grants (ESG) have facilitated the implementation of plans for centrally organised INSET. Both funding schemes contribute significantly to the strengths of LEA advisory services, and advisers and advisory teachers have vital roles in organising and providing INSET. Although authorities appreciate the desirability of deploying the two sources of targeted funding as aspects of a single NC strategy, their management of LEATGS and ESG tends to be separate and their coordination of them limited. Nevertheless, the momentum of these new initiatives designed to improve the provision and take-up of INSET has been maintained and the great majority of teachers have attended some form of in-service training during the year.

LEAs planned to use the systems of primary school groupings which most had instituted with the introduction of the LEATGS as a useful base for the later stages of NC INSET. Particularly in the case of small, isolated schools, mutually supportive strategies within groups were seen as a possible solution to the difficult problem of providing curriculum leadership. In the course of the year a small number of LEAs allocated Grade A allowances to 'clusters' rather than individual schools and the teacher identified as the curriculum leader (in a subject often selected by the group) took on this responsibility for all the schools.

School-based INSET has also in some cases made use of secondary catchment or other groupings as a means of sharing costs and pooling staff expertise. In many clusters and



individual primary schools assessment was seen to be the most urgent need. Curriculum leaders in the core subjects devised checklists or profile forms for charting pupils' attainments in a consistent pattern. A few schools by the end of the year had progressed in the same task to other foundation subjects, but generally the distinction between the significant developments in the core subjects and the lack of development in other subjects noted in last year's Review became more marked as the year progressed. The dangers of curricular imbalance and incoherence are obvious and it is encouraging to note that several LEAs have as a matter of policy emphasised to schools the importance of setting NC attainment targets (AT) and programmes of study (PoS) within the wider cross-curricular and integrated context of the whole curriculum.

There is continuing concern among headteachers, governing bodies and parents about the effects on pupils' learning and behaviour of teacher absence due to INSET. These are most marked in secondary schools where there are substantial numbers of pupils with learning difficulties and attendance and other problems. Despite the helpful strategies introduced by a few LEAs, in some areas and individual schools it is difficult to obtain supply teachers. Widespread difficulty is experienced in obtaining supply teachers who can match the specialisms of absent secondary staff, especially in the 'shortage subjects', science, mathematics, CDT and modern languages, or who can offer cover in Welsh-medium schools, primary and secondary, in all LEAs. The need for INSET that will be generated by the NC will put further strain on the limited resources of LEAs and schools as they seek to provide adequate cover for absent staff.

Most LEAs anticipate difficulty in implementing NC Welsh and two in particular cite historical reasons and lack of



suitably qualified staff as serious impediments. In the course of the year seven authorities conducted surveys of teaching staff to ascertain the numbers with the capacity to teach Welsh to NC Attainment Targets in primary schools and capable, with appropriate training, of assisting in the work of Welsh departments in secondary schools. Little consideration has so far been given to ways of deploying teachers able to teach Welsh where they are needed, but there was an encouraging response by non-Welsh-speaking teachers in a few LEAs to enquiries about their readiness to follow a language course designed to help them to participate in teaching Welsh as a second language.

In seeking to recruit new staff capable of teaching Welsh or of working in Welsh-medium schools, LEAs recognise that they will be competing with one another, for the overall number of appropriately qualified teachers is limited. The Welsh Office Welsh Incentive Supplement pilot scheme in its first year of operation achieved some modest success in its aim of attracting more Welsh-speaking postgraduate certificate of education (PGCE) students into Welsh-medium initial teacher training (ITT) courses in the secondary shortage subjects. At the end of the year 'Section 21' funding (Specific Grant for the Welsh Language, administered by the Welsh Office) enabled two public sector teacher training institutions in south-east Wales to share the appointment of a member of staff to teach Welsh to primary ITT students in their own time. In other colleges, larger numbers of students than formerly voluntarily attended long-established basic courses in Welsh in anticipation of the need of primary schools to provide second language teaching within the NC.

For most of their needs however, especially in the short term, LEAs must rely upon the in-service training of teachers to improve their Welsh-medium or Welsh language teaching skills. Some aspects of INSET in these areas in



most authorities are good. In some instances, however, the Training Grants Scheme is not being used to best advantage in identifying teachers' <sup>needs</sup> and in targeting training appropriately. LEAs have a clear view of the difficulties they face in expanding Welsh language and Welsh-medium provision. Nevertheless, they are generally committed to implementing NC Welsh in their schools.

All initial teacher training institutions have sought to secure more effective relationships with schools in the preparation of students for a career in teaching, and the response of schools has been generally good. The schools that receive students on teaching practice and other visits have a clearer understanding than formerly of their vital role in the process. Many staff from training institutions have benefited significantly from time spent gaining or renewing teaching experience in primary classrooms, and heads and class teachers are increasingly invited by institutions as occasional contributors to their academic courses. Most institutions have model classrooms to which classes of primary pupils, accompanied by their teachers, regularly come for activities which involve tutors and students. Training courses are more school-orientated and relevant as a result of these initiatives. There is scope, especially in the context of the NC, for further exploration of partnership and joint working to increase the effectiveness of initial training, but all these developments add to the professional and organisational demands made of schools. It is sometimes difficult to see the reciprocal benefits, although contact with tutors and students, in the best circumstances, provides a stimulating and worthwhile challenge to school staffs. Occasionally, the opportunity for class teachers to work with tutors and students on projects of special interest to the school, or the use of tutors as consultants or providers of school-based in-service training is an acceptable return.



The ERA introduced major changes in the composition of governing bodies for schools and colleges. Many hundreds of new governors were appointed by LEAs or elected by parents and staffs of schools during the autumn term 1988. There were a few delays in the process, but by January 1989 preliminary meetings of the newly constituted schools governing bodies had occurred in all LEAs. In accordance with the Education (No 2) Act 1986, authorities are required to secure provision of appropriate information and training for governors. In the new situation this became a large undertaking and, to assist LEAs, the 1988-89 ESG circular indicated that, subject to satisfactory bids being submitted, funds were available to enable them to develop systematic training programmes.

All authorities in due course received Welsh Office approval to proceed with their proposals which, in every case, included the appointment of staff to undertake the major planning and coordinating role. Other features of provision have included handbooks for governors, video training materials, and the establishment of resource centres for governors at local libraries. Awareness raising conferences, for newly appointed governors in the main, attracted large numbers and were often over-subscribed, but by the beginning of the summer term 1989 the LEAs' training programmes had barely commenced. Attempts to disseminate information by 'cascading' from chairpersons or other individual representatives of governing bodies to their colleagues have been largely unsuccessful, partly because of the lack of a 'training the trainers' element at the first stage.

Governors recognise that they have much to learn and have asked for information about current matters, particularly the NC and LMS, but in most areas they are content to be guided by LEA officers or headteachers. In effect, governor



training during 1988-89 took place largely 'on the job' and some of the most effective was provided as the result of the initiatives of individual headteachers. In a substantial number of schools senior staff have spoken to the governors about aspects of organisation and work; in many governing bodies sub-committees have been set up to consider issues such as accommodation, the curriculum, the discipline of pupils, finance, business/industrial links and appointments; governors have been encouraged to visit the school and in some cases to see lessons taught.

Most newly appointed parent governors and many coopted members have limited knowledge about and experience of discussing educational matters. Many also lack experience of committee work. Some governors have been slow to realise the scope of their duties and their authority, but most are conscious of their responsibility and keen to be well-informed so that they can function effectively. A few have been over-zealous, to the extent of appearing to teachers to adopt an inspectorial approach when visiting classrooms. There are also clear signs that the new governing bodies are perceptive, anxious to understand the processes of teaching and learning better and help in making them more effective. Governing body meetings at which HMI present the findings of recent inspections are developing into lively and searching analyses of school provision in the light of HMI judgements. Despite the late introduction of training programmes, considerable progress has been made towards the establishment of governing bodies which are adequately informed and keen to support the best educational endeavours of schools.

LEAs have looked at their own organisation in the light of the challenge to formulate a coherent and coordinated response to the requirements of the ERA and several have begun to consider significant changes in their organisation.



Most of this rethinking remains at an early stage but it is encouraging evidence that LEAs are responding creatively to new demands. There has, however, been variable progress in the formal recasting of the role of LEA inspectors/advisers so as to enable them to play a full part in the implementation and monitoring of the NC. Several authorities are at various stages in the development and institution of long-term plans for the regular evaluation of schools, including monitoring of the implementation of the NC, by the advisory team and another two have drawn up plans whereby schools themselves will be expected to undertake regular self-evaluation, with some help from advisers. In other LEAs there is still considerable unease among primary advisers about the change from the advisory to the inspectorial role and much sensitivity about schools' expectations. The process of establishing a coherent force of inspectors/advisers has begun in all LEAs but progress in most has been limited. In several LEAs there has been useful development towards achieving agreement on general principles among the primary phase advisers, but less movement in an area crucial for the success of the NC, that of securing a common view among primary phase and (mainly secondary) subject specialist advisers. The primary phase advisers have a key role to play in mediating the NC for primary class teachers; their phase perspective is a vital element in reassuring schools and in ensuring that their educational horizons remain wide. They cannot perform this role fully without establishing a full understanding with phase and subject advisers and agreeing on joint approaches to the primary curriculum. With a few notable exceptions, there had been little success in doing so by the end of the year.

A very large (and still increasing) number of advisory teachers are employed in a range of subjects and aspects. Though some LEAs do not provide an induction programme for



them, their work has been in the main effectively organised and its impact on pupils' learning beneficial. Some advisory teachers bring an essentially secondary subject expertise to bear, but have been required to interpret it in a manner appropriate to the work of primary schools. Others combine a subject expertise with extensive and successful primary experience. In all cases their work lies substantially in the classroom alongside teachers and pupils and many thereby help schools to be more confident in taking responsibility for curriculum development. They are also gradually assuming that responsibility for organising and providing INSET, particularly in preparation for the implementation of the NC, which was formerly the province of LEA advisers and inspectors (LAI).

The implementation of the NC and the changes envisaged in the role of LAI together raise questions about the role and function of advisory teachers and their relationships with LAI which have been only partially answered in most LEAs. They have hitherto tended to work very much under the aegis of the members of the LAI responsible for their specific subject. The NC will require them to take a broader view of the primary curriculum, and developments in the role of LAI may well mean that advisory teachers will take on a more overtly advisory role than they have hitherto. There have been significant differences even within LEAs in the way in which the advisory teachers for different subjects and aspects have been used: in some LEAs the work of advisory teachers and phase and subject advisers has been carefully co-ordinated; in a few cases advisory teachers have received insufficient guidance and support and the effects of their work have been inadequately monitored. They are now a major resource and need to be used in ways that will ensure a systematic and coherent impact on schools in the context of implementing the NC. In this connection, some LEAs have begun to provide INSET for advisory teachers designed to



enhance their existing skills and prepare them for a broader, cross-curricular role.

Most of the work of advisory teachers is supported by ESG. In general, ESG has successfully achieved its original aim of stimulating development in key areas of national priority. The strengths of the work lie in the direct practical help given to schools by knowledgeable and skilled practitioners. The work is further enhanced where it builds on an existing area of LEA interest and expertise. The principal weakness has been a tendency to give too little attention to the evaluation (at LEA level) of the work being done with a view to sustaining the momentum of good work and disseminating it more widely, both within individual schools and between them.

The Inspectorate's reports on individual schools include references to behaviour, discipline and attendance.

Relationships between teachers and pupils are generally good and standards of discipline in the great majority of schools are sound. However, the inappropriate behaviour of a small number of pupils both inside and outside the classroom continues to be an issue, particularly in schools serving socially and economically disadvantaged areas. Serious incidents are rare but include a very small number of examples of assault and verbal abuse of teachers and intimidation of pupils. Schools are usually anxious to secure the cooperation of parents in resolving the difficulties, but sometimes even this proves fruitless. In a few secondary schools there have been a small number of expulsions or exclusions during the year; the use of short-term suspensions as a 'cooling off' device occurs rather more frequently, as a means of dealing with small numbers of older pupils with problems.



In primary schools instances of bad behaviour are usually confined to lunchtimes when the quality of oversight is sometimes inadequate. The play of children during such breaks in the school day is occasionally extremely boisterous and there is some cause for concern in their imitation of unduly aggressive, adult modes of behaviour. Poor conduct is rarely allowed to be disruptive of class activity, but the effect upon the classes of the persistent uncooperativeness of an individual can nevertheless be considerable. Schools endeavour to communicate the virtues of tolerance, cooperation and hard work. Most pupils respond well and attend regularly. In a small minority of schools, children may occasionally be absent without due cause, and some tend to be late arriving in some schools.

In secondary schools, the commoner forms of misbehaviour towards teachers, such as discourtesy, poorly controlled responses and deliberate interjections during lessons, continue to affect a small proportion of classes. The root cause of such actions, like the disruptive failure of some pupils to bring essential materials and equipment to lessons, often lies outside the school, but they are also sometimes associated with, or exacerbated by, inappropriate learning experiences, poor lesson preparation and either low teacher expectations or over-ambitious academic demands. A few schools have sought to re-schedule in-service training arrangements in order to minimise teacher absence which they have identified as a cause of poor behaviour.

Consistent expectations on the part of staff with regard to matters such as punctuality, the manner of contribution to class discussions and circulation between lessons have produced general improvement. Schools have also experienced change for the better from strategies as diverse as informing the local press of their achievements, discussing behavioural issues in the 'school council', and promoting



parental involvement in school life. Poor attendance continues to affect a minority of schools. Again, there is evidence that the adoption of appropriate curricula, stimulating and varied learning activities, high expectations and achievable demands ameliorate this problem.

Few schemes of secondary reorganisation were implemented during the period under review; however, the approval during the year of Dyfed LEA's proposal for the Whitland/St Clears area led in September 1989 to the closure of the last surviving grammar and secondary modern schools in Wales. Some tertiary reorganisation schemes are under consideration; county-wide proposals are being framed in Clwyd and Gwynedd, and schemes involving areas within Dyfed, Gwent, Mid Glamorgan and South Glamorgan. The slow pace of change often results in delays in the introduction of more economic and effective arrangements and gives rise to periods of detrimental uncertainty in institutions as LEAs tackle the difficult problem of taking surplus school places out of use.

Following the ERA, LEAs and colleges of further and higher education have been required to give consideration to changes in college governance and financial management. LEAs have been involved in drawing up strategic plans, and for their part, colleges have started to examine ways of improving efficiency and effectiveness. However, few colleges have to date developed satisfactory management information systems. Though some have begun to make use of performance indicators to examine and seek to improve aspects of provision, most have a long way to go in this respect.

The fall in the number of school leavers and the growth of opportunities for employment at 16+ has not led to a decline in enrolments in further education as yet. This is due



partly to a higher proportion of students continuing in education post-16, and partly to an increase in the number of mature students. Colleges are aware of demographic and employment trends and have taken some steps to attract a larger clientele outside the 16-19 mainstream, but activity to date has been rather piecemeal and systematic strategies have been developed in only a few.

While there is an increasing awareness of the work of the National Council for Vocational Qualifications (NCVQ), the impact of NVQs on the work of the colleges is small. The effect on course structures, teaching methods, assessment procedures and policies, and staff development, is most apparent where newly accredited schemes have been developed by awarding bodies.

## PRIMARY SCHOOLS

### 1. Aspects of Provision

There has been little change in provision of accommodation and resources since last year's report. Most primary schools make the best use they can, sometimes very effective use, of the buildings at their disposal. The display of pupils' work is often carefully arranged and has a stimulating educational impact. However, many of the pupils who are in the first cohort to experience the NC in its entirety will pass through its first two key stages in school buildings designed and built at a time when approaches were different from those encouraged currently or in more modern premises which are often short of storage space and in some cases have limited teaching space. These factors, which have been inconvenient heretofore, may well become matters of more acute concern. The national curriculum gives proper emphasis, for example, in both mathematics and science, to the importance of practical



learning and the use of apparatus, and the process of assessment will make similar demands.

The associated question of resources will assume equal importance for the same reasons. The probable requirements of the introduction of technology into primary schools will make new and additional demands and it is likely that what is eventually proposed for the remaining foundation subjects will also call for additional teaching materials. The assessment process itself will also bring resource demands in its train, since the assessments will seek to reflect the practical nature of the work done by pupils. The majority of primary schools are at least adequately equipped for the curriculum which they at present provide and for the limited assessments which they make. But schools continue to rely in large measure on parents for substantial sums of money additional to the capitation allowance allocated by the LEA. In the case of smaller schools these sums frequently exceed the LEA's allocation. Those schools which continue to receive large financial contributions from parents will be in a strong position to meet the demand for new resources. Other schools will be less well placed to do so.

The staffing of primary schools continues to be generally satisfactory. There are, however, shortages of staff appropriately qualified for the early years (Key Stage 1) and for science, mathematics, technology and Welsh; some unacceptably large classes; and, in some areas, a number of teachers employed on short-term contracts. Last year's report noted considerable changes in a significant minority of schools consequent upon the early retirement of heads or the moving of heads between schools. The trend has continued in the period of review. One survey of 16 schools reported that 12 heads had been in post for three years or fewer. In a few cases secondary teachers continue to be redeployed to primary schools with inadequate retraining.



The impact of these changes has been more significant than usual because of the context of preparation for the NC in which they have occurred. On the other hand, one LEA carefully selects the most suitable candidates for redeployment from secondary to primary and provides appropriate training, another has improved its staffing ratio during the period of review and a third authority has decided to appoint deputy heads in all its schools, irrespective of size.

Although most primary teachers are trained for the age group they teach, there remains a shortage of teachers initially and principally qualified in mathematics and science. Much of the thrust of INSET is directed towards making good this lack of expertise, but the effect of the imbalance is currently felt keenly in the allocation and discharge of curriculum leadership responsibilities in these NC core subjects. Surveys of science in three areas of Wales have revealed considerable variation in the distribution of teachers initially qualified in science and in the take-up of INSET. In one area, about a third of the teachers were qualified in science, but another third had no experience of recent INSET in the subject. In a second area, there were many well-qualified staff and there had been an enthusiastic response to INSET opportunities. In a third area, the number of teachers with specialist qualifications was very small and the take-up of INSET poor. Standards of work were, in general, good in the second area, poor in the third area, and variable in the first.

The secondment of staff to posts as advisory teachers or members of groups developing standard assessment tasks has caused staffing difficulties and discontinuities in some areas. Suitable replacements are sometimes difficult to find, especially for Welsh-medium work.



The amalgamation or closure of primary schools generally occurs when LEAs see opportunities, following consultation, to rationalise provision through reducing the number of surplus places and to offer parents and pupils what are considered by the LEA to be improved educational opportunities. In general terms rationalisation usually results in larger schools which, in some important respects, for example, staffing, have advantages in meeting the challenges of the new curriculum. In most cases proposals for rationalisation through amalgamation or closure deal directly with the advantages and disadvantages of change in the context of the particular schools involved. In other cases, however, there is a tendency to apply generalised propositions as to the advantages, for example, of larger schools, without adequate consideration of the specific circumstances of the schools involved. The advantages of the all-through primary as compared with separate infants' and junior schools are sometimes too readily adduced, whatever the particular circumstances. Although the general trend is towards the creation of larger schools through the closure or amalgamation of smaller ones, LEAs differ considerably in the vigour with which they proceed in proposing the closure of small rural schools. Questions of language frequently arise in such cases and some authorities, while not excluding the possibility of proposals for closure, are seeking ways of sustaining small schools as they face the new challenges. Clustering in its various forms is the most popular device for doing so. Arrangements of this sort bring benefits, particularly in the sharing of scarce or expensive resources and in countering professional isolation. They have not, however, done as much as was once expected to enhance and broaden pupils' curricular opportunities, for example, through exchange or other sharing of teachers whose expertise lies in different subjects.



Primary schools have responded resolutely to the new curriculum requirements. They are making a systematic attempt to assimilate the many documents which directly affect their work. The most successful of them are harnessing the resources of the whole school in the task and giving individual teachers proper responsibilities which they can be helped to discharge, often through much improved provision of in-service training.

## 2. Aspects of Teaching and Learning

In the course of 1988-89, HM Inspectorate published occasional papers on science, history, mathematics, religious education and reading in English in the junior school, and a commentary derived from reports on the teaching and learning of Welsh. The availability of these overviews of provision and the nature and standards of work obviate the necessity of presenting a detailed treatment of all curricular areas below.

Last year's report referred to the beginning of significant change and improvement in primary schools in Wales. In general, further progress has occurred, though the pace and scope of change are beginning to vary significantly between LEAs and between schools within LEAs. The single most influential feature of the year has been the preparation of schools for the implementation of the core subjects of the National Curriculum at Key Stage 1 in September 1989 and Key Stage 2 in September 1990. Concern with the many practical problems of this implementation (for example, the study and assimilation of the reports of the subject working groups and of the statutory orders derived from the Secretary of State's proposals - a task which has to be undertaken by each primary teacher) has meant a certain narrowing of focus in the work of primary schools.



However, a number of schools have attempted to look at the primary curriculum as a whole and to seek for new ways of ensuring breadth and balance through integration. There is a growing realisation in many schools that the likely requirements of the NC can best be met (not least in Wales' numerous small schools) through a philosophy, a form or organisation and an approach to teaching and learning which attempt to secure profitable links within and between subjects. The creation of school development plans, NC development plans and new schemes of work reflecting NC requirements have given new impetus to this work. In general, however, schools have moved only a little way along this road and by the end of the period of review agreement on general principles was more commonly encountered than agreed practice. There is in particular a tendency in many schools to make undue use of - and place excessive reliance on - flowcharts and topic webs which purport to demonstrate the integration of the curriculum but which do not in practice indicate either the particular knowledge and skills to be taught or the specific ways in which different aspects of a topic or theme are connected.

The publication of the final reports of the mathematics, science, English, design and technology and Welsh subject working groups and (following consultation) of the associated statutory orders for mathematics, science and (for Key Stage 1) English, has undoubtedly stimulated much discussion and led to the formulation of plans for change in many schools. Much effort has been directed towards review of existing schemes and practice with a view to the matching of NC requirements to what the school already does. For the time being the effects on teaching and learning are slight.

In English and Welsh as a first language, pupils are encouraged to develop oral facility often through discussion groups and sometimes through the effective use of drama, at



the infants' stage, and the teaching of reading, based mainly on commercial schemes, is systematic and largely successful. At the junior stage, pupils have somewhat fewer opportunities to develop orally (though they progress satisfactorily in their ability to respond to good story-telling) and they do not always have a wide enough range of reading materials or make the best use of their reading skills across the curriculum. The nature and standards of work in writing remain much more variable than in reading and oral work. Pupils' work is sometimes broadly based, closely linked with their reading and oral work and designed to exploit the full range of the written word. More often, either the scope of the work narrows as pupils mature or a range of stimuli produces a disappointingly uniform response. The use of the word-processor for the display of fair copies is common; its use as an integral part of the process of redrafting is less common.

There is considerable variability in the range and quality of the teaching and learning of Welsh as a second language. In only a minority of schools is continuity of provision maintained throughout the primary stage. In many instances second language programmes are available only at the junior stage or during part of that stage and time allocation varies substantially. Providing Welsh in infant schools is already recognised by most LEAs as a key area for action and in some cases plans are in train to utilise existing resources to this end. Advisory teachers of Welsh have worked with some schools not previously teaching Welsh to help them set up and teach the second language programme. The demands of the attainment targets and programmes of study for second language Welsh will require, in many LEAs, a considerable extension and enhancement of current provision.



There is widespread recognition of the need to use class teachers who are currently not Welsh speaking, supported by advisory teachers, to teach Welsh as a second language, if schools are to implement the NC targets and programmes of study. Action taken to promote their capability has included, in at least three LEAs, the mounting of language and methodology courses for this target group. The response of teachers has been encouraging and further work to promote the development of fully appropriate material to meet the INSET needs of infant teachers has been commissioned. One LEA has produced video material, aimed at pupils, to support class teachers who have little or no knowledge of Welsh. Following generally successful trialling, the material will be made available to other LEAs.

In some schools in mixed language areas which have as one of their aims the development of bilingual competence by 11, the progress of initially non-Welsh-speaking pupils has been disappointing. In many other schools, where expectations are appropriately pitched and well-planned and balanced programmes are in place, pupils have responded positively and have attained good levels in receptive and productive skills. In these situations attainment in Welsh approximates to that of the native speaker.

In the case of Welsh, schools are being challenged to achieve those aims and objectives which have in many instances long been striven for but rarely attained. The requirements for Welsh must also be set alongside those for English. Taken together, they entail a more carefully organised approach to the learning of both languages if the kind of bilingualism envisaged is to be attained. The exploration of common ground, for example in literature and knowledge about language, may be involved. This work will be largely pioneering in nature.



Levels of awareness of the expectations in relation to the teaching of NC science have improved as a result of in-service training initiatives, ESG programmes and the publication of materials, but there remains much to be done to extend provision more widely. A proliferation of supporting documentation has reached schools from many sources and careful scrutiny is needed to identify that which is relevant and useful. Preparation has focused on school strategies to secure coverage of ATs at appropriate levels. This has had a beneficial effect in encouraging teachers to undertake long-term planning collaboratively. In general the potential of thematic approaches covering a number of curricular areas is being recognised and the inter-relatedness of science and other subject areas, particularly language, mathematics and technology, is being developed. Progress to date is encouraging and teachers are applying themselves with increasing confidence and effectiveness to their demanding tasks.

Adoption of new schemes, greater use of investigative and practical learning experience and the continuing support of advisory teachers have all contributed towards a gradual improvement in the quality of work in mathematics. The introduction of the statutory orders of the NC has given added impetus to these developments. There has been slower progress in developing the use of microcomputers and calculators. The latter continue to be under-used and the former to be employed often for programs of reiteration and reinforcement. However, some schools are beginning to use a wider range of information technology for more sophisticated purposes and are enhancing pupils' learning in the process.

In the case of technology, schools are being asked to consider means of achieving objectives in a field in which very few of them have had experience or possess expertise. The requirements of design and technology are certainly



demanding and most schools will be starting from a low baseline in their attempts to meet them. As defined in the report of the subject working group, this area of the curriculum is present only in embryo in the great majority of schools.

The issue in quick succession of subject working group reports and associated statutory orders for attainment targets and programmes of study has posed problems of assimilation for primary class teachers, but it has also served to give particular focus to those INSET events organised for the summer term and to staff discussion in schools. The response has generally been positive and constructive; schools have attempted to analyse and exemplify the basic requirements, relate them to existing schemes and programmes of work and devise effective means of translating them into tasks which will aid pupils' learning. The requirements for science have attracted particular attention, since this is an area in which many schools feel particularly uncertain. Where LEAs already have a clear policy and a familiar framework of support (for example, through advisory teachers), the task of addressing the substantial demands of science has been facilitated. In general, schools have found tackling the challenges of mathematics and English rather less difficult - though the need to address all three sets of requirements simultaneously has posed problems, particularly for small schools.

The greatest anxiety felt by schools in the period of review has concerned assessment, recording and reporting. For much of the year schools have felt singularly ill-informed about what would be required of them statutorily under the provisions of the ERA. The allocation of contracts for the construction of standard assessment tasks (SATs) to be administered at the end of Key Stage 1 and their trialling



and piloting meant that from January 1989 some schools were quite closely involved with the developers in the construction and revision of test materials. But it was only at the very end of the year that most schools learned something of the developing policy with regard to assessment procedures for the NC.

There remains much uncertainty in schools. The great majority of primary schools have long since ensured that they have an adequate record of pupils' progress in reading and mathematics, often through the use of checklists associated with the commercial series adopted. Teachers of the under fives, especially those in nursery schools, units and classes, often keep more detailed records of children's cognitive, social and emotional development. A small minority of schools keep dated samples of pupils' work (though the criteria for selection are often unclear), including in some cases their drawings and paintings, but the great majority tend not to assess or record in any detail pupils' progress in subjects other than language and mathematics.

As part of their response to the requirements of the NC, many schools are beginning to explore ways of assessing and recording pupils' progress through the attainment targets and programmes of study. They are doing so before the statutory assessment requirements are known in the belief that assessment by teachers will be the major part of any formal arrangements. A small but useful part of this preparation concerns the identification of the most efficient and economical means of recording assessments, and several innovative formats have been tried out. There is much concern about the number of separate assessments to be made and about the time required to complete and record them.



Except for those participating in the trials, schools know very little about SATs. There is considerable apprehension; the most commonly-expressed concerns are that the SATs will either take the form of extraneous tests poorly related to the work of classrooms or will be so intrusive (in terms of time and effort) in the curriculum that they will distort the normal course of classroom work. If the wider involvement of LEAs and schools not in the initial trials of SATs can be secured during the piloting stage, much advantage will accrue.

Most pupils with special educational needs (SEN) are taught in ordinary classes. Additional help for them has usually taken the form of withdrawal for assistance, mainly in reading. While this is still common practice, the period of review has seen a continuing trend towards providing support in the classroom itself, in the context of the pupils' ordinary learning. This form of provision can focus on their specific needs and also permits much closer professional contact between the teachers concerned, though the bulk of the work of the pupils remains the responsibility of the class teacher. The NC brings into sharp focus the continuing need for the everyday work of the class to be so differentiated that these pupils can make appropriate progress.

In a few instances, pupils with SEN of a severe and persistent nature have been placed in ordinary classes (sometimes containing more than one age group) without a statement and without adequate training of, and support for, the class teacher. Arrangements of this kind do not benefit either the pupil with SEN or other pupils.

The most common form of provision for pupils with SEN whose learning difficulties warrant a statement under the regulations of the Education Act 1981 remains the special



class or unit attached to the ordinary school. Most of these pupils will have, or will be in the process of receiving, statements, but there is some variation between authorities (and even within them) in the criteria adopted in deciding whether a pupil should or should not receive a statement and in some cases the process is very slow. Some authorities are beginning to develop policies and practices for returning pupils to ordinary classes, with additional support being provided either in the class and/or by withdrawal. This has been prompted by what is interpreted as the general thrust of the ERA towards provision for pupils with SEN of the full range of the NC wherever this is possible and likely to be in their interests. These developments encourage whole-school approaches which, if they are properly planned and take careful account of class size, can provide the pupils with the advantages of functional as well as social integration. Where special classes and units remain, there are increasing efforts to secure the fullest possible social integration of their pupils and to move towards integration of learning opportunities in a way which ensures that they do not lose confidence and have support readily available. Integration of this sort frequently begins in the field of art and craft and physical education and the inclusion of other subjects is usually slow and tentative. The NC will encourage quicker progress. Its emphasis on breadth and balance in the curriculum is of particular relevance to those special units and classes in which the range of pupils' learning experiences is often curtailed so as to permit greater concentration on certain basic skills in language and mathematics. The results of this narrowing of focus are frequently disappointing. The NC poses the challenge of improving pupils' performance through experience of a broader curriculum.

#### **SECONDARY SCHOOLS**



i. Aspects of Provision

There has been little change in the standard of accommodation and resources since the 1987-8 review, but the need to implement the NC throws variations into sharper relief. In science, for example, the number of laboratories will generally be adequate for the introduction in 1989 of programmes of study in Key Stage 3, but their quality and appropriateness vary considerably. However, there are examples of inadequate facilities for class practical work - particularly where services are concentrated on side benches; where there is poor management of available accommodation, so that, for example, classes of younger pupils are accorded low priority in the allocation of the best science facilities; where some rooms with limited facilities which confine the scope of practical work to teacher demonstration continue in use; where there is unhelpful dispersal of laboratories in schools which are in divided premises or which were built in successive phases. Few schools are entirely free of such deficiencies. None, of itself, has a disabling effect on the quality of work, and many teachers compensate for unsatisfactory features of accommodation by careful planning, extra effort and, in some cases, a degree of improvisation. Even so, they add to teachers' burdens at a time of pressure arising from the demands of the NC and other developments, particularly as the level of ancillary assistance in many laboratories is not adequate to cope with current demands.

Accommodation for technology remains largely geared to the demands of subjects such as art and design, craft design and technology (CDT) and home economics. Collectively, these areas offer substantial facilities for a wide range of practical activity, though their design and scattered location are often unsuited to the variety of work envisaged



by the recently-published subject working group (SWG) report. In some schools, workshops equipped only for craft-based work in a single medium are being refurbished through the removal of large items of fixed equipment and the provision of working areas or bays suitable for multi-media approaches, and others for design activities and resource exploration. However, the pace of change varies a great deal, considerable progress in some LEAs contrasting strongly with sluggish or sporadic development elsewhere.

Accommodation for the core subjects of Welsh, English and mathematics presents fewer problems. Commonly, most full-time specialist teachers of the subjects enjoy the use of designated rooms where they can build up resources and a subject ambience. There is evidence of increasing recognition of the beneficial impact of such provision on the quality of pupils' learning. Falling pupil rolls are enabling more schools to provide all or most specialist teaching spaces within these subjects 'en suite'. However, the classes of staff who contribute part-time to departmental work are often taught in rooms which do not have an appropriate learning environment and the advantage of proximity to specialist resources.

The provision of basic consumable materials for practical subjects is generally satisfactory, though the effects of new regulations and policies concerning charging for school activities have not yet been seen. The supply of books and other print-based materials is reasonably satisfactory overall, though there are some variations in provision. For example, in general science courses for the younger forms and the less able older groups text books are relatively little used and there is heavy reliance upon worksheets and other teacher-produced materials of variable quality. In a minority of schools many books used in English and Welsh lessons, especially in Y 7 to 9, are dated or in poor



condition, but particularly good provision exists in some schools which have sought, over the years, to build up a varied stock of materials to support literature-based theme work. Few schools have adequate collections of resources to act as stimuli for design exploration and problem-solving in technology. The provision of microcomputers and other hardware and software has improved significantly in the majority of schools, enabling pupils to experience a generally satisfactory range of practical activities. There has been modest growth in the availability of such equipment in subject rooms, although developments in the use of information technology across the curriculum continue to be hampered in some schools by inadequate access to suitable facilities.

Pupil-teacher ratios have changed very little and the comments made in the 1987/8 report concerning staffing levels in secondary schools, and the factors which influence variations in them, still largely apply. There are, however, signs that a stricter approach by some LEAs to the application of staffing formulae, linked with a more careful assessment of school needs, is leading to some reduction in the excessive variation of staffing levels between schools commented upon previously. The impending advent of local management of schools is likely to exacerbate this trend. The match of staff qualifications with subject teaching commitments is good for the majority of classes but continues to give cause for concern in a significant minority of cases. In one LEA, for example, some 40% of English staff have, at best, modest qualifications (subsidiary level or lower) in English, and these teachers undertake about one-sixth of the teaching. In another, 21% of mathematics teachers have no specialist qualifications in the subject and these are responsible for 12% of the teaching. In many schools, between a quarter and a third of the staff teaching Welsh as a second language do not have a



specialist qualification in the subject. The place of Welsh as a foundation subject in the NC is likely to lead to greater use of non-specialists, but only preliminary action in anticipation of their in-service needs had been taken by the end of 1988-89.

In other cases, staff expertise within particular subject areas does not adequately match current needs. In science, for instance, while the vast majority of lessons are taught by staff who have specialist qualifications in at least one branch of science, few teachers at present have the necessary background in the whole content of the NC science programme, especially at KS4. In practical subjects such as home economics and CDT, increasing INSET has helped teachers to become skilled in a wider spectrum of activity than the single-material crafts in which many were initially trained; even so, there is a considerable way to go before the majority of teachers are fully trained to meet the requirements of NC technology.

Mismatch between qualifications and teaching commitments arises, in some schools, from a failure to plan teaching appointments in relation to curriculum developments. In a few cases the departure of a specialist teacher has been allowed to determine the abandonment of the second foreign language, without adequate thought being given to long-term needs and possibilities. Opportunities to improve the range of expertise available to a school are not always taken at times of staff turnover. The need to match school curricula with NC requirements over the next few years will necessitate changes in the balance of specialist staffing in many schools, for which more rigorous medium and long-term planning will be needed.

Developments related to TVEI Extension proposals have loomed large in curriculum planning. In 1988-89 the implementation



of approved extension plans began in three LEAs, while consultations in preparation for starts in subsequent years occurred in others. There have been consequential changes in the curriculum pattern offered in Y 10 and Y 11, not all of which promote the breadth of experiences, including that of a modern foreign language, required by the NC. The move towards a more structured curriculum in these last two years of statutory schooling has the effect of limiting options and organising them so that pupils have balanced science programmes, technology in a recognisable form and some studies drawn from the humanities, in addition to the usual core subjects, Welsh (where applicable), English and mathematics, together with religious education, physical education and often a timetabled element of personal and social education. Substantial development of particular curricular areas has been associated with these changes in some LEAs, in advance of the publication of NC subject working group reports and statutory orders, and well ahead of the implementation of programmes at KS4 (from 1992). There is some uncertainty, therefore, whether sufficient curriculum time will be available to implement TVEI plans and whether all the developments so far specified will be compatible with those of the NC. However, the balanced science GCSE syllabuses currently being developed are capable of adaptation to match NC needs.

Despite the need, under the provisions of the ERA, to teach all NC core and foundation subjects in KS3 for a reasonable time from 1989 and 1990 respectively, curriculum patterns, content and approaches have received much less attention in KS3 than in KS4. Thus very few schools have begun to consider plans for providing both Welsh and a foreign language for all pupils throughout Y7-Y 9. The possibility of diversifying statutory first foreign language provision away from French has received scant attention in many schools and LEAs. Provision for pupils with SEN is another



aspect (discussed in a later paragraph) which has received only limited attention, and where few strategies are in evidence which anticipate the need from 1990 to teach the NC to all who are not exempt either temporarily or by statement. Reference is also made elsewhere to variations in the state of readiness of many schools for the introduction of NC programmes in KS3 science and mathematics and, later, other core and foundation subjects. It is difficult to avoid the conclusion that schools have been faced, during 1988-89, with conflicting of priorities which have made it difficult for them to do justice to curriculum development at all the levels concerned.

## 2. Aspects of teaching and learning

In Y10 and Y11, the year saw further consolidation in the improvements associated with the advent of GCSE which were noted in the 1987-8 report. The vast majority of lessons seen were considered to be satisfactory or better, though there were very few lessons of outstanding quality. There have been improvements in some of the aspects about which reservations were previously expressed. Prominent among these has been the increased attention given by many schools to the planning of coursework. Better-planned timing of deadlines has gone some way towards evening out the peaks of pressure which afflicted some pupils in 1987/8; more attention during lessons to preparation and follow-up of coursework has given pupils greater insight into the purpose of coursework and how it relates to the taught programme; pupils of modest and lower ability have, in many cases, shown a greater confidence and sense of purpose in planning their work. These factors have helped to ensure the production of coursework of generally better quality than previously.



Other areas of weakness and inconsistency in learning experience will call for continued attention. There have been small, but significant gains in some of the elements of learning identified in last year's Review as not having a secure place in pupils' experiences in all schools. Most of these areas of concern also receive significant attention in the NC programmes of study and non-statutory guidance so far issued. They include, to various degrees in different schools and departments, the need to differentiate learning experiences to match pupils' abilities; to strike the right balance between the acquisition of skills and of factual knowledge, and between knowledge and understanding of concepts and contexts; and to give more attention to aspects of pupils' learning in individual subjects receiving new or increased emphasis, in order that they can be confidently integrated with well-established learning approaches in other areas.

Improvements in the quality of teaching and learning in Y 10 and Y 11 have been reflected in GCSE examination results. The proportion of entries attaining Grade C or better rose from 41.6% in 1988 to 42.8% in 1989; these figures compared with an equivalent of about 37% in 1987 when pupils sat for CSE, O level or the Combined Syllabus examination. Only a small proportion of GCSE entries produced unclassified grades: 2.3% in 1989 compared with 2.6% in 1988, compared with about 6.5% of entries under the former dual system. These figures reflect better opportunities for pupils of all levels of ability to show what they know, understand and can do.

In Y7 and Y9, standards of work are at least satisfactory in the great majority of classes visited, though the proportion of unsatisfactory lessons is higher than among those observed in KS4, and there is evidence of somewhat greater inconsistency in the quality of work between, and often



within, subject departments. Some work of uneven quality is associated with the deployment of teachers with limited qualifications and, in some cases, a relatively small lesson commitment in the subjects concerned. Such teachers tend to have a larger share in the work of younger pupils than in that of classes preparing for public examinations. There are examples, too, of schemes of work and departmental planning procedures which do not fully address the needs of younger pupils across the ability range, and which offer inadequate guidance on the purpose, variety and balance of learning activities and on classroom organisation. Curriculum liaison between primary and secondary schools has been slow to gather momentum, though some potentially valuable initiatives have been taken in some schools and LEAs. These features reflect the priority accorded in many schools in recent years to developmental work in KS4 associated particularly with the advent of GCSE and, to a lesser extent, the Certificate of Education.

Practical work is now firmly established as the basis of much of the work in science in Y 7 and Y 8, where provision nearly always takes the form of integrated/combined science rather than the single subjects. The work is well organised to include individual, pair and small group activity; safety procedures are effectively observed; pupils work responsibly and with interest and achieve a fair measure of success in relation to the demands made of them. With the exception of the earth science elements, most topics specified in the NC programmes for KS3 are already successfully incorporated into the work of many schools; industrial and societal applications of scientific principles have received increasing attention. Greater emphasis is given to oral communication between teachers and pupils, and among pupils. More written records are in pupils' own words; a number of



schools have made particular progress in encouraging pupils to write their own extended accounts of investigations.

There are, nevertheless, several aspects of current work which will require further attention in the implementation of NC science. Practical work remains too heavily prescribed and tends to be confirmatory, rather than exploratory in emphasis; higher-order, investigative skills such as the formulation of questions and hypotheses and the devising (as well as the execution) of experiments are often inadequately developed. Unduly modest expectations of pupils tend to be reflected in the quality of oral and written work; some Y7 activities are particularly unchallenging for the increasing number of pupils who have had good experience of science in their primary schools. Differentiation of the work to match pupils' varying abilities also merits further attention.

In English and Welsh (first language) an increasing number of departments are adopting thematic or literature-based approaches which facilitate the organisation of a broad range of worthwhile experiences in reading, writing and oral activity within contexts which prove relevant and interesting to pupils. Most pupils have regular opportunities to write in their own words and in a range of modes and the purpose, audience and form of the writing receive increasing attention. There remain classes where much time is given to text book exercises and composition is neglected, and others where indifferent practice in the marking and follow-up of work contributes to under-achievement. Where rich and varied learning programmes are provided and pupils are consistently helped to see how they can improve their work, high standards are achieved by a majority at all levels of ability.



The increasing use of literature as a stimulus for oral and written work helps ensure that most pupils are offered at least a satisfactory range of reading experiences, though poetry receives insufficient attention. Many departments seek to promote pupils' personal reading but shortages of suitable books and inadequate library arrangements frequently hamper their efforts. Oral work is the least well-developed aspect of provision. Discussion is increasingly used as a vehicle for learning but the quality of planning for this approach and its effectiveness vary greatly. The potential of drama is generally under-exploited.

In Welsh (second language) most departments rely on text books and few have schemes of work which offer guidance on methodology, differentiation and evaluation of teaching and learning. An increasing number, particularly from Y9, are using a good range of resources to support the main course. In the best practice other contexts within the school and the wider community are used to promote the use of Welsh for real purposes. However, although the work is generally well structured, it is often pitched at about the middle of the ability range, so that able pupils tend to be <sup>in</sup>sufficiently challenged. Pupils are able to understand a fair range of sentence patterns and vocabulary by Y10 and Y11 and respond well to questioning, but they are not frequently enough encouraged to initiate or sustain a conversation. In many schools opportunities to expand oral work by the use of sound and video resources are neglected.

In general, reading is not sufficiently stressed in Y 7 and Y9, but in Y10 and Y11 most pupils can cope adequately with a variety of printed sources, including extracts from current publications. Written assignments in Y7 and Y8 tend to be narrowly text book-based and rarely provide scope to enable pupils to show their capabilities. Thereafter they have practice in a generally satisfactory range of forms. A



minority of pupils display a good level of varied language resources at this stage but many lack confidence and rely on language patterns they have encountered in course books rather than seeking to extend their own expression.

On the whole, mathematics departments still have some way to go in introducing the national curriculum in its wider aspects, in the use of microcomputers, and in providing greater differentiation of work to match pupils' abilities. Much of the work, particularly that involving certain algebraic techniques, is still focused too directly on the acquisition of skills divorced from practical and relevant contexts. An increasing number of departments are introducing individualised learning approaches based on commercial schemes into Y7 and Y8. These incorporate a generally satisfactory range of mathematical activities and provide appropriate opportunities for differentiation of work. In the best instances, groups of pupils work on and discuss topics together; often, however, opportunities for extended discussion of concepts and of problem-solving and investigative activities are limited, and there is a tendency for the pace of work to be slow. Though discussion tends to play a greater part in learning where whole-class teaching is the norm, it is often at the expense of differentiation. Investigative and problem solving activities are increasingly being introduced into Y7 and Y9. Where they are incorporated naturally into a relevant context for the development of mathematics skills and techniques, pupils show a sound understanding and increased perception of mathematical concepts. In other cases, such approaches occur in the main as discrete activities; tasks may not necessarily be related to current mathematical work, and while some are appropriate to pupils' abilities and encourage hypothesising and generalising, others are of a trivial nature. Many schools have introduced an element of extended coursework into Y10 and Y11, whether or not they



have as yet included the school-assessed option in GCSE. Pupils show a great deal of interest and motivation and most have benefited from working on an extended project, often directly focused on a personal interest; some have produced work of a high standard. As yet, few departments have achieved a judicious balance between individual activities, group work and whole class approaches. Nevertheless, there are encouraging developments where mathematics staff work well as a team to provide a good range of teaching and learning approaches and appropriate opportunities for pupils of all abilities.

Assessment practice continues to be influenced by GCSE criteria, techniques and instruments, especially (but not only) in Y 10 and Y 11. Heavy reliance upon formal examinations has been largely superseded by more analytical assessment techniques. Nevertheless, there is still considerable variation both between and within schools in the extent to which assessment procedures adequately reflect curricular objectives. In the best examples meticulous planning, furthered by departmental discussion, has yielded programmes of assessment which monitor pupils' acquisition of skills and concepts, identifying strengths and areas where remediation is required. Very occasionally, assessments are also used to guide departmental reviews of courses and teaching strategies. The failure of many schools to establish such good practice consistently in all departments is partly due to the lack of whole-school policies and guidance from senior management.

Many schools have recently given careful consideration to ways of identifying under-achieving pupils, although few give enough attention to the detection of able pupils working below their capacity. The usual approach involves departments providing a simple assessment of each pupil's effort. Its effectiveness depends upon the quality of the



coordination of the assessments by staff, such as heads of year, who determine appropriate courses of action. Parents of under-achieving pupils are generally given opportunity to discuss their child's progress with a relevant member of staff. At the same time letters are often sent to the homes of pupils who are working well across a range of subjects in recognition of their effort and to provide further motivation.

During the year, large numbers of schools have undertaken planning and staff training in preparation for the introduction of RoA. In some, plans are being laid for an integration of RoA, GCSE assessments and NC gradings. Such unification, based upon criterion-referenced assessments, has the potential to raise schools' standards in the monitoring of pupils' achievements to equal the best currently achieved in a few departments.

Whatever organisational arrangements are adopted, the range and balance of the curriculum and of the learning experiences within it for pupils with special educational needs in ordinary secondary schools are frequently different from and, in some respects, inferior to provision for mainstream pupils. For example, the commonly increased time allocations to English and mathematics involve either restrictions in the time given to other subjects or the omission of some subjects, most frequently a modern language and/or Welsh. The range and balance of learning experiences within individual subject areas are on occasion adversely affected by factors such as slow pace of work, and over-emphasis on worksheets requiring the completion of mechanical exercises designed to reinforce reading, writing and mathematical skills. The curricula of these pupils are often constrained by the low priority accorded to their needs in the allocation of staff resources.



In recent years increasing numbers of schools have sought to broaden and improve the quality of the learning experiences of pupils with SEN by moving towards arrangements for supporting pupils in mainstream classes. These usually involve either withdrawing pupils from certain classes for additional teaching or allocating an additional support teacher to mainstream classes to work with designated pupils. Such developments are effective only where whole-school policies ensure that subject departments adopt consistent approaches, and where specialist teachers of pupils with SEN, supported by senior staff, work closely with other subject teachers to co-ordinate the curricula of groups and individual pupils. Even in these circumstances considerable curriculum and staff development is required to ensure that courses, learning materials and teaching methods are differentiated to meet the particular needs of pupils. The intentions of these promising initiatives are as yet unevenly realised in the schools which have introduced them: some teachers undertaking the support work (often those who have gaps in their subject commitments) are inadequately prepared, and many schools have some way to go to define satisfactorily the respective roles of support and mainstream staff. However, while there remains much scope for improvement, these arrangements are placing schools in a better position to address the problems of implementing the NC. In a few schools, relatively little significant action has yet been taken to broaden and enhance the curriculum for pupils with SEN, and early consideration needs to be given to doing so.

CPVE programmes are now largely provided by schools or consortia of schools and involve FE colleges almost solely on a link basis. There have been some desirable developments in devising programmes within the framework and, in general, students are involved in varied and purposeful courses which place an appropriate emphasis on



enterprise activities and work experience or work simulation. Students develop a range of communication, numerical, personal and general vocational skills and most progress to employment or full-time further education.

There is much evidence that schools are not using the newly-introduced advanced supplementary level (AS) examinations for the intended purpose of broadening the educational programmes of sixth form and college students. Most students take the AS level examination in their first year of post-16 study in subjects in which they intend to sit the A-level examination in the following year. Many of the syllabuses they follow are sub-sets of A-level syllabuses in order to keep the resource requirements, especially of learning materials and staffing, at a manageable level. More than four out of five of the first cohort of some 2,000 candidates who sat the WJEC AS level examinations in 1989 did so in mathematical subjects. Not surprisingly, performances of students taking an examination of A-level standard of difficulty after only a year of advanced study were generally poor. The only other substantial entries were for general studies (just over 200) and English (just short of 100). While these circumstances continue, the desired broadening of programmes through complementary and contrasting studies is unlikely to be achieved.

There has been a continuing emphasis on strengthening links with industry and ensuring that the curriculum has relevance to the world of work and adult life in general. In most schools, the enhancement of pupils' appreciation of the many facets of the world of work is a stated aim. Several means of achieving this aim are being explored, the majority being through specific programmes such as: careers lessons, industry modules in personal and social education courses, courses with work-related accreditation, visits to places of



work, enterprise activities, work experience and work shadowing. These programmes are supported by teacher placements in industry for periods ranging from a day to a term. The purposes of such secondments are various and include: personal development, gaining an appreciation of the educational needs of industry, exploring the relevance of industrial management strategies to the school situation, up-dating skills, and investigating industrial applications of aspects of the school curriculum.

The considerable expansion of school-industry activities has been accompanied by an appreciation on both sides of the need for agreed and specific objectives, and by some expressions of concern about health and safety matters. The quality of experiences has been enhanced by the production at LEA level of useful guidelines on the organisation of work experience, enterprise activities and teacher placements. Most schools endeavour to match work experience to pupils' aspirations and many have introduced careful planning, monitoring and follow-up procedures to ensure that maximum benefit is derived from the experience, though much remains to be done in this respect. Teacher placements are becoming more sharply focused on particular objectives with secondees required to provide reports on how industrial practices can enhance aspects of the curriculum and management of schools. The holding of 'industry days' by a few schools, whereby all teachers visit an industry of their choice and industrialists pay return visits to the school to discuss educational issues, has proved useful, not only in fostering mutual understanding and co-operation, but also in identifying areas where examples from industry can enrich teaching and learning. The introduction of industry-based assignments or projects and the systematic exploration of the potential of industry as a resource for learning by teachers on secondment has resulted in school-industry links having a greater impact on the mainstream curriculum of some



schools but, in general, industrial awareness activities tend to be discrete (and often peripheral) rather than integral elements of the curriculum.

#### FURTHER AND HIGHER EDUCATION

In 1988-89 colleges have given increasing attention to improving their image, enhancing the quality of provision, sharpening their responsiveness to the needs of industry and the community and providing wider access to further and higher education. There has been expansion of INSET opportunities for college staff and more systematic procedures have been introduced to monitor and review courses and evaluate institutional effectiveness. More vigorous and co-ordinated marketing and market research policies have been introduced by many colleges. This year's review pays particular attention to some of these key issues and discusses them in the context of enrolment trends, the resources available in the colleges and the major national initiatives which are beginning to influence the management and curriculum of FHE.

Enrolments on courses in colleges of further and higher education continue to increase despite a gradual fall in the number of school leavers and better employment opportunities. The growth is primarily due to a substantial increase in evening enrolments, to more women continuing studies beyond school, and a general increase in the number of mature students. The number of women in higher education has increased by 47% since 1983 compared with an increase of 8% for men. In further education, the total number of male students has in the same period increased by 6% while the enrolment figures for women have increased by 31%. Women are in the main attracted to secretarial and business



courses, the humanities and studies related to the caring and health services. Courses that are under-recruiting, including those in engineering, mathematics, the physical sciences and agriculture, attract very few women. This is contributing to a gradual but marked change in the balance of courses, with business and management studies now accounting for nearly a quarter of local authority higher education. Courses popular with women also attract a much higher proportion of mature students, of both sexes, than do shortage subjects such as engineering. The steady increase in the number of mature students is largely concentrated in urban areas; access for adults in rural areas is less well-developed. Overall, adults account for over a third of students in FHE, though full-time FE students are predominantly in the 16-19 age range. FE colleges now provide courses for over 1,000 students with special educational needs in Wales.

Enrolments on part-time courses have increased by almost 30% in both further and higher education since 1983. In FE the growth has been in evening-only courses; enrolments have actually decreased on part-time day courses, though there was a slight increase in 1988/9. The availability of part-time courses varies considerably between disciplines, often without apparent reason. Courses leading to professional qualifications, engineering and business and management studies are widely available on a part-time basis, while all higher education courses in art, design, catering and agriculture are full-time. In some vocational areas, for example banking, there is a trend towards evening only courses. Some colleges, especially those with strong full-time enrolments, are reluctant to invest resources in part-time provision. Efficiency indicators such as student to staff ratios and unit costs tend to discourage the provision of part-time courses in science and technology for which expensive equipment is required. There is some



encouraging evidence, in both further and higher education, of colleges seeking to broaden their range of part-time provision by offering more flexible modes of study for those in employment.

During 1988-89 some LEAs and colleges have given consideration to improving access to further and higher education for adults. In addition to long-established A-level and BTEC courses a small number of full-time access courses have been established, primarily in the humanities and social studies, to broaden admission to courses in higher education. In 1988-89 about 150 students were enrolled, but with more courses being prepared for the coming year, some involving colleges of further education in collaboration with one or more local institutions of higher education, numbers were expected to treble. The level of activity is greater in subjects where enrolments in higher education are already strong and disappointingly limited in shortage subjects such as science, engineering and technology. In most LEAs, developments to date have been unsystematic and in the main the outcome of initiatives by individual colleges; however some LEAs are now developing policies on access courses and requiring colleges to do so. Colleges are experiencing some difficulty in adequately funding access courses which, if they are to succeed, need investment in appropriate furniture, equipment and learning resources, in marketing and curriculum development, and in a concerted programme of staff development to help teachers adjust to a growing proportion of mature students. Attendance on full-time courses is costly for mature students and, in the absence of grants, such courses are unlikely to attract many who are in employment, yet keen to acquire new skills and possibly a change of career. Progress in developing more flexible modes of study is as yet limited. However, there are some promising developments, often based on localised provision within a



community. In the case of some general adult education in the valleys of South Wales there is a partnership of providers, including two institutions of HE, the Workers Educational Association (WEA) and voluntary organisations as well as the LEA.

Many colleges have established structures to improve their responsiveness to the needs of industry and the community. For example, one HE college has set up a marketing board and designated two marketing officers. Similar posts have been created in FE colleges: in some, marketing officers or industrial liaison officers or directors of development have been appointed, while in others, a head of department has been given responsibility for co-ordinating marketing activities. The effectiveness of the newly created structures varies, depending to a large extent on the status of the persons with responsibility within the colleges and their ability to work on a cross-college basis. Departments often prefer to operate independently and marketing officers have a mainly servicing function or work largely with one or two departments only. However, the increasing emphasis given by colleges to marketing and market research has resulted in many colleges providing an increasing number of short courses or part-time day release courses to meet the specific needs of local industry.

Involvement with the Responsive College Project has raised awareness in some colleges of the need to look beyond the full-time 16-19 programme, to establish personal links between staff and key personnel in industry, to improve the presentation of prospectuses and other literature containing course information and to make colleges more welcoming places generally. Improvements have been made to entrance foyers of some colleges. However, prospectuses and other information materials are not always readily available to the visitor. Colleges have tried to improve their telephone



response, but this form of communication remains less than satisfactory in some.

Colleges are endeavouring to meet client needs by developing more flexible modes of delivery including the provision of open learning facilities, operating courses on employers' premises and providing PICKUP type programmes. Colleges (and departments within colleges) differ considerably in the initiative they have shown in this respect. Some colleges have achieved considerable success with flexible learning approaches: for example over 350 students enrolled for the open learning mode in one college, mainly in technology; in another college a course in AUTOCAD programming has attracted 250 students. On the other hand, one college is closing down its open learning unit because of lack of demand and finance. Generally, the take-up of open/distance learning facilities is on a modest scale, in most colleges involving about 30-40 students on courses ranging from keyboard training to supervisory studies. Communication and mathematics 'workshops' have been established in a number of colleges to assist those on full-time courses as well as those studying on a more flexible basis. Responsiveness is manifested most significantly, however, in the provision of short courses for single employers, again across a wide spectrum of vocational areas, including engineering, information technology, business studies, foreign languages, supervisory studies and health studies. Some of these courses have been provided on employers' premises and a few colleges have written self-study materials for firms. A few colleges run courses over the weekend and over 50 weeks in the year.

Though the quality of work varies between colleges and between courses within colleges, standards were satisfactory or better in about 80% of the work inspected. Over a third



of the work had particularly good or outstanding features, while a small proportion (3% to 4%) was poor.

The good practice is characterised by thorough planning to ensure a progressive acquisition of understanding and skills through a variety of appropriate learning experiences. High standards of work are facilitated by good quality accommodation, equipment and materials (including the effective use of audio-visual aids). The quality of the interaction between teacher and student is also crucial in securing good performance: where high expectations are made explicit and where there is careful and supportive monitoring of progress, students respond well. Less than satisfactory work is associated with a number of factors which include a poor match between the ability and aspirations of students and the level and nature of work, inadequate planning and management of the course, unsuitable accommodation and equipment, poor timetabling and teaching methods, and learning experiences which fail to challenge and motivate students.

There has been a considerable expansion of assignment-based learning in colleges of FE as a result of the requirements of the validating and examining bodies. Such work is most successful where learning experiences and objectives have been carefully planned by course teams and students are well-briefed, but given considerable scope in planning and executing their own work with the tutor acting as consultant, judiciously guiding the work and encouraging a co-operative approach to problem-solving. In some cases, insufficient emphasis is given to teaching basic knowledge and skills and to detailed briefing on assignments; in these situations students are required to investigate relatively complex problems from the world of work without an adequate base of knowledge. In other cases, students work on a narrow range of tasks which allow little scope for them to



apply and extend their knowledge and skills, and to be involved in problem-solving activities.

The concept of 'core skills' which are deemed to have relevance across a range of vocational areas is gaining currency in FE colleges, mainly because they are built into some courses by the validating bodies and because of TVEI enhancement. The extent to which skills, such as the ability to work co-operatively, communicate effectively, tackle problems confidently, handle information in numerical and graphical form and apply information technology (IT), are developed varies considerably. On some courses these competences are skilfully and progressively developed through well-planned and relevant assignments. On others, attempts to develop skills through discrete courses are only partly successful as students fail to see their relevance. Teaching methods sometimes militate against the achievement of the desired goals: for example some students spend long periods copying notes and examples and have few opportunities to develop communication skills or be involved in problem solving activities. The application of IT on some courses is inhibited by lack of access to resources. Rarely are there structured opportunities for remedial work in communication and numeracy even when weaknesses have been diagnosed.

Work experience is now an intrinsic element of all full-time vocational courses. On most courses it is well-organised and suitably monitored and students generally find the experience valuable and satisfying. Greatest benefit is derived where a joint programme related to curriculum aims has been agreed between the college and the employer. Most colleges are generally successful in finding sufficient work placements. Where this has proved difficult, colleges offer simulated work experience instead. This often fails to provide the full benefits of actual placement because of the



limited range of experience that can be offered and the absence of the discipline of the work-place. On some courses simulated work experience is a valuable supplement to experience in employers' premises. There is encouraging evidence in some areas of college staff co-operating with employers in the development and assessment of work-related competences.

The quality and appropriateness of accommodation and resources vary widely in further and higher education. Premises built or adapted for initial teacher training are almost without exception more appropriate for higher education than most other accommodation in institutions of higher education. Some courses in larger institutions of higher education are poorly housed in deteriorating environments inappropriate for vocational studies and the broader goals of higher education. There are significant variations in the maintenance and cleanliness of buildings between LEAs. Capital investment in further education to improve premises and re-equip laboratories, workshops, classrooms and offices, has been notably effective in the development of some tertiary colleges. In general, colleges lack the capital necessary to adapt and upgrade buildings, equipment and resources. Many departments are finding difficulty in adequately resourcing the practical assignment work advocated by the validating and examining bodies. Where departments/colleges have been able to retain generated income, the funds have often been used effectively to buy equipment, fittings and furnishings to create facilities of a realistic commercial standard.

The vast majority of teaching staff in FHE are suitably qualified for the work they undertake. Most have some industrial experience, though this is not always recent. Some courses rely heavily on part-time staff to provide the necessary cover and expertise; this sometimes results in



problems of continuity and course management. Whereas in most areas there is little difficulty in recruiting and retaining suitably qualified and experienced lecturers, the situation is different in certain subjects, such as law, accounting, computing and electronics. There has been an increase in the incidence of staff development activities and a few colleges have introduced supportive staff appraisal schemes which include the exploration of professional needs and career development. Many colleges have given priority to releasing teachers to attend teacher training courses; some have established strategies which seek to marry individual needs with departmental and college-wide needs. There has, appropriately, been an increase in the number of teachers seconded to industry. There is, however, a shortfall in many disciplines of technological updating of staff.

LEAs and individual institutions are, to varying extents, making use of available statistics in monitoring and evaluating the efficiency and effectiveness of their provision; the development of Computerised Management Information Systems (CMIS) has helped to a limited extent in this process, particularly in colleges of higher education. For example, in one LEA, each college completes course evaluation forms on all full-time and part-time (day or evening) courses. The quantitative data are analysed at departmental, college and LEA levels and discussed with each college in turn. This procedure plays a significant part in determining the future programmes of colleges and in setting target numbers. It has enhanced the monitoring and review process in each college and has led to improved planning and greater realism at departmental level. The main performance indicators used are student-staff ratios, completion rates, examination success rates and student destinations. Completion rates are analysed for individual courses, individual colleges and vocational areas across the LEA, and



pass rates in examinations are calculated as both a percentage of the number who sat the examination and of the number of students enrolled. Investigations are undertaken into areas where retention rates are low or examination results poor.

Reviews at course level are a requirement of many validating and examining bodies, but the process varies considerably in rigour and effectiveness and examples of good and poor practice can often be found within the same institution. The procedures often include involvement and feedback from students and employers. Few colleges have initiated cross college discussion for tutors involved with courses at the same level as part of a strategy to disseminate good practice.

The majority of LEAs have recently adopted policies that seek to integrate their non-vocational post school education under the banner of community education. LEAs pursue adult, youth and community education with varying degrees of commitment, and planning to maximise the use of resources and ease progression for students rarely involves all phases of post school education. The scale of provision, the level of professional support and leadership and progress generally is most marked in some of the urban authorities.

During the year there has been little change in the range or quality of the accommodation and resources provided for youth, adult and community education. Generally the level of resourcing does not adversely affect the quality of class work in the education of adults but frequently it limits extra-curricular activities and the social role of centres. Whereas the environment in a number of youth clubs has improved markedly, largely through the efforts of leaders and members, wear and tear continues to affect the environment and facilities of many.



The range and nature of education for adults differs markedly between LEAs. The contrasts between levels of opportunity are becoming increasingly marked, with under-funding in some LEAs while others support a general service and, in addition, allocate resources for specific categories of need in their area, particularly the disadvantaged. Nevertheless standards are satisfactory in over 90% of classes inspected and, in over 60% of these, they are good.

Unless additional income from other sources is available, adult education programmes vary little from year to year, and only about 20% of the students are first time enrollers. Some LEAs free resources for new developments by encouraging classes that have run for some time to become self-programming groups. Other developments have successfully involved communities and a team of providers in designing more flexible courses of varying duration that are specifically tailored to the needs of adults in the locality. Adult education continues to attract twice as many women as men and draws in the main from among the more educated. However, an increasing proportion of students - in some areas often as high as 75% - are on reduced fees or given full exemption, which suggests that the service reaches a considerable number of disadvantaged adults.

The scale of provision for adults with weaknesses in basic education skills is small in comparison with estimated need. Two LEAs have decided that their priorities lie elsewhere and make virtually no provision, while the limited service in another is almost totally reliant on short term grant-aided projects. Only in one LEA is the service approaching the level of need. However, some extra funding in three other authorities is encouraging to both full-time and voluntary tutors and promises to bring some improvement



to this area of work. The quality of work varies widely, but in the majority of cases it is at least satisfactory. Although there is evidence that in some classes learning is inhibited by over reliance on the tutor and insufficient opportunities for self study, there are numerous examples of good practice in classes where students make excellent progress. There is a pleasing growth in creative writing and in the use of projects, video, drama and residential provision to stimulate both reading and writing. Links with adult centres are well established in some areas, thereby easing progression from basic to continuing education.

The growth in provision for adults learning Welsh has been maintained and there has been a substantial increase in interest in some areas, in Gwent in particular. Additional funding through Specific Grant has enabled providing bodies to offer either a greater range of courses or an extension to the time allocation for basic provision. Despite this there has been some difficulty in the placement of learners who have made some progress at a level which adequately reflects their stage of development. The WJEC central initiative of developing graded objective certification has proceeded and an increasing number of classes take advantage of it. In many cases there has been difficulty in finding sufficient tutors, and development officers with responsibility for Welsh for Adults have given greater emphasis to providing INSET courses for tutors who have little training in adult work or are without qualifications as language teachers. More remains to be done generally to raise the quality of second language teaching, though many experienced tutors are highly skilled, show considerable ingenuity in their work and develop their own courses based on a good range of materials. Saturday schools, residential courses, informal gatherings in homes, hotels and clubs, cultural activities of various kinds, and links with some Welsh language organisations, help to consolidate the



language work undertaken in the courses and promote learners' ability to use Welsh with greater regularity and confidence in the community.

Local authority funded youth work, mainly in part-time centres, is more evenly distributed across LEAs than is adult education, but has a similarly low priority in the allocation of LEA resources. The quality of work with young people varies far more than that with adults; some is good, but much is undistinguished and lacking in variety and challenge.

In some centres greater diversification in modes of delivery is encouraging, with issue-based approaches, project work and outreach learning more firmly established elements within programmes. Such approaches are enabling LEAs to cater appropriately for the needs of targeted groups such as girls and the over 16s, and to address issues related to, for example, health, homelessness and the environment. The best practice incorporates the use of outside agencies and theatre groups to stimulate thinking among young people in such areas of concern. Moreover, bringing together geographical groupings of clubs, to extend opportunities available to young people and advance locally-based training, is having beneficial effects on the youth work curriculum in some areas. Whereas there is evidence of increasing developments of this kind, there remains a significant proportion of youth provision - both in full-time and part-time centres - where the quality of work with young people is poor and members are under-stretched. Many leaders possess considerable youth work skills, but often inadequate central management and support leaves them under-developed and insufficiently exploited.

There is, however, evidence of significant progress in some LEAs: the provision is well organised, priorities are



identified and responded to, training and staff development programmes are in place and professional support is offered to both full and part-time staff. As a result work in some centres has markedly improved; members are motivated to accept responsible roles and activities are extended into the community. Overall, a majority of centre programmes emphasise the social and recreational elements of youth work, but activities which aim to broaden horizons and develop skills are missing.





A A ccps

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Paul Gray Esq  
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7 February 1990

Dear Paul Aap A22

Your letter of 4 December to me conveyed the Prime Minister's agreement to our proceeding to publish for consultation the draft Order for technology in the National Curriculum.

The consultation process yielded criticism of some relatively minor points. We have taken account of these in drafting the final Order and are now, subject to any comments which the Prime Minister may have, going to print with a view to publication around 6 March.

I am copying this letter to the Private Secretaries to Secretaries of State for Wales, Scotland, Northern Ireland, Trade and Industry and Employment.

Yours  
Stephen

S T Crowne  
Private Secretary



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S T A T U T O R Y     I N S T R U M E N T S

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1990 No.

E D U C A T I O N ,   E N G L A N D   A N D   W A L E S

The Education (National Curriculum) (Attainment Targets  
and Programmes of Study in Technology) Order 1990

<u>Made</u>	<u>1990</u>
<u>Laid before Parliament</u>	<u>1990</u>
<u>Coming into force in accordance with articles 2 to 5</u>	

Whereas the National Curriculum Council, after due consultation, submitted to the Secretary of State and published its report on a proposal to make this Order which he had referred to it, in accordance with section 20(2) to (4) of the Education Reform Act 1988<sup>(a)</sup>;

And whereas the Secretary of State had given notice of the said proposal to the Curriculum Council for Wales and to all other persons with whom consultation appeared to him desirable, in accordance with section 21(2) of the said Act;

And whereas the Secretary of State, in accordance with subsection (5) of the said section 20, and subsection (3) of the said section 21, duly published a draft of this Order and the other documents mentioned in those subsections and sent copies of them to the said Councils and to each of the persons consulted by them, and allowed a period of not less than one month for the submission of evidence and representations;

And whereas that period has now expired:

Now therefore the Secretary of State for Education and Science,

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a) 1988 c.40.



as respects England, and the Secretary of State for Wales, as respects Wales, in exercise of the powers conferred on the Secretary of State by section 4(2)(a) and (b) and (4) of the Education Reform Act 1988 hereby make the following Order in the terms of the said draft with a modification<sup>(a)</sup>:

Citation and commencement and interpretation

1. -(1) This Order may be cited as the Education (National Curriculum) (Attainment Targets and Programmes of Study in Technology) Order 1990 and shall come into force in accordance with articles 2 to 5.

(2) In this Order -

"the Document" means the document published by Her Majesty's Stationery Office entitled "Technology in the National Curriculum"<sup>(b)</sup>;

references to the first, second, third and fourth key stages are references to the periods set out in paragraphs (a) to (d) respectively of section 3(3) of the Education Reform Act 1988;

references to levels of attainment are references to the levels set out in the Document in relation to each attainment target; and

references to ranges of levels of attainment are references to the range of levels of attainment specified for pupils of different abilities and maturities in respect of the key stage in question.

2. The provisions of this Order relating to the first key stage shall come into force -

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a) The modification is to Article 2.

b) ISBN 011 270 7092.



(a) on 1st August 1990 in respect of pupils in the first year of that key stage ; and

(b) on 1st August 1991 in respect of all other pupils.

3. The provisions of this Order relating to the second key stage shall come into force -

(a) on 1st August 1990 in respect of pupils in the first year of that key stage;

(b) on 1st August 1991 in respect of pupils in the second year of that key stage;

(c) on 1st August 1992 in respect of pupils in the third year of that key stage;

(d) on 1st August 1993 in respect of all other pupils.

4. The provisions of this Order relating to the third key stage shall come into force -

(a) on 1st August 1990 in respect of pupils in the first year of that key stage who do not have a statement of special educational needs;

(b) on 1st August 1991 in respect of pupils in the first year of that key stage who have a statement of special educational needs and in respect of pupils in the second year of that key stage; and

(c) on 1st August 1992 in respect of all other pupils.

5. The provisions of this Order relating to fourth key stage shall come into force -

(a) on 1st August 1993 in respect of pupils in the first year of that key stage; and



(b) on 1st August 1994 in respect of all other pupils.

Specification of attainment targets and programmes of study

6. It is hereby directed that the provisions relating to attainment targets and programmes of study set out in the Document shall have effect as provided in Articles 7 to 9 hereof for the purpose of specifying in relation to technology -

(a) attainment targets; and

(b) programmes of study.

7. -(1) Schedule 1 has effect in accordance with paragraph (2) for specifying the attainment targets (including the ranges of levels of attainment) for each key stage.

(2) The attainment targets described in the Document and set out in column 2 of Schedule 1 to this Order are specified in relation to the key stages set out beside them in column 1 of that schedule, the levels applicable being those appropriate to the different abilities and maturities of the pupils being taught.

8. -(1) Schedule 2 has effect in accordance with paragraph (2) for specifying the programmes of study (including the range of levels of attainment) for each key stage.

(2) The programmes of study described in the Document and set out in column 2 of Schedule 2 to this Order are specified in relation to the key stages set out beside them in column 1 of that schedule, the levels applicable being those appropriate to the different abilities and maturities of the pupils being taught.

9. The examples printed in italics in the Document (which serve to illustrate the attainment targets and programmes of study therein described) do not form part of the provision made by this Order.



## SPECIFICATION OF ATTAINMENT TARGETS

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(1) Key stages	(2) Attainment targets
First key stage	Attainment targets 1-5; levels 1-3, where specified in the Document.
Second key stage	Attainment targets 1-5; levels 2-5, where specified in the Document.
Third key stage	Attainment targets 1-5; levels 3-7, where specified in the Document.
Fourth key stage	Attainment targets 1-5; levels 4-10, where specified in the Document.

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SPECIFICATION OF PROGRAMMES OF STUDY

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(1) Key Stages	(2) Programmes of study (as described in the Document)
First key stage	Levels 1 to 3.
Second Key stage	Levels 2 to 5.
Third key stage	Levels 3 to 7.
Fourth key stage	Levels 4 to 10.

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Secretary of State for  
Education and Science.

Secretary of State for Wales.



## EXPLANATORY NOTE

(This note is not part of the order)

Section 4(2) of the Education Reform Act 1988 places a duty on the Secretary of State to establish the National Curriculum by specifying appropriate attainment targets, programmes of study and assessment arrangements for each of the foundation subjects.

Section 4(4) allows for such an Order, instead of containing the provisions to be made, to refer to provisions in a Document published by Her Majesty's Stationery Office and to direct that those provisions shall have effect according to the Order.

This Order accordingly refers to "Technology in the National Curriculum" and provides for the attainment targets and programmes of study set out in it to have effect for the four key stages of a pupil's compulsory schooling. The Document sets out up to ten levels in respect of attainment targets to cover the full range of abilities and maturities of pupils of compulsory school age; the Order accordingly specifies as part of each attainment target the appropriate range of attainment levels.

The Order further provides that any examples printed in italics in the Document are for illustrative purposes only, and do not form part of the Order.



STATEMENTS OF ATTAINMENT FOR DESIGN AND TECHNOLOGY CAPABILITY

ATTAINMENT TARGET 1

IDENTIFYING NEEDS AND OPPORTUNITIES

Pupils should be able to identify and state clearly needs and opportunities for design and technological activities through investigation of the contexts of home, school, recreation, community, business and industry.

LEVEL	STATEMENTS OF ATTAINMENT	EXAMPLES
	Pupils should be able to:	
Level 1	1a Describe to others what they have <u>noticed in</u> familiar surroundings or visualized about imaginary situations.	Describe a toy, <u>how other children are playing (games, toys); describe what it may be like to be shipwrecked</u>
	1b Suggest what might be done.	Suggest <u>making different toys or games. Suggest providing shelter of some kind</u>
Level 2	2a Describe what they have observed or visualized and found out in their exploration.	Describe different methods to create movement in <u>pop-up toys and books</u>
	2b Suggest practical changes that could be made in response to a need and describe to others why they <u>suggested certain</u> changes.	<u>Suggest re-organising the home corner/practical area in the classroom; so that toys can be stored more effectively</u>
	2c Ask questions which help them to identify the needs and opportunities for design and technological activity.	Find out how the school cook chooses the menus for school dinners
Level 3	3a Starting with a familiar <u>situation</u> , use their knowledge and the results of investigations to identify needs and opportunities for a design and technological activity.	Use their knowledge <u>that plants need water</u> , look at <u>plant catalogues</u> and talk to teachers <u>in exploring their opportunities</u> for improving the surroundings
	3b Develop and clarify their ideas about possible needs and opportunities through discussion with those involved.	<u>Talk to a playgroup leader about how children in a playgroup like to play</u>
Level 4	4a Starting with an <u>unfamiliar situation</u> , identify needs and opportunities for design and technological activities.	Investigate bus routes near the school and the location of <u>sheltered bus stops</u>
	4b Devise ways of gathering information in addition to using printed and other sources.	Devise a questionnaire <u>asking what pupils like and dislike about the playground to identify a need or opportunity for changes.</u>



	4c	Recognise the points of view of others and consider what it is like to be in another person's situation.	Discuss what it may be like to live near a <u>large play park</u> .
	4d	<u>Explain</u> that a range of criteria which are sometimes conflicting must be used to make judgements about what is worth doing.	Understand that a product <u>may be desirable, but may be too expensive or too difficult</u> to produce
	4e	Provide oral and written justification for the conclusions they reach as a result of investigation.	Produce an account using maps and information about traffic density to support improved provision for cyclists.
	4f	Know that in the past and in other cultures people have used design and technology to solve familiar problems in different ways	<u>Know some ways people in different countries</u> irrigate their crops and get water into their homes
Level 5	5a	Show judgement in the choice of sources of information, both qualitative and quantitative, in the systematic search for a need or opportunity for a design and technological activity.	Use information from questionnaires and books to compile a database on adults' eating habits to consider ways of encouraging healthy eating
	5b	Recognise that economic, social, environmental and technological considerations and the preferences of users are important <u>in developing opportunities</u> .	Give a justification for developing a new range of products.
Level 6	6a	Explain how they have identified needs and opportunities for design and technological activities and give a justification of the conclusions they have reached.	<u>Present reasoned conclusions resulting from</u> interviews and surveys on the problems faced by old people when shopping.
	6b	<u>Explain how different cultures have influenced design and technology, both in the needs met and opportunities identified.</u>	<u>Explain the influence of religious beliefs on the demand for different food products.</u>
	6c	Understand how the introduction of new technologies can offer new opportunities <u>and create new demands</u> for design and technological activity.	Consider the demand for convenience foods arising from the availability of microwave cookers



Level 7	7a Analyse information of several kinds and draw conclusions about the needs and opportunities for a design and technological activity, recognising and resolving conflicting considerations <u>about what is worth doing.</u>	<u>Examine the feasibility of recycling household waste commenting on prices, costs and benefits, competition.</u>
	7b Vary methods of investigation to obtain all the information required.	Use interviews, questionnaires, references books, a computer database to find out about energy conservation
	7c Consider both the user and the producer when defining the need for a technological activity.	
	7d Identify and draw upon sources of expert advice relevant to the identification of needs and opportunities for design and technological activities.	Write to businesses, visit workplaces, ask specialist teachers, consult books.
Level 8	8a Provide <u>detailed</u> evaluation, in the light of a range of considerations, of the needs and opportunities for design and technological activities.	Evaluate the proposals for a mini-enterprise activity including economic, social, moral, environmental and legal considerations
	8b <u>Plan in detail the various stages of their investigation.</u>	
	8c Investigate how needs and opportunities have led to design and technological activities in other cultures.	Explain <u>why certain types of clothing</u> have developed in different parts of the world
Level 9	9a <u>Demonstrate how they have devised and implemented a strategy for the investigation of unfamiliar situations which draws on their previous experience of design and technology</u>	<u>Prior to a work observation at a shop, consider relevant knowledge and skills acquired and identify aspects of shop work which they might explore further and how this might be achieved.</u>
	9b Review their <u>own</u> knowledge and draw up a strategy to exploit expert sources.	



- Level 10
- |     |  |   |
|-----|--|---|
| 10a | Convey, using presentation techniques matched to their audience, that their identification of needs and opportunities is justified and worth developing. | Use videos, models, diagrams and cost data to justify the extension of the school library   |
| 10b | <u>Elicit</u> and interpret the perceptions, motivations and needs of people in a range of contrasting situations.                                       | Review responses to a questionnaire and interpret these by age, sex and social group  |
| 10c | Make reasoned judgements about what is a subject for design and technological activities and what is better dealt with in other ways.                    | Conclude, using reasoned arguments, that although it is possible to design and make a system to monitor air pollution, decisions about reducing pollution are complex and involve social, economic, <u>health and safety</u> and political considerations |

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Note: Pupils unable to communicate by speech, writing or drawing may use other means including the use of technology or symbols as alternatives.



## ATTAINMENT TARGET 2

### GENERATING A DESIGN

Pupils should be able to generate a design specification and explore ideas to produce a design proposal and develop it into a realistic, appropriate and achievable design.

LEVEL	STATEMENTS OF ATTAINMENT	EXAMPLES
	Pupils should be able to:	
Level 1	1a Express their ideas about what they might do <u>to meet an identified need or opportunity</u>	<u>Roleplay</u> , draw pictures showing different ways of scaring birds in a field of crops
Level 2	2a Use talk, pictures, drawings, models, to develop their design proposal, giving simple reasons why they have chosen to make <u>their design</u> .	Explain why they have chosen to make birdscarers. Draw a picture showing how they will make a scarecrow and say how it will scare away the birds from crops
Level 3	3a Make a design proposal by selecting from their ideas and giving reasons for their choices.	Explain why they have chosen certain features of their different designs for <u>a desk tidy</u> to use in their design proposal
	3b Apply knowledge and skills to select <u>ideas for</u> different parts of their design.	Choose from a range of designs and materials, produced by their class for the front cover and contents of a class book on pets
	3c <u>Draw from</u> information about materials, people, markets and processes and from other times and cultures to help in developing their ideas.	Gather information on <u>different</u> types of <u>ethnic</u> food and people's preferences when planning a party.
	3d Use <u>models</u> including annotated drawings and working <u>three-dimensional working</u> models to develop their design.	<u>Use a model, drawing, or an existing example, to try out different ideas for the detail of a bird scarer.</u>
	3e Record how they have explored different ideas about a design and technological proposal to see how realistic <u>it might be</u> .	Record different designs for birdscarers, e.g. a rattle, a kite



Level 4	4a	Record their ideas <u>as they develop</u> .	<u>Keep a record</u> containing sketches, pictures, stimulus materials or notes, perhaps in a sequence such as a flow chart
	4b	Review their design proposal to identify where decisions still need to be made. Suggest possible courses of action which will improve their original design proposal.	<u>In modelling</u> a lighthouse the pupils recognise that it would be better to hide the wiring to the light bulb and discuss why this is important in a real lighthouse
	4c	Estimate the resource requirements and check on availability.	<u>Estimate</u> the resources and time <u>likely to be needed</u> , and the methods <u>required by their design proposal</u> .
	4d	Describe and edit design proposals.	
Level 5	5a	Record the progress of their ideas, showing how they have clarified and developed them.	Produce a series or set of drawings showing how the design developed, with details of drawings, models, plans, patterns
	5b	Extend their first ideas by combining various aspects of them to formulate a design proposal and explain why some ideas were not used.	Combine their proposals for fabric, colour, style and cost of toddlers' clothing to make a marketable product
	5c	Seek out and organise information to help them develop their ideas and refine their design proposal.	Use magazines, encyclopedias, databases, videos etc to make informed choices about the range of kitchen surfaces, storage spaces, appliances available when designing a kitchen.
	5d	Establish and check the availability of the resources required, adapting their design as appropriate.	Check time, materials, skills, tools and equipment required and adapt their design <u>in the light of these constraints</u> .
	5e	Specify what they intend to do and what they will need by using simple plans and flow diagrams.	Draw up a plan for an automatic greenhouse watering system, including in it a symbolic form of the system, and listing what they need, including information, materials, equipment, skills



Level 6	6a Produce a <u>design</u> specification and use it to develop their design proposal	Having included warmth and robustness as features of a design specification for toddlers' clothing, choose materials that meet the specification.
	6b <u>Produce a design proposal recording their decisions and the ways of reaching their chosen outcome.</u>	<u>Use drawing methods, patterns, instructions, anthropometric models and other ways of recording decisions on how to put them into practice. Recording these in a folio</u>
	6c Make judgements about realistic ways forward by exploring alternative solutions and use these to refine their design proposal.	Set up tests, experiments, or trials on prototypes, mockups or working models. Evaluate the results against relevant criteria leading to a modification of their design proposal
	6d Use specialist modelling techniques to develop design proposals.	Use basic orthographic projection
Level 7	7a <u>Systematically</u> seek out, appraise, organise and use information from different sources to develop and combine ideas and judge how realistic they might be.	Information about <u>house</u> construction in different times and places in order to produce a design for <u>survival shelters for use after natural disasters</u>
	7b Review the detail of their design, using their own experience and that of others, and suggest alternative ways of achieving what is intended.	Review the design of plastic mixing bowls and suggest ways in which these could be made so that they do not slip when in use.
	7c Apply <u>relevant</u> criteria including user requirements, costs, time, skill demands, scale of production and aesthetic considerations, to take decisions about the details of the design proposal.	Establish realistic criteria for a design proposal for <u>an automatic watering container for device.</u> Test <u>a prototype in use in</u> the field against these criteria and modify their design proposals
Level 8	8a Record and present, using a range of methods and media the progress of their ideas; detail and refine their design proposal and incorporate modifications; use computer aided design, image generation and desk top publishing techniques, <u>where appropriate</u> , to explore, detail and refine their ideas.	Present interim ideas for a <u>school magazine</u> , using mock-ups and scale drawings and use audience feedback to refine the design using computer supported editing techniques



	8b	Plan their activities to take into account multiple constraints which may at times be conflicting.	Make a plan for a piece of jewellery within a fixed budget. Match the size and complexity of the piece with the cost of the material and the time required to make it
	8c	Show a willingness, <u>subject to safety considerations</u> , to experiment and take risks recognising the implications of decisions taken in designing.	Produce a design proposal for an experimental new food product
Level 9	9a	Develop ideas by drawing on information and understanding from a broad knowledge of sources, and showing judgement about the detail required.	Bring together the best parts of different ideas after further research. How could the design be improved? What problems are still likely to exist and how could the design be changed to overcome these? Know when they have enough information of sufficient accuracy for the next stage of development of their design proposal
	9b	Refine their design to achieve an optimum practicable outcome demonstrating originality and understanding of constraints in the justification of their design.	<u>Develop a series of linked spreadsheets to be used by a builder to calculate the cost of building home extensions.</u>
Level 10	10a	Provide a substantiated account of the full range of ideas they have explored and the strategies used showing: <ul style="list-style-type: none"> <li>(i) how they explored ideas used in existing artefacts, systems or environments and how they used them to develop their own ideas;</li> <li>(ii) evidence that they have: <ul style="list-style-type: none"> <li>- identified ways of improving and refining their proposals;</li> <li>- predicted with accuracy the outcomes of possible improvements and refinements;</li> <li>- resolved conflicting demands;</li> <li>- included their decisions in a coherent specification;</li> </ul> </li> </ul> <p>and using an appropriate range of media and methods.</p>	Through a presentation and exhibition, which includes a comprehensive folio of drawings, sketches, models, technical drawing and other techniques, show evidence of thorough investigation of existing artefacts, systems and environments and how and why they incorporated some features of these and rejected others. It will also contain evidence of thorough research of needs and opportunities, original ideas and a justification of all decisions taken in refining their proposal including fitness for purpose, experiments, tests and trials

Note: Pupils unable to communicate by speech, writing or drawing may use other means including the use of technology or symbols as alternatives.



### ATTAINMENT TARGET 3

#### PLANNING AND MAKING

Pupils should be able to make artefacts, systems and environments, preparing and working to a plan and identifying, managing and using appropriate resources, including knowledge and processes.

LEVEL	STATEMENTS OF ATTAINMENT	EXAMPLES
	Pupils should be able to:	
Level 1	Use a variety of materials and equipment to make simple things.	Use scissors, paper and paint to make a decorative protection for a display table
Level 2	2a Describe to others how they are going about their work.	Describe their actions to their group or to a visitor
	2b Use knowledge of the <u>working</u> characteristics of materials and components, including construction kits, <u>in making</u> artefacts, systems or environments.	<u>When building a working model roundabout, use sandpaper to smooth wood, allow enough time for the paint to dry.</u>
	2c Show that they can use simple hand tools, materials and components.	Use tools for cutting and shaping clay to make a model.
Level 3	3a Consider constraints of time and availability of resources in planning and making.	
	3b Choose resources for making by using their knowledge of the working characteristics of materials and components.	<u>Where glue is used in making a mobile, choose a type appropriate to the materials used.</u>
	3c Use a range of hand tools and equipment, appropriate to the materials and components with some regard for accuracy and quality.	Choose <u>an</u> appropriate tool to drill, cut, smooth and join different materials such as wood, clay, paper, card, fabric, polystyrene to make a boat
	3d Improvise within the limits of materials, resources and skills when faced with unforeseen difficulties.	When a glue will not stick a model together recognise that alternative methods might work instead e.g. another glue, staples, sellotape.



Level 4	4a	Adopt procedures which minimise waste, pay regard to cost and achieve accuracy and finish.	
	4b	Work with others in the planning, <u>and</u> apportioning <u>of</u> tasks.	Allocate tasks to <u>gather</u> information to <u>be included</u> in a school newspaper
	4c	Choose tools, equipment and processes suitable for making their design and use these appropriately.	Choose tie and dye as a means of producing their design on a fabric.
	4d	Adopt alternative ways of carrying forward their plan when difficulties are encountered and recognise when help is needed.	When a material is not strong enough for the task, change the design to overcome the problem
	4e	Use drawings, diagrams and <u>three-dimensional</u> models to assist making.	Make a model to test part of their design
Level 5	5a	Identify stages in making and co-ordinate these into a simple plan to ensure efficient use of time, materials and labour.	Produce an effective production plan taking account of factors such as delays caused by waiting to use particular equipment or for time-consuming processes such as paint drying
	5b	Use knowledge and understanding of the properties of a range of materials <u>in their planning and making.</u>	<u>Properties, such as hardness of a metal, consistency of a mix, softness of dough, which determine how the material is cut or manipulated.</u>
	5c	Demonstrate by their choice and use of a variety of equipment that they understand the principles <u>upon</u> which these work and the requirements of safety and accuracy	Recognise the appropriateness of using food processor rather than a grater; a power drill rather than a hand drill
	5d	Apply knowledge of materials, components and processes to overcome problems <u>in making</u> as these arise.	Adapting a spreadsheet/accounting system to accommodate an unexpected increase in business.
Level 6	6a	Plan and organise making in order to achieve the desired outcome.	<u>Use flow-charts, prepare equipment</u>
	6b	Combine knowledge of the properties of a range of materials and <u>of</u> processes to identify those most suitable for their design.	In making a piece of jewellery take into account qualities, <u>such as</u> durability and malleability of different parts of the construction <u>and the way the material will need to be worked.</u>



- 6c Demonstrate, by their choice and use of a variety of tools and equipment that they understand the limitations of them and the need for safety and accuracy. Develop a simple jig to enable work to be done quickly, safely and more accurately
- 6d Use knowledge of materials, components, tools, equipment and processes, to change working procedures to overcome obstacles as making proceeds. Make modifications to take account of a cost increase of a component or the discovery of a more appropriate alternative. Make simple modifications to the control program of a piece of equipment
- 6e Show judgement in seeking advice and information. While designing a page of the school magazine, pupils seek expert advice regarding the equipment and processes available to them
- 6f Use knowledge of technical and symbolic representations of materials, components and processes to assist making. Use drawings and plans to assist making
- Level 7 7a Plan and carry out working procedures to match the constraints on making to overcome problems and to achieve the desired quality.
- 7b Demonstrate competence in the use of general planning and making skills as a result of understanding the materials, components, tools and equipment, and the scale of production. Identify appropriate materials for the design specification. Identify appropriate tools and equipment. Use accurately measured materials by size, weight and volume. Precisely mark out materials prior to cutting. Finish the artefact e.g. smooth and varnish a wood product, decorate or garnish food; lay out a buffet
- 7c Use a range of technical, symbolic and other means of representation to assist in planning, organising, making and incorporating necessary modifications.
- Level 8 8a Review how to make best use of materials, procedures, tools and equipment. Experiment with alternative techniques in order to simplify or improve the methods of realization of a design
- 8b Show evidence of knowledge of making processes and devise and implement procedures for quality assurance. Develop quality assurance features within the planned production at key points for example in silk screen printing



	8c	Identify and incorporate modifications during making.	Solve the problem of a blind spot on an infra-red detector by modifying position of a sensor, introducing another type of sensor or increasing sensitivity
Level 9	9a	Make judgements about the quality and usefulness of sources of advice and information <u>consulted during planning and making.</u>	
	9b	Demonstrate how they have overcome constraints <u>encountered in planning and making</u> to achieve a quality product.	
	9c	Use knowledge of specialist conventions to assist making, to introduce improvements and to explain what they are doing.	Produce a report using models, illustrations, text and plans
Level 10	10a	Use a range of techniques, processes and resources with confidence, safety and creativity to achieve high quality work.	Use <u>a combination of</u> computer aided design <u>and other</u> high quality graphic techniques to produce a house style and image for a new company
	10b	Review the design proposal <u>during planning and making</u> and show resourcefulness and adaptability in modifying the design <u>in the light of constraints and</u> to make a high quality product.	

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Note: Pupils unable to communicate by speech, writing or drawing may use other means including the use of technology or symbols as alternatives.



## ATTAINMENT TARGET 4

### EVALUATING

Pupils should be able to develop, communicate and act upon an evaluation of the processes, products and effects of their design and technological activities and of those of others, including those from other times and cultures.

LEVEL	STATEMENTS OF ATTAINMENT	EXAMPLES
	Pupils should be able to:	
Level 1	1a Describe to others what they have done and how well they have done it.	Describe how well they made a mask and whether it fitted well and was strong enough
	1b Describe to others what they like and dislike about familiar artefacts, systems or environments.	Describe what they like about their school bag
Level 2	2a Discuss with teachers and others how satisfied they are with their design and technological activities, taking into account their original intention and how they went about their task.	Suggest <u>other</u> ways of ordering the task, commenting on the appearance of the final product. Does it work well and consistently? Does it meet all the original requirements?
	2b Make simple judgements about familiar artefacts, systems or environments, including those from other times and cultures.	Comment on appearance and usefulness of a range of cutlery ranging from a child's curved spoon to chopsticks
Level 3	3a Discuss their design and technological activities <u>and their outcomes</u> with teachers and others taking into account how well they have met the needs of others. different cultures been considered?	Discuss whether the preferences of others have been taken into account when making food for a festival. Have people with different needs or interest been satisfied? Have people from
	3b Comment on the materials and processes used and how the task was tackled.	Explain why they chose materials to make a model and how they went about making it
Level 4	4a Review the ways in which <u>their</u> design has developed during the activity, justifying decisions and appraising results in relation to intentions.	explain their initial ideas on how to guide visitors around a nature trail, how these have changed and how the nature trail is better as a result of the changes
	4b Review the decision making process they used in producing their final artefact, system or environment.	Justify reasons for choice of methods of making, materials, function, aesthetic appeal, cost of materials and safety.



- 4c Comment upon existing artefacts, systems or environments, and those from other times and cultures, including appearance and use of resources. Compare board games from different times
- 4d Understand the social and economic implications of some systems or environments. Understand how convenience foods have altered life artefacts, styles
- Level 5 5a Evaluate their product in relation to the design specification and to the original needs or opportunities taking into account users' views, cost effectiveness and scale of production. Evaluate the use of a drinks machine in the waiting room of a railway station
- 5b Justify the ideas, materials, components, procedures, techniques and processes used, and indicate possible improvements. Explain why a model suspension bridge was used to span a one metre gap and why it was made of wood and wire and why smaller pieces of wood could be more suitable for the decking
- 5c Understand that artefacts, systems or environments from other times and cultures have identifiable characteristics and styles, and draw upon this knowledge in design and technological activities. Consider designs of Victorian railway stations when presenting plans for the renovation of a local station, taking account of passenger comfort and the needs of handicapped people
- Level 6 6a Review the needs and opportunities originally identified and decide if they are appropriate. Conclude, after trials with the target group, that a travel guide, although adequate for leisure pursuits, should have focused on public transport and availability and cost of accommodation.
- 6b Devise and carry out ways of testing the extent to which the product satisfies the design intentions. Devise and carry out tests on a prototype food and drink holder
- 6c Evaluate the ways in which materials have been used. finish, fastness of dyes, and comfort, durability, cost and efficient use of materials Appraise a leisure garment against criteria of visual appearance.
- 6d Evaluate the procedures, techniques and processes used and indicate possible improvements. Evaluate an automatic watering system for plants for speed, accuracy, reliability and ease of use



	6e	Illustrate the economic, moral, social and environmental consequences of design and technological innovations including some from the past, and other cultures using specific examples.	Present the impact of mass-produced plastic goods on developed and developing countries
Level 7	7a	Present an evaluation of their activities against the original need drawing on information gathered about the product and the reactions of users. Evaluation should include suggestions for improvements.	Evaluate an aid for old people in terms of consumer response to the product, and its cost effectiveness. Explain how it could be improved. Discuss value for money, effectiveness in use, style and fashion
Level 8	8a	Present an evaluation of their activities including suggestions for improvements and a discussion of: <ul style="list-style-type: none"> <li>(i) the relationship between the materials chosen and the procedures, techniques and processes used;</li> <li>(ii) justification of possible improvements;</li> <li>(iii) the suitability of the product for manufacture;</li> <li>(iv) an estimate of the effects and consequences, including environmental and economic ones.</li> </ul>	Evaluate the use of clothes in a market garden
	8b	Understand that artefacts, systems or environments reflect the circumstances and values of particular cultures and communities.	<u>Understand how factors such as climate, religious belief, and social trends influence the design and choice of clothes.</u>
Level 9	9a	Demonstrate that they have applied knowledge and understanding derived from evaluations of their own and others design and technological activities.	Obtain detailed evaluations <u>from users</u> of an office layout and make suggestions of how to improve it
Level 10	10a	Demonstrate through their choice of working methods and discernment and flair in decision taking, the quality of their design and technology capability.	Evaluate an artefact which is of high quality and original design and the working methods used to make it



10b Evaluate artefacts, systems or environments to show the interaction of influences on their development and use this knowledge in their own work.

Identify economic, political, moral and social influences in designs.

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Note: Pupils unable to communicate by speech, writing or drawing may use other means including the use of technology or symbols as alternatives.



## PROGRAMMES OF STUDY FOR DESIGN AND TECHNOLOGY CAPABILITY

In each key stage pupils should design and make:

- \* artefacts (objects made by people)
- \* systems (sets of objects or activities which together perform a task); and
- \* environments (surroundings made, or developed, by people);

in response to needs and opportunities identified by them.

Contexts (situations in which design and technological activity takes place) should include the home, school, recreation, community, business and industry, beginning with those which are most familiar to pupils, and progressing to contexts which are less familiar.

Pupils should be taught to draw on their knowledge and skills in other subjects, particularly the foundation subjects of science, mathematics and art, to support their designing and making activities. These activities should also reflect their growing understanding of the needs and beliefs of other people and cultures, now and in the past.

As pupils progress, they should be given more opportunities to identify their own tasks for activity, and should use their knowledge and skills to make products which are more complex, or satisfy more demanding needs.

Pupils should be taught to take reasonable care at all times for the safety of themselves and of others.

Pupils should be taught to discuss their ideas, plans and progress with each other, and to work individually and in groups.

At each key stage pupils should be given opportunities to work with a range of materials, including textiles, graphic media (such as paint, paper, photographs), construction materials (such as clay, wood, metal and plastic), and food.

A pupil who, because of a disability, is unable to undertake a practical activity required under the programmes of study, may undertake an alternative activity which most closely matches that activity.

Throughout these programmes of study, the term materials includes components, and the term equipment includes tools.

The examples are written to illustrate aspects of the programmes of study, and must be seen as part of a wider design and technology activity.



## PROGRAMME OF STUDY FOR KEY STAGE 1 LEVELS 1-3 (AGES 5 TO 7)

Pupils should develop design and technology capability by exploring familiar situations (such as home, school and local shops). They should also look at familiar things (such as pictures, poems, stories, television programmes) as a starting point for some of their design and technological activities.

### Developing and Using Artefacts, Systems and Environments

Pupils should be taught to:

#### EXAMPLES

- know that a system is made of related parts which are combined for a purpose; a bicycle; a house
- identify the jobs done by parts of a system; a bicycle chain; a kitchen
- give a sequence of instructions to produce a desired result; prepare a shopping list in order of shops to be visited
- recognise, and make models of, simple structures around them; making model buildings from simple construction kits
- use sources of energy to make things move; stretched elastic bands to turn a propeller on a model plane; a battery to make a toy move moving things manually.
- identify what should be done and ways in which work should be organised. stamping a pattern on a fabric

### Working with Materials

Pupils should be taught to:

- explore and use a variety of materials to design and make things; use a variety of materials such as cotton reels or building block to make a tower; making a collage
- recognise that materials are processed in order to change or control their properties; yeast dough to bread; clay to pot
- recognise that many materials are available and have different characteristics which make them appropriate for different tasks; fabric, paper, card, clay, paint, wood. Clay for making a beaker; newspaper for covering the table when painting;
- join materials and components in simple ways; gluing card, sewing on buttons
- use materials and equipment safely.



## Developing and Communicating Ideas

Pupils should be taught to:

- use imagination, and their own experiences, to generate and explore ideas; by brainstorming, role play drawing, painting, modelling
- represent and develop ideas by drawings, models, talking, writing, working with materials; draw plans of possible layout of a home for the pet they have or would like;
- find out, sort, store and present information for use in designing and making;

## Satisfying Needs and Addressing Opportunities

Pupils should be taught to:

- know that goods are bought, sold and advertised; talking about what shops sell;
- realise that resources are limited, and choices must be made; sharing materials provided for a task
- evaluate their finished work against the original intention. do the salads look colourful? does the model car move as intended?

In addition pupils working towards level 1 should be taught to:

## Developing and Using Artefacts, Systems and Environments

- recognise that materials can be linked in various ways to make or allow movement; puppets, mobiles, pop-up books, hinges and zips
- make simple objects for a purpose; containers for pencils

## Satisfying Needs and Addressing Opportunities

- talk about what they have done during their designing and making;
- evaluate familiar things by observing and describing them, saying what they like or dislike about them and why people have or need them. evaluate toys, buildings and asking such questions as What for? What is it made of? How is it put together? How does it work? Does it achieve its purpose?



In addition pupils working towards level 2 should be taught to:

### Developing and Using Artefacts, Systems and Environments

- recognise that control involves making things work as desired; moving the limbs of a card figure, steering a model boat; lighting a model house using switches, setting a microwave oven to bake a potato

### Working with Materials

- choose materials and equipment to make objects; choosing a fabric that feels soft for dressing a doll or toy, or for protecting it when carried
- investigate the properties of materials in the course of their designing and making; density, strength, texture, adhesion
- identify natural and manufactured materials; clay, wood, wool, metal, plastic
- use simple handtools and know how to look after them; scissors, grater
- care for their surroundings; keeping the work tray tidy; clearing up

### Satisfying Needs and Developing Opportunities

- ask people about their preferences; how pupils like to spend playtime; which colour of car people prefer
- recognise that goods are designed, made and distributed; observing and drawing things used at home; talking about delivery vans, factories and shops.
- recognise a variety of forms resulting from people's different values, cultures, beliefs and needs; buildings; styles of dress; food customs
- recognise aesthetic qualities in things around them, and use them in their work; drawing and talking about wallpapers and decorations that they like, bearing in mind the combination of shapes, forms, structures, colours, patterns and textures
- recognise that people like certain objects, but not others, find the reason why and use this knowledge in their own design and appraising; talking about a favourite toy; asking friends their reasons for liking or disliking the appearance of a particular ornament
- talk about what they have learnt and what they might do differently next time.



In addition pupils working towards level 3 should be taught to:

#### Developing and Using Systems, Artefacts and Environments

- recognise pattern in the structure of objects; textiles, scaffolding, parts of a machine
- know that objects are changed by the forces applied to them; placing a load on paper folded in different sections
- know that systems have inputs, processes and outputs and recognise these in a variety of simple systems a hand whisk, a bicycle pump
- use simple mechanisms to transfer motion; a pedal car, a hand drill
- recognise that a source of energy is required to make things work; batteries, stretched elastic bands, flowing water, moving air
- organise their work, taking account of constraints;
- realise that, when working in teams, people may have specialist roles; nurses and surgeons in an operating theatre
- use a variety of energy devices; lamps, motors, levers;

#### Working with Materials

- recognise that materials and equipment need to be safely stored and maintained; suggesting ways of storing pencils, scissors, glue
- be aware of the dangers of the misuse of materials and equipment, and the consequent risk of accidents;
- use alternative means of joining materials;
- recognise the appropriate tools for a variety of materials;

#### Developing and Communicating ideas

- develop a range of simple skills used in drawing and modelling; sketches; scale models using clay, wire, cards; measurement of people and products

#### Identifying Needs and Developing Opportunities

- know the importance of exploring needs and opportunities before proposing solutions;
- recognise that a solution may result in problems in other areas; the noise of a bird scarer may disturb people



consider how well their products are designed and made;

are they robust?  
are they safe?

- propose simple modifications to improve the effectiveness of designs and to overcome difficulties when making;
- to reflect, individually and in groups, on how they went about their work, and whether changes might be needed.

#### PROGRAMME OF STUDY FOR KEY STAGE 2 LEVELS 2-5 (AGES 7 TO 11)

Within the general requirements of design and technology, activities should encourage the appraisal of artefacts, systems and environments made by others, as well as the application of enterprise and initiative.

#### Developing and Using Artefacts, Systems and Environments

Pupils should be taught to:

- organise and plan their work carefully, introducing new ideas, so that their work improves; working as a group to produce a puppet play; making a garden or a nature area
- allocate time and other resources effectively throughout the activity; setting up a school shop, making a school newspaper
- control the use of energy to meet design needs; making something more; using switches, taps or valves, to switch something in their product on or off
- use a variety of energy devices;
- plan how practical activities may be organised; making 3-colour block prints; building up a fabric collage
- use a variety of information sources in developing their proposals; books, videos, databases, other people
- use knowledge and judgement to make decisions in the light of priorities or constraints; choosing the menu for a party, given a spending limit
- identify the parts of a system, and their functions, and use this knowledge to inform their designing and making activities. triangular frameworks in pylons, departments in a supermarket

#### Working with Materials

Pupils should be taught to:

- use equipment safely;
- select materials for their task; using criteria such as cost, availability, purpose, weight



rearrange materials to change their strength or character, and to increase their usefulness;

join materials in semi-permanent forms;

- assemble materials;

- avoid wastage of materials;

- apply simple finishes appropriate to the materials used.

- take responsibility for safe working;

- develop co-ordination and control in using equipment;

- finish work carefully.

folding and bending paper; adding thickening agents to dyes and paints

gluing card and wood to make a buggy frame

string and wood to make a bow

agreeing and following class rules for safe working

painting details on a puppet's head, tidying threads on a knitted garment

#### Developing and Communicating Ideas

Pupils should be taught to:

- take account of people's reactions to aesthetic characteristics;

judging the most attractive pizza by sight, smell and taste or birthday card design

- make the connections between aesthetic characteristics of natural and manufactured objects and relate these to their own work;

looking at Celtic patterns, Roman tiles, Islamic art when searching for decorative patterns: honeycombs, snowflakes

- plan and structure their communication of ideas and proposals;

producing scripts, storyboards

- use drawings and plans to investigate and develop ideas for three-dimensional objects;

producing plans for a working lighthouse with a flashing light

- use a range of graphic techniques and processes;

developing an advertising leaflet using word processing and graphics programs;

- use modelling to explore design and technological ideas;

- use modelling and recording when generating ideas;

making a preliminary model from a construction list or card timber clay.



- break design tasks into sub-tasks and focus on each in turn as a way of developing ideas;

- use materials and equipment to produce results which are aesthetically pleasing.

### Satisfying Needs and Addressing Opportunities

Pupils should be taught to:

- know that the needs and preferences of consumers influence the design and production of goods and services;

- recognise the importance of consumer choice and hence the importance of product quality and cost;

- be aware that the appearance of artefacts and environments is important to consumers and users;

- know that human shape, scale, proportion and movement affect the forms of designs;

- understand that goods may be designed to be produced singly or in quantity, and that this affects what each item costs;

- consider the possible consequences of their design proposals before taking them forward to completion;

- consider the needs and values of individuals and of groups, from a variety of backgrounds and cultures;

- evaluate at each stage of their work;

- make adjustments as a result of evaluation;

- use their appraisal of the work of others to help their own work.

when designing a model fairground roundabout, consider the means of movement, the type of structure and the appearance; when designing a turtle graphics program for drawing a row of houses, plan, write and test it in separate procedures.

### EXAMPLES

discussing school meal preferences, fashion, clothes for hot and cold weather

making a database of household goods and exploring it to find the best value.

carrying out a survey of people's views to find out the importance of the visual appeal of a game they intend to make.

furniture, telephones, pots and pans, toys

comparing the costs of designer clothes and chain store clothes, handmade and mass-produced furniture

will it be safe? how will it affect others?

planning a recreation area for both young and old; making food associated with a religious celebration

looking at pottery, painters' use of colour, packaged goods



In addition, for pupils working towards levels 2 and 3, teachers should refer to relevant material in the programme of study for key stage 1.

Pupils working towards level 4 should be taught to:

#### Developing and Using Artefacts, Systems and Environments

- make a simple system, and consider its effectiveness and whether modifications should be made to the design in order to improve it; in their model of a working drawbridge, can the bridge section be raised smoothly? Would it be worth fitting a motor?
- test simple objects they have made; test carrier bags they have made for strength and capacity; check that simple turtle graphics procedures give the correct results;
- recognise that structures have distinctive characteristics including form and stability;
- use mechanisms to change one type of motion into another; gears, pulleys, cams, levers
- recognise that mechanisms need to be controlled if they are to achieve their intended function; steering and changing gear on a bicycle
- take into account the characteristics of different energy sources when designing products;
- exercise persistence in their designing and making and recognise when to seek help;
- allocate tasks when leading a team;

#### Working with Materials

- recognise that materials have different working properties; flexibility, softness, rigidity, texture
- recognise the aesthetic qualities of natural and manufactured materials; brickwork, grain in wood
- select and use equipment correctly;
- check the condition of equipment before use;

#### Developing and Communicating Ideas

- make two or three dimensional models of their design ideas and to test these before proceeding further; testing ways of making a lifting bridge; using card models to plan a stage set



- extend the range of techniques used in their drawing and modelling;

simple plans, elevations, sections, pictorial perspective, flow diagrams, patterns and templates

- generate ideas and develop them further using a variety of techniques and media:

brainstorming, role play, examining objects and places, drawing and modelling

### Satisfying Needs and Addressing Opportunities

- propose modifications to improve the performance and appeal of existing products;

how to make a carrier bag stronger, more attractive, more resistant to rain

- know that advertising helps promote and sell goods and services;

advertising a school event; producing a healthy eating leaflet

- know that costs include time, people, skills, equipment and materials;

costing a meal, a family holiday, a topic folder

- make judgements about products designed and made by others;

school television programmes, reference books

- evaluate the outcome of their activity against the original need, and propose modifications that would improve the overall quality of the outcome;

testing an oven glove for fit, appearance, heat resistance; testing a model bridge for strength

- reflect on how they went about a task, and how they might plan their next task differently.

In addition pupils working towards level 5 should be taught to:

### Developing and Using Artefacts, Systems and Environments

- recognise that the control of a system involves inputs, outputs, feedback and stability of that system;

- recognise and represent organisational structures;

- select and use simple mechanisms including linkages and gearing in making prototypes;

- identify the basic principles of a range of different mechanisms;

- recognise that mechanisms can be controlled by computers

- understand that it may be necessary to practice an operation in order to improve quality;

cutting wood, composing photographs; coiling clay



take account of the effects of transferring and using energy in their designing and making;

### Working with Materials

- know the working properties of a range of materials;
  - recognise the purpose of equipment, to understand the way it works, and to use it;
  - identify hazards in the working environment and to take appropriate action if dangerous situations occur;
- trailing electrical leads; hot or sharp equipment left dangerously; bad design of work area

### Developing and Communicating Ideas

- use specialist vocabulary when communicating proposals;
  - develop styles of visual communication which take account of what is to be conveyed, the audience and the medium to be used;
  - present their design and technological ideas and proposals using modelling techniques and specialist vocabulary;
  - recognise the relationships between two dimensional representation and three-dimensional forms;
  - investigate artefacts, systems and environments to find ideas for new designs;
- use words like "file", "record", "field" correctly;  
communicating design plans to the purchaser; advertising information to a prospective purchaser  
a circuit diagram, ground plan;  
tipper lorries, bridges, Saxon jewellery, Greek theatres

### Satisfying Needs and Addressing Opportunities

- identify markets for goods and services;
  - know that, in the production and distribution of goods, the control of stock is important;
  - plan a simple budget;
  - investigate the effects of design and technological activity on the environment;
  - establish and apply criteria for assessing:
- parents needing refreshments at a school fete  
investigating sales of ice-cream in the summer and winter  
a simple spreadsheet to estimate costs and income  
motorway construction; flooding of valleys; landscaping of a derelict site;  
the needs and opportunities identified;



the choice of materials and  
equipment to achieve the design;

the procedures adopted;

the end result.



## PROGRAMME OF STUDY FOR KEY STAGE 3 LEVELS 3-7 (AGES 11 TO 14)

Within the general requirements of design and technology, pupils should have increasing opportunities for more open-ended research, leading to the identification of tasks for designing and making. There should be opportunities for some of these activities to take place outside school.

### Developing and Using Artefacts, Systems and Environments

Pupils should be taught to:

#### EXAMPLES

- analyse the task and its components, to identify those which depend upon the completion of previous tasks, and to develop a flow chart; when planning a meal, identifying the courses and the items/preparation needed; making a three colour batik
- set objectives and identify resources and constraints;
- organise their working to complete the task on time;
- produce a documented plan for their work, including analysis of the resources required and a time schedule;
- select and use mechanisms to bring about changes and control movement; mechanisms such as linkages and gearing, changes such as direction of motion or speed
- know that using energy affects comfort and convenience; heating, lighting, sound, air conditioning;
- use information sources in developing their proposals; book, database;
- analyse a system to determine its effectiveness and suggest improvements; supermarket checkouts; road traffic layouts; arrangements for school meals
- test simple objects to determine performance. test items of clothing for waterproofing quality; finding the maximum load for a carrier bag

### Working with Materials

Pupils should be taught to:

#### EXAMPLES

- ensure that the working area is well ordered and safe, and that equipment is well maintained;
- use equipment safely; follow safe working practices and understand the procedures for dealing with accidents; how to identify priorities; what to do; whom to contact;



- consider, when selecting and using materials, their physical and aesthetic properties, availability and cost, and the product being made;
  - making a musical instrument, making a kite, use a material which will not rust when making rudder for a model boat;
- combine materials to create others with enhanced properties;
  - making a sauce; mixing glue; using sand to give strength to clay; using interfacing to strengthen fabric;
- assemble a range of materials;
- take account of the constraints imposed by equipment;
  - be aware of how much data they may reasonably expect a database program to handle in computer memory.
- work with a variety of media to produce graphic outcomes;
  - producing information to direct visitors within school; advertising a product, using media such as paint, ink, pens, paper, computers
- aim for a high quality of accuracy and presentation;
- select a match of materials and equipment to create a quality outcome.
  - when to use a plane to work wood, a blender to puree food, a wheel to throw a pot; choosing a drill for wood or for metal
- identify and use machines to perform tasks required by their design activities;

#### Developing and Communicating Ideas

Pupils should be taught to:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- investigate existing solutions to design and technological problems <u>when developing ideas for new ones;</u></li> <li>- explore a range of potential solutions before selecting one;</li> <li>- know that aesthetic <u>qualities</u> influence consumers' <u>choices;</u></li> <li>- use computer-aided design and draughting techniques;</li> <li>- <u>maintain a questioning but open-minded approach when developing their ideas;</u></li> <li>- take account of human scale and proportion when designing.</li> </ul> | <p>EXAMPLES</p> <ul style="list-style-type: none"> <li>shape of shampoo bottles and packaging; colour and appearance of food</li> <li>using desk-top publishing to try different layouts</li> <li>designing a nursery, a kitchen, a garment;</li> </ul> |
|--|---|



## Satisfying Needs and Addressing Opportunities

Pupils should be taught to:

- consider the influence of advertising on consumers; exploring advertising media and analysing the targeted customers; experimenting with product titles, colour, packaging, text, image
- identify markets for goods and services and recognise local variations in demand; researching regional and national food preferences; investigating the items sold in different parts of a town
- investigate the effects of design and technological activity on the environment, and take account of its impact; motorway construction, computer simulation of industrial pollution, limited global energy resources
- recognise that the preferences of consumers can change; style and choice of cars; fashion in shoe design, compared to functional needs
- recognise that economic, moral, social and environmental factors can influence design and technological activities; designing disposable packaging
- recognise potential conflicts between the needs of individuals and of society, when houses, bridges, roads, factories are being designed

In addition: for pupils working towards level 3, teachers should refer to relevant material in the programme of study for key stage 1.

In addition for pupils working towards levels 4 and 5, teachers should refer to relevant material in the programme of study for key stage 2.

In addition pupils working towards level 6 should be taught to:

### Developing and Using Artefacts, Systems and Environments

- use methods of releasing and transferring energy in systems
- modify a plan, as necessary, explaining the need for changes; changes in the order of working because equipment not available;
- use knowledge and understanding of materials to design and make structures which stand up to stress; making a light "knock-down" chair in cheap available materials
- take account of the forces which operate on and influence mechanisms, when selecting a mechanism for a design;
- recognise aspects of control in variety of a systems, including input, output, feedback and stability a ball valve in a water tank in a central heating thermostat



- estimate how long an activity might take, and the resources required and take this into account in their planning;

### Working with Materials

- use a variety of material processing equipment to develop craft skills involved in forming, assembling casting and wasting; achieving a good fit, an attractive presentation
- select and use appropriate methods of assembling a range of materials; choosing the appropriate stitch when sewing by hand or machine; soldering electronic components, gluing and pinning wood
- recognise the purposes of equipment, to understand their handling characteristics, and the basic principles upon which they work; how different saws cut wood;

### Developing and Communicating Ideas

- gather, select and organise information for use in designing; using books, magazines, newspapers, computer databases
- know that the generation of many ideas and the development of single insights can each provide the basis for design proposals;

### Satisfying Needs and Addressing Opportunities

- how to integrate drawing, modelling and text in developing a design
- prepare a business plan, including cash forecast and budget, and monitor performance against it; for a school bookshop or mini-enterprise
- know that original designs can be granted patents
- use factual information and value judgements;
- recognise objective and subjective information;
- use information and experience gained from appraising products. how to make effective joins between materials; how to achieve a distinctive appearance; how to package an item securely

In addition pupils working towards level 7 should be taught to:

### Developing and Using Artefacts, Systems and Environments

- know that energy can be a significant cost in manufacture and in the use of a product or system;



- design and make structures to take stationary and moving loads;

a bridge to carry a model train;

- recognise how the efficiency of a mechanism improved when designing a product;

designing a buggy, powered by an elastic band, study the effects of the design and the use of different materials on the distance the buggy travels under the power of a particular elastic band

- design mechanical systems to produce a desired output from a given input;

- estimate the time taken, and the resources required, to complete each task and its components;

arranging an event to sell products made in the school;

- recognise that people are an important resource and need to be trained, organised and motivated;

sharing responsibilities when making a meal, or stage set

### Working with Materials

- use computer-based systems as tools for designing and making;

graphics programs with libraries of shapes and symbols, computer-controlled knitting machines, printed circuit board design

- recognise that products must be electrically and mechanically safe;

### Developing and Communicating Ideas

- know how designers and technologists have produced ideas and make use of similar approaches, when designing and making;

brainstorming, role play, drawing, modelling, analysis of existing designs

- collate, sort, analyse, interpret and present information in a form appropriate to the purpose and the intended audience;

using displays, charts, diagrams

- devise an effective strategy for investigating a specific situation;

- distinguish between various techniques of modelling and use appropriate techniques for developing proposals.

### Satisfying Needs and Addressing Opportunities

- understand how market research can be used to measure user needs and market potential;

identifying an inexpensive fashion or souvenir product to sell at a school fair

- calculate costs and make decisions on price;

making and selling badges; making and selling a school newspaper, raising extra income from advertising



recognise the historical and cultural background to design and technological developments;

comparing their work with that of previous times; tracing developments in style; comparing artefacts and environments from different countries

- recognise the relationship between price, cost, income and competition in the market for goods and services;

setting up competing mini-enterprise activities

- use different ways of assessing the effectiveness of a solution;

- work together to establish criteria for appraisal of design and technological activity.



PROGRAMME OF STUDY FOR KEY STAGE 4 LEVELS 4-10 (AGES 14 TO 16)

Activities should include at least one extended design and technological task for example, with a duration of between 15 and 30 hours. There should be opportunities for visits and work outside school, including work experience placements.

Developing and Using Artefacts, Systems and Environments

Pupils should be taught to:

EXAMPLES

- recognise, and take into account in their designing, that people can be an element in a system;
- prepare a flow chart and a detailed work plan to achieve the objectives of the design;
- use information sources in developing their proposals; use anthropometric data in designing a chair;
- allocate tasks when leading a team;
- recognise that people can be part of a system
- estimate the operating costs of a system, its dependency on other systems, and evaluate its efficiency; the cost of gas and electricity for central heating systems;
- reduce energy loss and understand why this is important; in the home, office, industry, transport.
- recognise that forces of different types are involved in structures
- maximise the efficiency of a mechanism.

Working with Materials

Pupils should be taught to:

- use equipment safely;
- know that organisations need to have procedures for health and safety, and people responsible for enforcing them; rules for safe movement in school; laws for the movement of dangerous waste; health and safety officers; fire protection officers
- join materials in permanent and form; soldering, brazing;
- have a working knowledge of the properties of a range of materials; specific shrinking of clay when fired; the residual memory of plastic; absorption of dyes in fabrics; melting points of alloy's corrosion resistance of metals;



- use materials economically and efficiently;
  - develop test procedures, including those for quality control;
  - know the properties and operational characteristics of a range of components;
  - develop and apply understanding and knowledge of how materials are shaped, cast, joined and formed;
  - identify and apply finishes appropriate to particular purposes and materials;
  - understand that equipment can be adapted to serve a variety of purposes;
  - know how computer systems control machines and equipment;
  - use computer systems in designing and making;
  - give attention to detail and work accurately;
  - develop craft skills,
  - recognise that forces of different types are involved in structures.
  - know that efficient mechanisms depend on the appropriate choice of materials used and the number, form and arrangement of their component parts;
- design the production of an object that just exceeds the specification
- test shear on a garment
- resistors, capacitors;
- joining dissimilar materials such as wood and acrylic; vacuum forming; casting aluminium;
- glazes, varnish, paint; techniques of firing pots; waterproofing fabrics
- computer-controlled knitting machines, graphics programs, desk-top publishing; making a model lift, car park barrier or burglar alarm controlled by computer
- three-dimensional images on a plotter; three-dimensional objects on a lathe
- completing a book illustration; completing a presentation model or finished garment; ensuring that components fit
- by taking time to develop understanding of and respond to the materials, equipment and processes being used
- tension, bending

### Developing and Communicating Ideas

Pupils should be taught to:

- analyse alternative solutions to produce a better design proposal;
- consider alternative means for warning when a refrigerator door has been left open



- design the appearance of an artefact, system or environment so that it appeals to users.

designing a radio for teenagers, furniture for adults

- use modelling techniques to communicate design proposals.

prototypes, garment models, their projection drawings, organisation charts.

- use intuition as well as empirical data in developing their design.

### Satisfying Needs and Addressing Opportunities

Pupils should be taught to:

- develop a product and how to market, promote and sell it;

designing and producing an entry system for a disco, a car alarm, a healthy snack food.

- investigate ways in which solutions could be extended to meet additional needs;

converting a wind-powered pump into a generator, adapt a fishing box for use as a seat;

- recognise the social, moral and environmental effects of technology.

considering the effects of a new motorway, intensive rearing, space shuttles

- recognise and take account of the fact that people are a part of some systems

In addition for pupils working towards levels 4 and 5, teachers should refer to relevant material in the programme of study for key stage 2.

In addition for pupils working towards level 6 and 7, teachers should refer to relevant material in the programme of study for key stage 3.

In addition pupils working towards level 8 should be taught to:

### Developing and Using Artefacts, Systems and Environments

- identify the critical path in a flow chart;

design, construction, installation of playground equipment;

- implement systems in which control is maintained without the need for human intervention;

a system which keeps a greenhouse at a constant temperature

- know that mechanisms can be incorporated with within electrical, pneumatic and fluid systems, and can be controlled through computer and interface devices.

- use IT, and where appropriate sensors and interfaces, to monitor and control a system

display the temperature of a room on a liquid crystal display or as a message on a computer screen

- design and make structures economically and efficiently using a range of materials to optimise strength



know that forces related to structures have to be in equilibrium

### Working with Materials

- know that the capabilities and limitations of equipment impose constraints on design; limitations of line and half-tone in a printed illustration; capacity of a kiln.
- identify the advantages of the making tools and processes they use for particular purposes.
- recognise that information technology can assist the manufacturing processes; reducing the cost of "tailor made" clothes; use of CAD/CAM.
- dispose of waste and by-products in an environmentally safe manner.

### Developing and Communicating Ideas

- present their proposals to an audience using a range of methods and media;
- use computer-aided design, image generation and desk-top publishing to develop and communicate their ideas; planning the detailed layout of a kitchen or recreation park; developing proposals for a company logo and letter-head
- use symbols and conventions that have a meaning for an international audience; designing working instructions, sign-posts for an airport; warning signs; using electronic symbols in printed circuit design
- collate, sort, analyse, interpret and present information in a logical and coherent way; justifying the choice of a site for a factory
- recognise the place of experimentation and know that a new solution may be devised which has little basis in existing solutions. linear induction motor; hovercraft

### Satisfying Needs and Addressing Opportunities

- review the ways in which market research can be used to evaluate user requirements and market potential; investigating the siting of a new supermarket; design of a graphics pen or drawing board;
- understand that external influences (legal, environmental, social, health, safety) have effects on business activity; considering the restrictions imposed by the Data Protection Act or the need for green belts around towns
- recognise the needs of individuals and groups from different backgrounds, when designing for their needs; the need for different food, clothing or shelter on the grounds of health, religion or culture



recognise how economics affects design and technological activities and to work to a budget;

designing to a fixed budget;  
making aids for the elderly

recognise the importance of the views of users and others affected by design proposals and take them into account in taking design decisions;

high-rise and low-rise buildings; hypermarkets on the outskirts of towns; furniture design.

distinguish between objective and subjective criteria when evaluating

In addition pupils working towards level 9 should be taught to:

#### Developing and Using Artefacts Systems and Environments

prepare a detailed work plan, showing responsibilities and deadlines;

prepare a plan for maintaining a conservation area in school grounds

set standards against which performance can be measured;

design and implement an artefact containing a system which involves control

an electronic timer

design and make efficient mechanisms using the minimum quantities of materials and components.

know that forces related to structures can be calculated

design and make equipment to aid them in the manufacture of solutions

#### Working with Materials

understand that the best use of materials when designing and making requires evaluation of their:

working and mechanical properties

strength, durability

operational characteristics

resistors which are slide  
corrosion resistance

suitability for the intended environment;

know that products must allow for unusual eventualities during use.

designing a road bridge

adapt the processes they are using to overcome problems



### Developing and Communicating Ideas

- prepare computer graphics for communication, analysis and development of design ideas;
- explore in depth a range of solutions, before developing one to completion.
- prepare computer graphics to develop and communicate design ideas;
- consider different design approaches to the form of artefacts, systems and environments in developing their designs
- use specialist vocabulary, symbols and formulae in communicating ideas
- producing slide, animation or video sequences for promoting a product;
- testing several models of bridges in high winds before choosing the best one

### Satisfying Needs and Addressing Opportunities

- research the economic implications of the commercial or industrial application of a design;
- know that external influences such as level of economic development, government policy, international agencies have effects on business activity;
- explain the social and environmental issues arising from design and technological activities;
- measure developments against budget, calculate variances and decide which are significant.
- undertake a critical review of the cost, income, quality, time and environmental impact and advocate possible alternative strategies.
- calculating the detailed costs of making and delivering lunches to several businesses. How does the menu and the way lunch is served affect the cost and the break-even figure for the operation.
- learning how the value of the pound affects industry; investigating the preferences of foreign consumers

In addition pupils working towards level 10 should be taught to:

### Developing and Using Artefacts, Systems and Environments

- build in standards against which performance is measured;
- analyse business systems and organisational models;
- quality of finish, function, appearance; effectiveness; efficiency; consumer response; constraints of cost



know that resistant materials can be used to build elastic structures;

recognise that different sources of energy bring different benefits of cost, reliability, performance and environmental effects;

understand how an IT system can be constructed and operated to process and transmit information and to establish control over another system;

understand that systems can take various forms, including mechanical, electrical, electronic, hydraulic and pneumatic.

designing buildings for earthquake zones

investigating the advantages of generating electricity using wind turbines

automatically detect a high level of rejected items from a production line and cause the assembly line gradually to slow down or stop until some moments after reject bins have been cleared

### Working with Materials

recognise that the choice of material depends on the scale of production and cost of disposal of any surplus;

judge when to use intuition, quick estimates or detailed calculations when designing;

make full use of the combination of equipment and processes available to them.

recognise that investment in tools and equipment involves consideration of finance, depreciation and obsolescence;

design and make equipment, to solve particular production problems

determine a balance between the demands of quantity and quality;

know that waste disposal may involve moral, legal and environmental responsibilities.

considering forces related to a structure;

considering the cost-effectiveness of replacing equipment

a jig to enable the correct alignment of parts; profiles for turning pots

printing T-shirts and selling them

### Developing and Communicating Ideas

develop original ways of communicating design proposals

analyse artefacts, systems or environments by relating knowledge of design history to their own observation and interpretation.

use desk top publishing to make a cartoon strip outlining the design proposal

analysing the ways of storing food used by different cultures and in history in considering shapes and forms of new containers



## Satisfying Needs and Addressing Opportunities

- develop effective pricing, promotion and distribution;      setting up competing companies to design and sell badges
- use techniques for planning effective cash flow, and budgeting systems, including computer modelling, where appropriate, to evaluate options;
- develop awareness of the competition which surrounds the development and application of inventions and the control of patents;
- devise alternative solutions which meet social and environmental concerns;      developing biodegradable or recyclable packaging
- recognise potential conflicts between the needs of individuals and of society, and to negotiate with people having different points of view.



# STATEMENTS OF ATTAINMENT FOR INFORMATION TECHNOLOGY CAPABILITY

## ATTAINMENT TARGET 5

### INFORMATION TECHNOLOGY CAPABILITY

Pupils should be able to use information technology to:

- \* communicate and handle information;
- \* design, develop, explore and evaluate models of real or imaginary situations;
- \* measure and control physical variables and movement.

They should be able to make informed judgements about the application and importance of information technology, and its effect on everyday life.

#### Statements of Attainment

LEVEL	STATEMENT OF ATTAINMENT	EXAMPLES
Pupils should:		
Level 1	1a be able to work with a computer	use an overlay keyboard to select items on a computer screen
	1b be able to talk about ways in which equipment, such as toys and domestic appliances, responds to signals or commands	press a button to ring a door bell; turn a knob to adjust the volume of a tape recorder; observe the automatic switch on an electric kettle
Level 2	2a be able to use computer-generated pictures, symbols, words or phrases to communicate meaning;	select furniture for a house displayed on the computer screen, using an overlay keyboard; construct a simple story as a sequence of words, pictures or sounds, using an overlay keyboard or mouse
	2b be able to use information technology for the storage and retrieval of information	write about "Today's Weather" using a word processor so that the writing can be retrieved later
Level 3	3a be able to use information technology to make, amend and present information	use a word processor to draft a class diary; use information technology, with voices or conventional instruments to make music and replay it
	3b be able to give a sequence of direct instructions to control movement	give instructions to another pupil playing the part of a robot; control the movement of a screen turtle, using turtle graphics



LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	3c be able to collect information and enter it in a database (whose structure may have been prepared in advance), select and retrieve information from the database.	enter data recording the birds using a bird table, check the data and retrieve it to compare the numbers and type of birds on days
	3d be able to describe their use of information technology and compare it with other methods	write about the differences between using a programmable toy and giving instructions to another pupil; identify the differences between using pencil and paper and using information technology for handling information
Level 4	4a be able to use information technology to retrieve, develop, organise and present work	produce a class newsletter or a set of information screens to give parents information about the school
	4b be able to <u>develop</u> a set of commands to control the movement of a screen image or robot; understand that a computer program or procedure is a set of instructions to be followed in a pre-determined sequence	drive a robot round an obstacle course or maze; use turtle graphics to draw a house
	4c be able to amend and add to information in an existing database, to check its plausibility and interrogate it	store personal information (such as name, height, weight, age, sex, shoe size, hair colour, eye colour), check it is correctly <u>stored</u> and find the names of <u>girls and boys with particular characteristics</u>
	4d understand the need to question the accuracy of displayed information and that results produced by a computer may be affected by incorrect data entry	correct a file of data about individuals in the class in which some data has deliberately been entered incorrectly
	4e be able to use a computer model to detect patterns and relationships, and how the rules governing the model work	use a program which simulates a trawler looking for fish, or an adventure program with a clearly defined objective



LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
	4f be able to review their experience of information technology and consider applications in everyday life	investigate overlay keyboards used in fast-food shops
Level 5	5a be able to use information technology to present information in different forms for specific purposes	edit a newspaper for parents; work together to produce a book for younger pupils
	5b understand that a computer can control devices by a series of commands, and appreciate the need for precision in framing commands	investigate control systems such as automatic doors and alarm systems; make a set of computer-controlled traffic lights
	5c be able to use a software package to create a computer database so that data can be captured, stored and retrieved	use information from a survey of prices of goods in local shops and markets
	5d be able to use information technology to explore patterns and relationships, and to form and test simple hypotheses	using a simulation, explore how the populations of predator and prey species fluctuate, and suggest when a predator is most active.
	5e know about personal information held on computer, which is of interest to themselves and their families	collect correspondence, <u>received by their families, which has been addressed using computer databases</u> , and discuss data needed to produce it
Level 6	6a be able to use information technology to combine and organise different forms of information for a presentation to an audience	produce a report which involves use of different fonts and letter sizes, and illustrations
	6b understand that devices can be made to respond to data from sensors	use a computer to draw a graph of the temperature of a liquid as it cools; write a procedure, using a software package, to provide a warning sound if a light beam is interrupted
	6c be able to identify advantages and limitations of data-handling programs and graphics programs and recognise when these offer solutions to a problem of data handling	use a desk-top publishing program to integrate text and images in the report of a scientific experiment; choose a data-handling program for processing the results of Sports Day



LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
6d	be able to investigate and assess the consequences of varying the data or the rules within a simple computer model	define or change the way information is grouped into columns in a spreadsheet showing the nutritional values of types of meals; modify a turtle graphics procedure or its parameters to draw a variety of shapes and transform them;
6e	be able to review experience of using information technology and consider other applications and their impact on everyday life	<u>compare own use of control devices with bar codes used to illustrate automatic stock control in supermarkets; compare own expression of information using IT with computer-produced bills or personalised mail and; consider the implications of access to personal information.</u>
Level 7	7a be able to select software and use it to produce reports which combine different forms of information to fulfil specific purposes for a variety of audiences	produce a presentation suited for a specific audience, combining graphics and text
7b	be able to design, use and construct a computer model of a situation or process and construct computer procedures involving variables	model the queue of people waiting at a supermarket check out and vary the service time, number of customers and number of check outs.
7c	understand that the results of experiments can be obtained over long or short periods <u>or</u> at a distance using data-logging equipment	use information technology to measure the acceleration of a model car as it runs down a ramp; interpret data transmitted by a weather satellite
7d	be able to select and interrogate a computer database to obtain information needed for a task	make use of a large database about careers or courses, and refine techniques of enquiry to select relevant information
7e	know when it is appropriate to use a software package for a task rather than other means of information handling	consider the usefulness of a computer-aided design package to investigate the ergonomics of kitchen design
7f	understand that dangerous or costly investigations, or those not easily measured (for example because of long time spans) can be simulated by information technology	experiment with the operation of a simulated nuclear reactor



LEVEL	STATEMENT OF ATTAINMENT	EXAMPLE
Level 8	8a be able to design successful means of collecting information for computer processing	design and refine a questionnaire for collecting complex data in a form suitable for analysis by computer; use monitoring and data-logging equipment to record environmental change
	8b be able to select and use software to capture and store data, taking account of retrieval, ease of analysis and the types of presentation required	select and use database or viewdata software to provide information about local amenities;
	8c be able to construct a device which responds to data from sensors; be able to explain how they have made use of feedback when implementing a system incorporating monitoring and control	use software to record movement patterns of small mammals, and produce graphs and tables for use in a presentation; develop a robot vehicle which follows a path marked on the ground
	8d be able to use software (for example a mathematical package or a programming language) to represent a situation or process with variables, and show the relationship between them	model and investigate the growth of bacteria using a spreadsheet, use a graph-plotting program to find a curve which fits a set of experimental data
	8e understand why electronically stored personal information is potentially easier to misuse than that kept in conventional form	consider cases of computer fraud and unauthorised access to computer files;
Level 9	9a be able to evaluate a software package or a complex computer model; analyse the situation for which it was developed; assess its efficiency, ease of implementation and appropriateness and suggest refinements	<u>evaluate</u> a computer assisted drafting program used in technology; a graphics package used in art; a desk-top publishing program used in English
	9b be able to design, implement <u>and document</u> a system <u>for others to use</u>	<u>design</u> a system to investigate production schedules and stockholding strategies for a company making and distributing fast foods



## LEVEL

## STATEMENT OF ATTAINMENT

## EXAMPLE

9c know about the effects of inaccurate data in files of personal information

research cases where the use of inaccurate data has caused inconvenience; investigate safeguards on access to personal data in computer systems

Level 10 10a be able to decide how to model a system, and design, implement and test it; justify methods used and choices made

develop a system for monitoring the performance of a central heating system in order to plan a system for a house or school; develop a system for notifying parents that their child's immunisation is due

10b be able to discuss the environmental, ethical, moral, and social issues raised by information technology

visit organisations making extensive use of information technology; prepare for the visit by deciding issues to be discussed with employees, such as how information technology was introduced, its effects on their work, their view of information technology; make suggestions about how the introduction of information technology might have been improved.

## PROGRAMMES OF STUDY FOR INFORMATION TECHNOLOGY CAPABILITY

In each key stage pupils should develop information technology capabilities through a range of curriculum activities which will:

- develop confidence and satisfaction in the use of information technology;
- broaden pupils' understanding of the effects of the use of information technology;
- encourage the flexibility needed to take advantage of future developments in information technology;
- enable pupils to become familiar with the computer keyboard;
- encourage the development of perseverance;
- enable pupils to take greater responsibility for their own learning, and provide opportunities for them to decide when it is appropriate to use information technology in their work.

Activities should be appropriate to both boys and girls.

### INFORMATION TECHNOLOGY CAPABILITY

#### PROGRAMME OF STUDY FOR KEY STAGE 1 (Levels 1 to 3, ages 5 to 7)

##### GENERAL PROVISIONS

Pupils should be taught:

- that control is integral in many everyday products such as cookers, cars, telephones;
- that information technology can be used to help plan and organise ideas in written and graphical form;
- how to give instructions to electronic devices such as programmable toys and computers;
- how to store, select and analyse information using software for example, using a simple database package;
- that information technology can be used for tasks which can often also be accomplished by other means.



In addition

Pupils working toward level 1 should be taught to:

- know that information can be held in a variety of forms for example words, numbers, pictures, sounds;
- know that it is not always necessary to use the computer keyboard in order to produce information for example, by using an overlay keyboard to select musical phrases; by using a two-position switch to select from a menu;
- control everyday items such as central heating thermostats and televisions, and describe the effects of their actions;.

Pupils working towards level 2 should be taught to:

- know that IT can be used to store, modify and retrieve information in words, pictures and sounds;
- organise and present ideas using IT for example, using a simple word processor package.

Pupils working towards level 3 should be taught to:

- use software packages confidently and well;
- locate information stored in a database; retrieve information and add to it; check the accuracy of entries.

PROGRAMME OF STUDY FOR KEY STAGE 2  
(Levels 2 to 5, ages 7 to 11)

GENERAL PROVISIONS

Pupils should be taught to:

organise, develop and present ideas in a variety of forms by using software packages for example, using a word processor or desk top publishing program;

put existing information into a new format for example a newspaper, "teletext" screen, message to a remote receiver taking account of the audience;

use information technology to organise ideas in written, pictorial, symbolic and aural forms;

work together to prepare and present stored information using information technology;

know that programmable devices such as programmable toys and computers can be controlled using sequences of instructions;

use information technology for investigations requiring the analysis of data for example, using a simple database:

know that information technology can be used to do things which can also be done in other ways for example, using a database rather than a card index;

know that computers are used to store personal information for example, medical records and commercial mailing lists

In addition,

For pupils working towards levels 2 and 3, teachers should refer to the relevant material in the programmes of study for key stage 1.

Pupils working towards level 4 should be taught to:

- find and present stored information for example retrieve text and amend it using a word processing program; retrieve an image and amend it replay a musical composition and improve it;
- insert and amend information in a computer database; test their procedures by checking how reasonable the results are for example, comparing collected data with national statistics eg. height of oak trees
- analyse the patterns and relationships in a computer model to establish how its rules operate; change the rules and predict the effect for example, considering the way an adventure program responds to the choices made by the user;
- review their use of information technology and consider applications in the outside world for example, compare production techniques of a class newspaper with those of a commercial newspaper publisher



skills working towards level 5 should be taught to:

- collect and organise information for entry into a database for example, design, trial and refine a questionnaire intended to collect information for a database;
- know that the order in which instructions are presented, and the form in which they are given to a computer is important for example, investigate the effect on a computer-controlled model of changing the order of the instructions;
- write a simple computer program for a particular purpose for example, a turtle graphics program to draw a street of houses; a set of instructions to operate a simple database program

PROGRAMME OF STUDY FOR KEY STAGE 3  
(Levels 3 to 7, ages 11 to 14)

GENERAL PROVISIONS

Pupils should be taught to:

- integrate more than one form of information for example, words and pictures; symbols, pictures and sound into a single presentation or report for a particular audience;
  - desk top publishing to write about population growth, illustrating with graphs and charts; develop a sequence of screens of information to introduce visitors to the school, co-ordinated with a spoken commentary on a tape recorder;
- work together to prepare and present information using information technology;
- use information technology to work more effectively:
  - use a word processor for developing ideas for an essay; use a graphics program to investigate colour combinations for a design (instead of producing a series of design examples by hand);
- know that each software item has its own strengths and weaknesses, and that the selection of software involves consideration of the facilities offered, ease and simplicity of use, availability and cost;
- select software for a task or application;
  - choose between a word processing or desk top publishing package to produce a book for young readers; choose between a database or spreadsheet program to store data about the additives contained in popular foods;
- know that the use of information technology does not always provide an appropriate solution to a need, and that the effectiveness, appropriateness, and cost of alternative solutions must be considered:
  - compare books, directories and databases as means of storing and presenting information;
- know that information technology is used to monitor physical events and conditions, and to process, present and respond to collected data; for example, monitor the dampness of the soil around house plants, with a view to developing a self-watering system;
- review and discuss their use of information technology applications and to consider related applications in the outside world, and their impact on daily life for example, compare the setting up and running of a school viewdata system with that of a travel agent.



addition,

For pupils working towards level 3, teachers should refer to relevant material for key stage 1.

For pupils working towards levels 4 and 5 teachers should refer to key stage 2.

Pupils working towards level 6 should be taught to:

- identify clearly the requirements, and make correct use of information technology equipment, software and techniques; in making presentations and reports,
  - combining text and images in different ways for a newspaper report and a poster; composing and playing music to a class;
- modify the data and rules of a computer model;
  - examine the development of a simulated colony of pond algae by varying the rules of reproduction.

Pupils working towards level 7 should be taught to:

- know that outcomes are affected by incorrect data, inappropriate procedures, limitations in the methods of data capture and the techniques of enquiry used to retrieve information; for example, compare the quality and quantity of data obtained by direct recording (eg. local weather statistics) and remote recording (eg satellite monitoring)
- translate an enquiry expressed in ordinary language into forms required by information retrieval systems;
- use search methods to obtain accurate and relevant information from a database; for example, use a database where knowledge of Boolean logic will improve the efficiency of the enquiry
- design a computer model for a specific purpose.

PROGRAMME OF STUDY FOR KEY STAGE 4  
(Levels 4 to 10, ages 14 to 16)

GENERAL PROVISIONS

Pupils should be taught to:

- work together using discussion, explanation and negotiation, to improve the quality of the information presented using information technology;
- use information technology to improve efficiency and to support new ways of working;
  - make use of a word processor for the entire development and production of a piece of written work; use information technology as a single means of accessing large databases, instead of using a variety of printed sources of information;
- select software appropriate for a particular task or application;
  - choose between a word processing or desk top publishing package, to develop a book for young readers; choose a database package which can handle large quantities of data, to set up a system to contain the results of a questionnaire for the whole school; choose an integrated software package, to include the statistics from a database enquiry in a report;
- know that there is an increasing range of methods of collecting data for computer processing, including many in which data is collected automatically, without human intervention; for example bar-coded food and book labels; bank cash cards; computerised car park passes; medical monitoring systems;
- design and implement an information technology-based system for use by others for example, design a computer-based system for recording pupil choices and preferences of school meals;
- review and discuss their use of information technology and consider applications in the outside world and the impact on daily life including environmental, ethical, moral and social issues; eg word processors being more widely available in schools or offices, widely available portable telephones.

In addition:

For pupils working towards levels 4 and 5, teachers should refer to key stage 2.

For pupils working towards levels 6 and 7, teachers should refer to key stage 3.



Pupils working towards level 8 should be taught to:

- define the information required, the purposes for which it is needed, and how it will be analysed; and to take these into account in designing ways of collecting and organising the information when creating a database, for example, create a database to enable a paint manufacturer to identify customers' preferences for colour and type of paint;
- use information handling software to capture, store, retrieve, analyse and present information.

Pupils working towards level 9 should be taught to:

- evaluate methods of searching and sorting data manually and using a computer;
- know that the mathematical basis of a computer representation of a situation determines how accurately the model reflects reality; for example, a program to trace the trajectory of a tennis ball; a spreadsheet to anticipate trends in predator/prey populations;
- analyse a situation, and then design, implement, assess and refine a complex model to represent it.

Pupils working towards level 10 should be taught to:

- analyse systems to be modelled using information technology, make choices in designing, implementing and testing them, and justify the methods they have used.

EDUCATION: Pouch P123





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Elizabeth House York Road London SE1 7PH Telephone 01-934 9000

40/90February 5 1990HMI ANNUAL REPORT 1988-89

The Senior Chief Inspector's Annual Report to the Secretary of State for Education and Science is published today.

HMI's findings are based on inspection evidence from the whole of the academic year 1988-89. They show that across schools and colleges around 70 per cent to 80 per cent of the work seen was judged to be satisfactory or better; roughly one-third of it at all levels was judged good or very good.

Throughout the year schools and colleges have been increasingly involved in implementing provisions of the Education Reform Act. The National Curriculum is beginning to bring about improvements and the GCSE and Technical and Vocational Education Initiative continue to be influences for good.

The report says that the overall picture is of a service where most of the work is of a reasonable quality or better, providing a sound basis for improvement and change. The profile is not one of a service in great difficulty about its general standards of work but there are matters that give rise to concern and call for action.

In schools some 30 per cent and in higher and further education some 20 per cent of what HMI saw was judged poor or very poor. Less able pupils and students were more likely to experience poor provision.

The report says that primary schools have made a good start in implementing the core subjects of the National Curriculum but that in both primary and secondary schools there remain weaknesses and difficulties with planning the curriculum.



Standards of accommodation vary across the service. Most primary schools have suitable, reasonably well maintained premises but almost a third of secondary schools have accommodation problems which adversely affect their work.

Over the year HMI has observed some improvement in the quality of Further Education accommodation but standards still vary markedly within and between colleges. In higher education the state and suitability of accommodation are matters of serious concern.

The report says that the implementation of the **National Curriculum** has thrown into **sharp focus** the complex and worsening **problems of teacher supply**, but that **teacher shortages are not caused by it**.

HMI believe that attracting and keeping sufficient numbers of suitably qualified and experienced teachers will be a major challenge for some years. New routes into teaching will help, but must not put at risk the real gains in quality which have occurred over the past few years. If assessment, recording and reporting on the National Curriculum is too prescriptive it may undermine teachers' professionalism and job satisfaction.

The report says that pressure **for change in the 16 to 19 age range is coming from all quarters**. There is a need for coherent planning and an inter-related system. If change is to be effective and carried out efficiently, there is a need for clear **national guidance** to bring together the interests of education and employment.

NOTES:

1. This is the second annual report from the Senior Chief Inspector to the Secretary of State. It draws on evidence from all the inspections and other activity of the HMI during the year 1988-89.



2. The Annex to the report sets out the range and extent of HMI's work during that period.
3. Copies of the HMI Annual Report 1988-89 are available from DES Publications Despatch Centre, Honeypt Lane, Stanmore, Middlesex HA7 1AZ.

PRESS ENQUIRIES: Schools Desk 01-934 9885

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**EDUCATION  
and  
SCIENCE****NEWS**

Elizabeth House York Road London SE1 7PH Telephone 01-934 9000 -

41/90February 5 1989EDUCATION SECRETARY COMMENTS ON HMI ANNUAL REPORT

Education Secretary John MacGregor issued the following statement on the HMI Annual Report, covering the academic year 1988/89, which was published today.

"This report by the Senior Chief Inspector has many positive things to say about the state of the education service, and in particular about the progress being made by implementing the education reforms.

"During the period covered by the report, schools, colleges and LEAs first began to get to grips with the reforms. The report shows that their benefits are already being felt.

"It notes that across schools of all types, the implementation of the National Curriculum is bringing about improvements. Primary schools have made a rapid and effective start to implementing the National Curriculum in the core subjects. The great majority of school heads welcome the opportunity LMS presents to control their own budgets. The planning of further education and the allocation of budgets to colleges are receiving much more careful attention. Meanwhile, the benefits resulting from the introduction of the GCSE continue to be felt, and there is encouraging evidence about the impact of specific grants, including some Education Support Grants.

"All this is welcome news. It shows the effort and commitment which teachers and others are devoting to the task, and provides a firm basis for making a real success of the reforms.



"At the same time, the report shows that in some areas we still have a long way to go. I am confident that the changes which we are now introducing will help to tackle many of the weaknesses noted. The national Curriculum is designed to improve pupils' motivation and achievement. Local management of schools and colleges will give incentives to get better value out of available resources.

"I share the Inspectorate's concerns about the state of some school buildings, particularly in the secondary sector. That is why our spending plans for 1990/91 allow for substantial investment by local authorities.

"I also share the Inspectorate's concerns about teacher supply. We shall not get the improvements we all want to see in education without a sufficient number of well-qualified, well-motivated teachers. In recent years my Department has been putting a lot of effort into developing schemes to improve the supply and training of teachers. That will continue.

"My speedy endorsement of the excellent recommendations of the Interim Advisory Committee Report on Teachers' Pay for 1990-91 demonstrates my commitment to pay and career structure which should markedly increase the attractiveness of teaching as a profession.

"This independent report by the Senior Chief Inspector provides a valuable survey of the current state of education. There is much that is good. There is also much to do."



10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

2 February 1990

*Dear Stephen,*

STANDARDS IN EDUCATION: HMI ANNUAL REPORT  
1988-1989

The Prime Minister was grateful for your Secretary of State's minute of 26 January enclosing the Annual Report by the Senior Chief Inspector. She is content with your Secretary of State's proposal to publish the report on Monday 5 February along with his proposed Press Notice.

I am copying this letter to the Private Secretaries to members of E(EP) and to Sir Robin Butler.

*Yours,  
Paul*

PAUL GRAY

Stephen Crowne, Esq.  
Department of Education and Science

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PRIME MINISTER |

HMI ANNUAL REPORT 1988-89

You saw last weekend the attached minute from John MacGregor forwarding the Annual Report from the Senior Chief Inspector. You mentioned it briefly to John MacGregor when you saw him about teachers' pay last Monday.

John MacGregor still plans to publish the Report next Monday, 5 February, together with his draft Press Notice emphasising all the positive points.

Content for publication on 5 February, together with John MacGregor's Press Notice?

*PLG.*

PAUL GRAY

1 February 1990

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PRIME MINISTER

*Prime Minister!*  
*You ought to glance at this School you see the teachers' pay a Monday; he may present*

STANDARDS IN EDUCATION: HMI ANNUAL REPORT 1988-89 *in air.*

*REC 6 26/1*

1. The Senior Chief Inspector has submitted to me his annual report on the state of the education service. A copy is attached. It is the second of the new-style reports and is based on inspections in the academic year 1988-89.

2. The report represents an independent and professional view of the service. There are many positive messages in it. If you have the time I hope that you can read the essentials which are contained in the commentary in paragraphs 1-32. It shows that our reforms are necessary and aimed at the right targets. We can take encouragement from what is said about ways in which the schools, colleges and LEAs are getting to grips with the new agenda. I have no doubts at all that our reforms will secure a real levering-up of standards. But there is still much to be done to secure the quality of education and training that we require to match the performance of our industrial competitors in the 1990s and beyond.

3. I would like to add a few brief impressions of my own after my first six months at the DES. I have no doubt that the programme we have set the education service is extremely challenging. We are expecting a great deal to happen and we are rightly forcing the pace. The passage of the Act was simply the end of the beginning. We now have the unremitting task of putting the reforms into place and ensuring that they deliver the desired results. The Government will be expected to see to it that those involved in achieving change on the ground get the support they need to do what we are asking of them. These points ring true to my Ministerial colleagues here: all of us get the same message when visiting schools and colleges and when talking to governors, parents and employers.

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4. I have some particular concerns which the report also brings out. The National Curriculum is already beginning to bring long overdue rigour to the teaching in primary schools, particularly in the core subjects. But it is clear that many primary school teachers will need some more time away from the classroom to plan and adapt their teaching to the new requirements and that otherwise the cutting edge of the National Curriculum will be blunted. In both primary and secondary schools, we must ensure generally that there is adequate support and training to back up the National Curriculum and the arrangements for assessment and testing. We are now devoting considerable resources to this.

5. I am sure that the next key priority for reform and strengthening is the education of 16-19 year olds. The report also draws attention to this. I am considering how to advance on this front without any loss of quality provision where it now exists. Your seminar on training on 2 February will provided an excellent forum for discussion of the key issues.

6. Teachers are crucial to the success of our reforms. We shall continue with the measures we have already introduced to reshape the profession so that shortages can be tackled and schools can recruit sufficient teachers of the right calibre. An essential element is a career path and structure which will indicate to potential new entrants and returners that there are adequate resources and incentives for reaching the top, for taking on big responsibilities and for performance compared with other occupations. We need to recognise however that there are critical shortages in one or two geographical areas - notably in inner London - and in some subjects. I want to continue to put special emphasis on remedying these shortages, which are not only important educationally but which, unless we get them right, will become of acute political concern. The IAC report <sup>will be</sup> crucial in this context. Good teachers will embrace our reforms as helping them to deliver higher standards of achievement, providing that we recognise the pressures on their time and ensure that the necessary training, clerical and other support is available. That will in turn encourage those teachers who are less enthusiastic

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about the reforms.

7. In other areas which have a large impact on public perceptions, notably the provision of books and equipment and state of school and college buildings, the Government must be seen to be playing its part fully. Local budgetting in schools and colleges will help decisions to be tailored more closely to local circumstances. They will need proper information systems and adequate training for governors. With that support we shall secure that power really does shift from the LEA with an effective shake-out of excessive LEA spending on their own bureaucracy. The latter must be a key objective: I shall work to secure that LEAs really do reduce their central expenditure rather than simply finding other jobs to do.

8. So far our reforms for local budgetting, greater governor responsibility and seeking a much wider spread of governors are going well. But there is one point I would like to emphasise which I think may yet be insufficiently appreciated in the Party as a whole, and that is that as we succeed at getting better governors, particularly good managers from industry, commerce and the professions, there will be many benefits especially in industry/education liaison and help with resources. But there will also be heavy pressures unleashed, as I am now beginning to detect, about the fabric of buildings, the amount of relevant books and equipment and <sup>the rewards available to</sup> ~~relative pay for the key posts~~ in the profession.

9. These pressures will not only come from the new-style governing bodies as they take over responsibility for the budgets of individual schools. They will come from parents who will expect their children to get the full benefit from the National Curriculum. They will come from the business and industrial community whose interest in investment in the education service we are rightly doing so much to encourage. I believe the better targeting we are now seeking to achieve in pay, training and resources will enable us to show that we are responding in the right way.

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10. We have no choice but to publish the report as was done last year. I have given a commitment to that effect. I intend to do this on Monday 5 February, accompanied by two Press Notices as attached - one a factual resumé by SCI, the other containing a short statement by me which emphasises all the positive points. I will be supplementing this with individual press briefing to ensure as far as possible that the negative points in the report are not highlighted to the exclusion of the remaining points.

11. I am copying this minute and enclosure to other members of E(EP) and Sir Robin Butler.

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

Department of Education and Science  
26 January 1990

CONFIDENTIAL

DRAFT PRESS NOTICE

EDUCATION SECRETARY COMMENTS ON HMI ANNUAL REPORT

Education Secretary John MacGregor issued the following statement on the HMI Annual Report, covering the academic year 1988/89, which was published today.

"This report by the Senior Chief Inspector has many positive things to say about the state of the education service, and in particular about the progress being made in implementing the education reforms.

"During the period covered by the report, schools, colleges and LEAs first began to get to grips with the reforms. The report shows that their benefits are already being felt.

"It notes that across schools of all types, the implementation of the national curriculum is bringing about improvements. Primary schools have made a rapid and effective start to implementing the national curriculum in the core subjects. The great majority of school heads welcome the opportunity LMS presents to control their own budgets. The planning of further education and the allocation of budgets to colleges are receiving much more careful attention. Meanwhile, the benefits resulting from the introduction of the GCSE continue to be felt, and there is encouraging evidence about the impact of specific grants, including some Education Support Grants.

"All this is welcome news. It shows the effort and commitment which teachers and others are devoting to the task, and provides a firm basis for making a real success of the reforms.

"At the same time, the report shows that in some areas we still have a long way to go. I am confident that the changes which we are now introducing will help to tackle many of the weaknesses noted. The national curriculum is designed to improve



pupils' motivation and achievement. Local management of schools and colleges will give incentives to get better value out of available resources.

"I share the Inspectorate's concerns about the state of some school buildings, particularly in the secondary sector. That is why our spending plans for 1990/91 allow for substantial investment by local authorities.

"I also share the Inspectorate's concerns about teacher supply. We shall not get the improvements we all want to see in education without a sufficient number of well-qualified, well-motivated teachers. In recent years my Department has been putting a lot of effort into developing schemes to improve the supply and training of teachers. That will continue.

"This independent report by the Senior Chief Inspector provides a valuable survey of the current state of education. There is much that is good. There is also much to do."

PRESS ENQUIRIES: [ ]

HMI ANNUAL REPORT 1988-89

The Senior Chief Inspector's Annual Report to the Secretary of State for Education and Science is published today.

HMI's findings are based on inspection evidence from the whole of the academic year 1988-89. They show that across schools and colleges around 70 per cent to 80 per cent of the work seen was judged to be satisfactory or better; roughly one-third of it at all levels was judged good or very good.

Throughout the year schools and colleges have been increasingly involved in implementing provisions of the Education Reform Act. The National Curriculum is beginning to bring about improvements and the GCSE and Technical and Vocational Education Initiative continue to be influences for good.

The report says that the overall picture is of a service where most of the work is of a reasonable quality or better, providing a sound basis for improvement and change. The profile is not one of a service in great difficulty about its general standards of work but there are matters that give rise to concern and call for action.

In schools some 30 per cent and in higher and further education some 20 per cent of what HMI saw was judged poor or very poor. Less able pupils and students were more likely to experience poor provision.

The report says that primary schools have made a good start in implementing the core subjects of the National Curriculum but that in both primary and secondary schools there remain weaknesses and difficulties with planning the curriculum.



Standards of accommodation vary across the service. Most primary schools have suitable, reasonably well maintained premises but almost a third of secondary schools have accommodation problems which adversely affect their work.

Over the year HMI has observed some improvement in the quality of Further Education accommodation but standards still vary markedly within and between colleges. In higher education the state and suitability of accommodation are matters of serious concern.

The report says that the implementation of the National Curriculum has thrown into sharp focus the complex and worsening problems of teacher supply, but that teacher shortages are not caused by it.

HMI believe that attracting and keeping sufficient numbers of suitably qualified and experienced teachers will be a major challenge for some years. New routes into teaching will help, but must not put at risk the real gains in quality which have occurred over the past few years. If assessment, recording and reporting on the National Curriculum is too prescriptive it may undermine teachers' professionalism and job satisfaction.

The report says that pressure for change in the 16 to 19 age range is coming from all quarters. There is a need for coherent planning and an inter-related system. If change is to be effective and carried out efficiently, there is a need for clear national guidance to bring together the interests of education and employment.

NOTES:

1. This is the second annual report from the Senior Chief Inspector to the Secretary of State. It draws on evidence from all the inspections and other activity of the HMI during the year 1988-89.
2. The Annex to the report sets out the range and extent of HMI's work during that period.

3. Copies of the HMI Annual Report 1988-89 are available from DES Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ.

PRESS ENQUIRIES: Schools Desk 01-934 9885



*cefu*



Treasury Chambers, Parliament Street, SW1P 3AG

The Rt Hon John MacGregor OBE MP  
Secretary of State for Education and Science  
Department of Education and Science  
Elizabeth House  
York Road  
London  
SE1 7PH

*NBBM*  
*PRCC*  
*21/1*

23 January 1990

*Dear Secretary of State*

HIGHER EDUCATION: SHIFT TO DIFFERENTIAL FEE

Thank you for your letter of 19 January, <sup>*at trap*</sup> which covered a draft announcement.

2. We are agreed that differential fees should be introduced. But you saw difficulty with two of the conditions I suggested if that was to be achieved in 1991.

3. You were content to ask higher education institutions (HEIs) to allocate their present courses to the different fee bands but suggested it would increase bureaucracy to find out how many mandatory award holders are on courses that will qualify for higher differential fees. We need an accurate forecast of these numbers to calculate the switch from cash-limited grant to demand-led fees which will finance the higher, differential fees.

4. Our officials have discussed how the missing information can be obtained. I understand yours envisage asking all HEIs how many students they have on courses qualifying for differential fees. A statistically significant sample will also be asked to examine the distribution of mandatory award holders between courses qualifying for different fee bands to find out whether it differs from that of the student population as a whole. I am content with this approach. But the results must be available in time for our bilateral discussions this September. I am content for you to make your announcement on that basis.

5. I am copying this letter to the Prime Minister, Malcolm Rifkind, Peter Walker and Peter Brooke and to Sir Robin Butler.

*Yours sincerely*  
*Norman Lamont*

NORMAN LAMONT  
(Approved by the Chief Secretary  
and signed in his absence)

EDUCATION: Policy #23







→ FA

CCPS

ELIZABETH HOUSE  
YORK ROAD  
LONDON SE1 7PH  
01-934 9000

*Price Announcements*  
*You agreed this general approach at last weeks*  
*meeting and cannot be carried out the details. To note that this 19 JAN 1990 will now be announced next week.*

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The Rt Hon Norman Lamont MP  
Chief Secretary  
Treasury Chambers  
Parliament Street  
LONDON  
SW1P 3AG

*See above*

*not*

*Page 6*

*19/1*

**HIGHER EDUCATION: SHIFT TO DIFFERENTIAL FEE**

Thank you for your letter of 9 January agreeing my proposals for a transition to differential fees in 1991-92. I accept in principle the conditions which you have set and attach a copy of the announcement which I plan to make on Tuesday or Wednesday. I need to make some points clear at this stage.

We shall aim to meet your first two conditions. There will need to be a clear framework for the allocation of courses to the appropriate fee level. I shall however want to keep a close eye on the balance between increased bureaucracy for institutions in providing detailed returns of mandatory award holders on different courses and the accuracy of the figures needed for calculating the size of the switch. I have asked that your officials are kept in touch with the further work which will be needed here. We shall also keep in touch with officials of the other Education Departments as our colleagues have suggested.

On your final condition, we shall be reviewing the basis for our forecasts of student numbers and I shall of course be willing to identify separately the cost of paying the higher fees. As you know, the fee levels are being set at lower than the average costs for the courses concerned. The marginal capacity to be taken up is diminishing and any plans to offset higher education funding as numbers increase would reduce the incentive for institutions to respond to increasing demand. Quite apart from the fact that I would be accused of failing to meet earlier

commitments given by my predecessor and myself, we should also be failing to take advantage of the success of our own policies in a way which would be politically and economically most damaging. Hence while I accept that we shall need to look in this year's Survey discussions at provision for higher education through both tuition fees and grants to the funding bodies, there can be no question so far as I am concerned of any trade-off between these elements of the kind you say you will wish to consider.

I am copying this letter to the Prime Minister, Malcolm Rifkind, Peter Walker and Peter Brooke, and to Sir Robin Butler.

Yours etc,

JL



**DRAFT ANNOUNCEMENT**

"To ask the Secretary of State for Education and Science what has been the outcome of his consultations on the introduction of differential fees in higher education; and if he will make a statement".

**MR JOHN MACGREGOR**

The Department's consultation paper "Shifting the Balance of Public Funding of Higher Education to Fees", issued on 25 April last year, proposed a two stage plan for increasing the responsiveness of higher education institutions to student demand.

In the light of responses, we confirmed last July the first stage increase in the maximum fee for full time undergraduate students met through the award arrangements from £607 to £1675 for the academic year 1990-91.

The consultation paper set a later deadline for responses to the second stage proposal for differential fees. Such fees would apply the market force of student demand more evenly across courses of different costs. Again, the overwhelming majority of the responses supported this proposal. A significant number of those consulted stressed the advantages of setting three fee levels, broadly on the same basis as those set for fees for overseas students, rather than the four proposed.

The Government have accordingly decided to introduce differential full time undergraduate maximum tuition fees to be met through mandatory student awards for most first degree and designated comparable courses in publicly funded institutions from the academic year 1991-92 onwards. At 1990-91 prices, these fees will be set for three band levels as follows:-

Band 1 - classroom based courses	- £1675
Band 2 - laboratory/workshop based courses	- £2500
Band 3 - clinical courses	- £4500

We shall now consult the funding bodies and representatives of universities, polytechnics and colleges about the detailed arrangements for allocating courses to bands and the consequent adjustment between institutional grant and fees provision within the agreed expenditure plans in respect of the student numbers to which they relate.

I shall make a further statement about these matters in the autumn.



EDUCATION Policy Part 23



Mr MJ  
celu

10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

17 January 1990

Dear Stephen,

NATIONAL CURRICULUM: WELSH

The Prime Minister was grateful for your Secretary of State's minute of 11 January and the enclosures. She is content with his proposals.

I am copying this letter to Stephen Crowne (Department of Education and Science), Jim Gallagher (Scottish Office) and Stephen Leach (Northern Ireland Office).

Paul Gray

Stephen Williams Esq  
Welsh Office



CCPU



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WELSH OFFICE  
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The Rt Hon Peter Walker MBE MP From The Secretary of State for Wales

CT/3831/89

12 January 1990

*NBM*

*REC  
15/1*

*[Handwritten signature]*

**SHIFTING THE BALANCE OF PUBLIC FUNDING OF HIGHER EDUCATION TO FEES: DIFFERENTIATION**

*P722*

Thank you for copying to me your letter of 19 December to Norman Lamont about the introduction of differentiated fees for higher education courses.

As you know when the Wales Advisory Body for Local Authority Higher Education (WAB), which advises me on matters affecting local authority higher education in Wales, considered the proposals for differentiated fees they decided to oppose the idea. WAB were concerned about the further loss of influence which they as a planning and funding body would suffer if this further shift of funds took place. They were also concerned about the increase in administrative complexities which would result from the introduction of differentiated fees.

I understand that the views expressed by WAB were not generally shared by the other funding bodies or by the bulk of respondents to the consultation paper, although there was general concern about adding to the administrative loads of the funding bodies and institutions. A reduction from 4 to 3 fee bands was seen as the way of limiting the administrative complexities involved.

/In the light

The Rt Hon John MacGregor MP  
Secretary of State for Education and Science  
Elizabeth House  
York Road  
LONDON  
SE1 7PH



In the light of the overall response you received to the consultation, I agree that it is right to announce the introduction of differentiated fees from 1990-1991 and would also strongly support your proposal that there should be 3, rather than 4, fee bands.

I would want my officials and a representative of WAB to be involved in the discussions which you suggest should be the next step in settling the detailed arrangements.

/ I am copying this letter to the Prime Minister, Norman Lamont, Malcolm Rifkind, Peter Brooke and Sir Robin Butler.



Education Policy

P. 23





CT/3005/89

Prime Minister

*Pine Minute'*  
*Policy Unit have no comments.*  
*Content for Mr. Walker to polish the*  
*draft Orders on the basis summarised*  
*Yes or in this covering minute?*

NATIONAL CURRICULUM: WELSH

Re 6 16/1

I have now completed the consultation on my proposals for attainment targets and programmes of study for Welsh in the National Curriculum. The next stage is the final round of consultation which the Education Reform Act requires on the draft Orders. I would like to set this in train by mid-January so as to enable the final Orders to be made and published by Easter. This is to allow phased implementation in schools to begin in September 1990.

I enclose the report on the consultation together with the draft Order and the covering explanatory statement.

The Welsh Working Group's proposals were very widely supported in Wales. Nevertheless the draft Orders have benefited from a great deal of additional detailed work to make the attainment targets and programmes of study clearer and more precise. I am satisfied that the results will raise standards substantially while still being practically achievable in the classroom.

In spite of some pressures from consultees I propose to reaffirm the Welsh Working Group's recommendations for separate models for first and second language Welsh. The first language targets - for pupils who receive their education through the medium of Welsh - have been carefully reviewed alongside the targets for English and are now fully comparable with them. It is quite impracticable to expect to achieve this level in all the other schools in Wales and the second language programme reflects this. It nevertheless gives pupils a fully worthwhile course leading to a useful level of ability in speaking and writing the language.





CT/3005/89

I have also resisted pressures - from the Curriculum Council for Wales (CCW) and the School Examinations and Assessment Council among others - to require all second language pupils to continue Welsh to GCSE standard. I propose to reaffirm the option at Key Stage 4 (14-16 year olds) of a non GCSE option which can be delivered in not more than 5% of the total curriculum time. This is incorporated in the draft Orders; it will ease the pressures on curriculum time and maintain the room we need for choice at Key Stage 4, including the ability for pupils to study a second modern foreign language, which I am keen to promote. Some of the responses to consultation referred to the issue of exemptions from Welsh but that is a matter for separate regulations.

I hope you will agree that I should now publish the draft Orders and accompanying documents.

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

11 January 1990

PW

## CONSULTATION ON WELSH IN THE NATIONAL CURRICULUM

SUMMARY OF VIEWS EXPRESSED DURING THE STATUTORY CONSULTATION IN WALES ON  
THE PROPOSALS OF THE SECRETARY OF STATE FOR WALES

## 1. INTRODUCTION

1.1 On 5 July the Secretary of State for Wales published proposals for attainment targets and programmes of study for Welsh for Ages 5-16. In accordance with the provisions of Education Reform Act (the Act) the proposals have been subject to consultation.

1.2 The Secretary of State formed these proposals on the basis of the advice presented in the final report of the Welsh Working Group.

## 2. CONSULTATION

2.1 As required under the Act the Secretary of State consulted with the Curriculum Council for Wales and with a wide range of other organisations listed in Annex 1. *(To Follow)*

2.2 Although individual schools were not statutorily consulted copies of the Secretary of State's proposals and the final report were distributed to all primary and secondary schools throughout Wales with an invitation to them and others to make comment. Additionally copies were issued on individual request. In total, around 14,000 copies were distributed.

## 3. RESPONSES

3.1 Responses were requested to be forwarded to the Welsh Office by 31 October 1989. A total of 121 responses were received, compared with a total of 241 in response to the Interim Report of the Welsh Working Group.

3.2 A list of respondents is shown in Annex 2. A number of the respondents for example CCW, WJEC, also sought views from a range of interested organisations or individuals and LEAs, through their specialist advisers, consulted with groups of subject teachers.

3.3 A one day seminar was held at Gregynog on 29 September to provide an opportunity for representatives of primary and secondary schools, teacher



unions, parents, advisers, special education needs and teacher training establishments to obtain a clearer understanding of the proposals which would assist them in formulating their responses.

3.4 A considerable amount of work was also undertaken by some members of the original working group to refine the statements of achievement and advice was also sought from some practising secondary school teachers.

3.5 Statutory consultees were invited to comment on a range of aspects - Annex 3 - and their responses form the basis of this summary. The great majority of individual parents and some schools were concerned with the issue of exemption for Welsh and the pressures on curriculum time, particularly at Key Stage 4. All responses were read and recorded, and the views presented will assist the Secretary of State in his future policy development for Welsh in the National Curriculum and related issues.

#### 4. THE PROPOSALS

4.1 The Secretary of State consulted on his proposals on the basis of making statutory Orders under Section 4(2)(a) and (b) of the Act.

4.2 The Secretary of State's specific proposals for inclusion in draft Orders were:-

- attainment targets and associated statements of attainment for each level and range of levels for Key Stages 1-4 based on distinct model programmes of study for Welsh and Welsh Second Language;
- an Interim programme of study entitled Foundation Welsh (Secondary) to be introduced at Key Stage 3 for pupils who had not previously studied Welsh;
- 3 attainment targets in each model - Oral (including Listening, Viewing and Speaking), Reading and Writing and within the Welsh model a separate attainment target relating to handwriting;

- a phased implementation period commencing in August 1990 for those schools currently defined as teaching Welsh followed by all other schools commencing August 1992.

#### SUMMARY OF RESPONSES: KEY ISSUES

#### 5. ~~OVERVIEW~~ ACKNOWLEDGEMENT

5.1 There was general acknowledgement of the achievement of the Welsh Working Group in the manner in which they had tackled a very complex issue and produced such a comprehensive report. Many of the substantive responses commented that the document held major importance for future development of the language within schools and the community at large.

#### 6. LANGUAGE MODELS

6.1 The majority of respondents supported the Secretary of State's proposals for 2 basic models - Welsh and Welsh Second Language. These were seen as necessary distinct Programmes of Study serving the needs of pupils from different linguistic backgrounds. The Interim arrangement - Foundation Welsh (Secondary) - was seen as particularly appropriate in the more anglicised parts of South East Wales, North and West Wales.

6.2 The case for a single model language continuum was strongly argued by a minority of respondents although they accepted the recommendations presented by the Welsh Working Group (WWG) (Chapters 2-4) that such a model must be viewed in the context of the present state of development of Welsh teaching, prevailing attitudes and most important the different language backgrounds from which pupils will commence their studies.

6.3 Movement to a single continuum was seen as a desirable aim but views about the pace at which this should proceed differed considerably. Some (3) respondents regarded this as a short term objective. Others reflected a more longer term perspective. Against these opposing views there was broad endorsement of the WWG's recommendation (paragraph 4.8) for CCW/SEAC to periodically review the situation and 4 respondents referred to the need for detailed supportive research in this area.



7. PROGRAMMES OF STUDY: A AND B AT KEY STAGE 4

7.1 The Secretary of State proposed a sub-division of programmes of study at Key Stage 4 into Programme A and B for both Welsh and Welsh Second Language.

7.2 The most significant criticism presented by respondents to the sub-division in both models was that their presentation had been insufficiently differentiated to make clear the attainment levels expected of each programme.

WELSH

7.3 The majority of statutory respondents - including CCW - supported the amalgamation of Programmes A and B with suggestions that the integrated programmes of study at Key Stage 4 should reflect a balance between the more intensive literary content of the proposed Programme A and the greater emphasis on oral and communication skills in the proposed Programme B.

WELSH SECOND LANGUAGE

7.4 The majority of respondents were in favour of a separate Programme B for Welsh Second Language. The emphasis on oracy skills was regarded as a necessary distinguishing feature with its associated higher weighting compared to the Reading and Writing profile component.

7.5 Two specific concerns emerged. First that in the competing demands of subject choice for pupils entering Key Stage 4 Programme B would be regarded as an "easy option" by both pupils and schools. Second the suggested allocation of half (5%) study time of Programme A would make the achievement of its focused target levels 6-8 particularly demanding especially when compared with existing GCSE standards.

FOUNDATION WELSH SECONDARY

7.6 There was widespread recognition for the reasons presented by the WWG supporting the proposal for such a programme. Its introduction was favoured by those counties and schools in which little or no Welsh is

currently taught and who additionally experience considerable inward migration of non Welsh speaking pupils.

7.7 The principal argument advanced in support was that it was unrealistic to expect pupils whose first introduction to the study of Welsh would be at Key Stage 3 (age 11) to pursue a programme designed for pupils starting at Key Stage 1 (age 5). A distinct programme of study for this age group would reflect current teaching practice and the needs of pupils in these situations. Some respondents commented that if inward migration remained at its current significant level such a programme might be required on a longer term basis than that proposed.

7.8 Those supporting its complete integration with Welsh Second Language - including SEAC, CCW and WJEC - generally expressed the view that because the statements of achievement in both models were the same such differentiation was artificial and the 2 programmes of study should be brought together into one model to provide pupil access to the 10 levels of attainment.

## 8. PROFILE COMPONENTS/ATTAINMENT TARGETS

8.1 The vast majority of respondents accepted the proposal for 3 profile components - Oral (comprising Listening, Viewing and Speaking), Reading and Writing. This, it was observed, brought the Welsh proposals relatively in line with those for English.

8.2 Two respondents strongly argued the retention of listening as a separate profile component. Although not supporting this view 4 respondents emphasised the importance of this aspect - particularly for Welsh Second Language learners.

8.3 The programmes of study were generally acknowledged to embrace the areas of "knowledge, skills and understanding" but some respondents considered that the attainment targets did not sufficiently reflect reading as a source of pleasure, gave insufficient emphasis to correctness in writing, and did not adequately support a wider awareness of Welsh culture.



8.4 There was almost complete agreement between respondents that handwriting should not, as proposed by the Secretary of State, be made a discrete attainment target in the Writing profile component for Welsh.

8.5 The importance of handwriting skills was acknowledged but in the view of respondents it should be an integral part of the writing process and not an isolated skill. Concern was expressed that a separate attainment target would result in too much attention being focused on teaching the mechanical and presentational content rather than developing the expressive nature of a pupil's writing. It was also regarded as an unnecessary duplication of assessment of this particular aspect for pupils in Wales because of its inclusion in the attainment targets for English.

8.6 One exception was distinguished. Pupils in Welsh speaking schools by virtue of their exemption from the English attainment targets and programmes of study at Key Stage 1 would not be assessed in Handwriting. CCW would accept, subject to review, a separate attainment target for such pupils. This would provide a balance of assessment with pupils in other schools. From Key Stage 2 assessment in this skill would, as for all other pupils, be through the target in the English Writing component.

## 9. PRACTICABILITY

9.1 Virtually all respondents who commented on this aspect qualified their view in the context of present standards and conditions, the progressive development in the primary sector and the future availability of resources - teacher supply, material and available curriculum time.

9.2 The consensus view was that the proposals were achievable though very demanding. In the model programme of study for Welsh levels 9-10 were considered challenging and the upper levels - 8, 9 and 10 - of Welsh Second Language were identified as particularly ambitious. There was, however, a recognition that much of what was proposed reflected existing good teaching practice, that the raising of overall standards was a central aim of the National Curriculum and that the development of standards in Welsh should be compatible with those of English.

## 10. COVERAGE

10.1 There was common agreement that against the background of linguistic differences presented in the WWG Report the proposals for attainment targets and programmes of study were sufficiently broad and comprehensive to cover the appropriate areas of knowledge, skills and understanding for the development of Welsh within the curriculum. A number of respondents commented that successful implementation would lead to substantial progress in pupil achievement.

## 11. PROGRESSION

11.1 Most respondents were generally content that a progressive gradation was suitably reflected in the attainment levels although some examples were identified in Welsh Second Language - Levels 8,9 and 10 - where the difference was considered to be minor and not easily distinguishable.

## 12. PRECISION

12.1 The difficulties associated with fitting a non-linear activity such as language teaching into a linear framework to meet the assessment requirements of the National Curriculum were well recognised. The Secretary of State's proposal that "greater amplification and exemplification" was needed to make the statements of attainment and difference between levels more precise for assessment purposes, was supported.

12.2 There was general agreement that the proposals provided a good basis for development but attention was drawn to elements of repetition, ambiguity and lack of differentiation. Some statements of attainment were considered to contain too many elements and the examples quoted were not always appropriate. The statement in Welsh Second Language 8(vi), 9(vi) and 10(vi) which referred to "speaking with no errors" was specifically highlighted as being impracticable.



12.3 Considerable work has subsequently been undertaken to refine the statements of attainment and improve their descriptions. The correspondence between Welsh and English attainment targets has also been reviewed.

12.4 The overall response clearly indicated the need for further illustrative material - drawn from good classroom practice - and explanatory guidance which would benefit teachers. SEAC notified its intention, in the light of Orders on attainment targets, to make further proposals for exemplification material and INSET.

### 13. CROSS CURRICULAR ACTIVITIES

13.1 There was a high degree of support for the approach to language teaching contained in Chapter 7 of the WWG Report. Respondents were however mixed in their views about the degree to which this had been adequately illustrated in the programmes of study.

13.2 Concern was expressed about the over-emphasis placed on the teaching of Welsh as a subject rather than reflecting its usage as a medium of communication and development alongside and within other subjects or activities. Respondents argued that language developed through continuous usage and that such usage contributed to the pupils' personal development. Drama, Media, IT and TVEI, as highlighted in the Report, offered an important contribution to that development. The full potential could, however, only be realised through systematic application across the broad range of curricular subjects. In Wales, History and Geography provided natural linkages while the opportunity to use Mathematics, Science and Technology should be more extensively demonstrated.

13.3 The programmes of study needed to embrace a wider range of cross-curricular examples and a greater awareness about the complementary nature of subject teaching should be developed in schools particularly in the secondary sector.

### 14. IMPLEMENTATION

14.1 There was general acknowledgement of the WWG's detailed consideration of this issue in their Report. The proposal for a phased

timetable of implementation - commencing August 1990 for schools currently teaching Welsh at the appropriate key stages and for other schools in 1992 - was regarded as a practical but challenging solution to the present complex pattern of language development throughout the Principality.

14.2 Some LEAs indicated that it might not be achievable in all schools currently not teaching Welsh and that an additional deferment of at least 1 to 2 years might be required. Only a very small number (2) of respondents regarded the proposals as unacceptable and such views were associated in promoting a case for exemption (see paragraph 17 below).

14.3 In virtually all cases of support respondents argued the case for increased resources along the lines of those presented by the WNG. Summarised the requirements were perceived as:

- Increased teacher supply particularly for the development of Welsh Second Language.
- A major INSET programme for practising teachers to improve their understanding of the attainment targets and programmes of study and assessment procedures.
- Special provision in language training for teachers willing to learn Welsh for Welsh Second Language teaching purposes or cross-curricular activities.
- Upgrading and retraining courses for teachers currently able to speak Welsh but currently not using it as a medium of teaching.
- Provision of intensive language training courses for students in teacher training colleges.
- Adequate supply of books and reference material.
- Supportive video material especially for those teaching Welsh Second Language.
- Increased provision of IT equipment and associated software.



## 15. WEIGHTING

15.1 The proposed weightings for Welsh and Welsh Second Language were supported by the vast majority of respondents. The close correspondence between English and Welsh in Key Stages 1-3 was observed. The higher weighting in the Oral component at Key Stage 4 and throughout Key Stages 1-4 for Welsh Second Language was considered appropriate in the context of the overall objective that by age 16 all pupils should acquire a substantial degree of fluency in Welsh.

15.2 One respondent expressed concern at the relative low weighting of Writing and Reading in Key Stage 2 - Welsh Second Language, and one regretted that no assessment would take place in Reading at Key Stage 1 - Welsh Second Language. This it was considered under-valued the integrated approach of teaching the profile components.

15.3 As indicated earlier there was little support for the Secretary of State's proposal for a separate Handwriting component and the suggested 10% weighting was therefore considered inappropriate.

15.4 The averaging system to decide the final level for an attainment target where pupils have achieved different levels for different elements was considered by some respondents to be too simple to reflect adequately the attainments which were being measured. SEAC noted that it had been invited by the Welsh Office to offer further subject specific advice on this matter.

## 16. SPECIAL NEEDS

16.1 Respondents who commented on this aspect supported the recommendations of the WWG contained in Chapter 15. The provision of suitable support material and adequate teacher training was emphasised.

16.2 Access to the full curriculum was endorsed as an objective but the view was expressed that such a curriculum must be "relevant to meet the individual needs". The attainment targets and programmes of study were regarded as sufficiently wide to encompass that requirement. The recommendation for CCW, in co-operation with other councils, to undertake more detailed work in this area was welcomed.



17. EXEMPTIONS

17.1 Just over half the total number of respondents commented on this aspect. The majority were from individual schools, their governing bodies or individual parents. Of these about two-fifths were from 4 particular schools located in English-speaking areas with little or no tradition of Welsh usage within their communities. <sup>fourteen</sup> ~~thirteen~~ schools (<sup>13</sup> ~~12~~ secondary and one primary) made specific requests for exemption. Others gave notice of intention to make application for exemption.

17.2 Five respondents proposed that there should be no exemptions stating that Welsh occupied the same status as other foundation subjects within the National Curriculum. CCW recommended that exemption from any part of the National Curriculum - including Welsh - should only be allowed exceptionally and after careful consideration.

17.3 None of the responses proposed exclusion from the teaching of Welsh. There was, even among those seeking some form of exemption, a very high degree of goodwill and support towards the continued development of the language.

17.4 The principal objection raised was the compulsory nature of the inclusion of Welsh as a National Curriculum subject. This additional requirement would mean that schools in Wales would be required to teach 11 subjects compared to 10 by schools in England. Some respondents felt that this placed pupils in Wales at some disadvantage. Additionally, it was argued, competition for curriculum time particularly at Key Stage 4 reduced educational options such as the opportunity to study a second modern foreign language.

17.5 On the basis of the views expressed the case for exemption fell broadly into 2 categories:

- Exemption from the compulsory requirement to teach Welsh at all ages and in all key stages. Virtually all schools were prepared to encourage Welsh as an optional subject. In many cases this would build on current practice.



- A modification that Welsh should be optional at Key Stage 4 (ages 14 to 16) to allow a greater degree of flexibility in subject choice.

## 18. PUPIL MOVEMENT

18.1 The small number (5) of respondents raised this issue in the light of the WWG recommendation in Chapter 17. Specifically highlighted was the case of individual pupils arriving in Wales part way through their education without any background experience of studying Welsh. The special provision of intensive tuition which currently exists in some LEAs would need to be expanded. Cases of pupils arriving in the later stages of their education ie between Key Stages 3-4 - was thought to require particular consideration. Such pupils were considered unlikely to be able to follow the full National Curriculum requirements.

18.2 A further area suggested for consideration was the transfer of pupils from Welsh speaking schools at the end of Key Stage 1 to English medium schools within or outside the Principality who had not studied English between the ages of 5-7.

## 19. THE TRANSFER OF PUPILS FROM WELSH SECOND LANGUAGE TO WELSH

19.1 Both CCW and SEAC raised points about the practicability of transfer between the 2 model programmes of study (paragraph 4.17) and the arrangements (paragraph 4.27) for recognising corresponding achievement between the 2 models. Both Councils expressed the view that this was a matter to be reviewed in the broader context of the development of Welsh in the National Curriculum.

## 20. MEDIUM OF ASSESSMENT

20.1 Chapter 16 of the WNG Report, paragraph 16.14 stated that "the language of cross-curricular assessment will be the medium of the pupil's teaching". Some respondents called for further advice on the use of Welsh or English in assessing other subjects.

21. NON STATUTORY GUIDANCE

21.1 The inclusion of Welsh in the National Curriculum as a core or foundation subject will result in a significant development of the teaching of the language. There were several requests for the production of non-statutory guidance to assist teachers in the practical application of the programmes of study and associated assessment arrangements.



## PROPOSALS FOR WELSH IN THE NATIONAL CURRICULUM: RESPONDENTS

Aber Infants School, Mid Glamorgan  
 Assistant Masters & Mistresses Association  
 Author Unknown, Powys  
 Benson G H Rossett, Clwyd  
 Bowden M Ms, Tenby, Dyfed  
 Brown R Mrs, Narberth, Dyfed  
 Brynmill Primary School, West Glamorgan  
 Bullock A Mr & Mrs, Caerwent, Gwent  
 Bwrdd yr Iaith Gymraeg  
 Caine A R, Saundersfoot, Dyfed  
 Canolfan Astudiaethau Iaith  
 Clwyd County Council  
 Clwyd Federation of Parent Teacher Associations  
 Coedylan Comprehensive School, Mid Glamorgan  
 Coleg Prifysgol Gogledd Cymru  
 Collins D, Wrexham  
 Cowbridge School, South Glamorgan  
 Cowbridge Comprehensive School, Governors  
 Curriculum Council for Wales  
 Cylch Athrawon Uwchradd All Iaith De Morgannwg  
 Darland High School, Clwyd  
 Darland High School Governing Body  
 Darland High School PTA  
 Darland High School Welsh Department  
 Davies E, Cardiff  
 Deeside Federation of Primary Heads, Clwyd  
 Dutton J, Wrexham, Clwyd  
 Dwr-y-Felin Comprehensive School, West Glamorgan  
 Dyfed County Council  
 Edwards M J, Wrexham, Clwyd  
 Evans M Miss, Wrexham, Clwyd  
 Fenel J Mrs, Marford, Clwyd  
 Frostick M J, Wrexham, Clwyd  
 Geath C Mrs, Wrexham, Clwyd

Grange Primary School, West Glamorgan  
Greenhill Comprehensive School (Friends of), Tenby, Dyfed  
Greenhill Comprehensive School  
Gwent Association of Language Teachers  
Gwent College of Higher Education  
Gwent County Council  
Gwynedd County Council  
Hawarden High School, Clwyd  
Hawarden High School PTA  
Hawarden High School Welsh Department  
Hawarden High School Governors  
Haywood R J P, Marford, Clwyd  
Holywell High School, Clwyd  
Holywell High School Governing Body  
Hylands D P, Wrexham, Clwyd  
Johns C Mr & Mrs, Kilgetty, Dyfed  
King Henry VIII School, Abergavenny, Gwent  
Lacusor G Mrs, Hawarden, Clwyd  
Llandaff Diocesan Council for Education, Cardiff  
Llanellen CV Primary School, Gwent  
Llanishen High School Governing Body, South Glamorgan  
Mackenzie B A, Newport, Gwent  
Mackenzie R Mrs, Newport, Gwent  
Maelor School Governing Body, Clwyd  
Maesglas CP School PTA, Gwent  
Marek MP J DR,  
Mid Glamorgan County Council  
Monro Mr & Mrs, Rossett, Clwyd  
Mudlad Ysgolion Meithrin  
National Association of Advisory Officers for Special Education  
National Union of Teachers  
Nature Conservancy Council  
North East Wales Institute of Higher Education  
Olchfa Comprehensive School Welsh Department, West Glamorgan  
Oxley Mr & Mrs, Gresford, Clwyd



Oystermouth Primary School, West Glamorgan  
 Parent Teacher Association of Wales  
 Parkes S Mrs, Tenby, Dyfed  
 Parry J D Mrs, Wrexham, Clwyd  
 Pattenden J, Saundersfoot, Dyfed  
 Payne B S, Wrexham, Clwyd  
 Pwyllogor Datblygu Addysg Gymraeg  
 Powys County Council  
 Radyr Comprehensive School, South Glamorgan  
 Rhieni Dros Addysg Gymraeg  
 Scale W R & M E, Kilgetty, Dyfed  
 School Examination and Assessment Council  
 Schimmin A Mrs, Saundersfoot, Dyfed  
 Schimmin G, Saundersfoot, Dyfed  
 Sir Thomas Picton School, Dyfed  
 Sivell M, Tenby, Dyfed  
 Smith S Ms, Wrexham, Clwyd  
 South Glamorgan County Council  
 St Ilan Comprehensive School, Mid Glamorgan  
 St Joseph's Primary School, Gwent  
 St Michael's RC Primary Schhol, Gwent  
 St Paul's CIW Primary School, South Glamorgan  
 St Peter's RC Junior School, South Glamorgan  
 Thorne H J, Rossett, Clwyd  
 Thurston D Mrs, Llandeilo, Dyfed  
 Training Agency  
 Turford M Mrs, Newport, Gwent  
 Undeb Cenedlaethol Athrawon Cymru  
 Walls B S, Wrexham, Clwyd  
 Watson B Mrs, Marford, Clwyd  
 Welsh Health Promotion Authority  
 Welsh Joint Education Committee  
 West Glamorgan Institute of Higher Education  
 West Glamorgan County Council  
 Whitestone Primary School, West Glamorgan  
 Y Coleg Normal (Adran Gymraeg)  
 Y Coleg Normal (Adran Mathemateg)  
 Ymgynghorwyr y Gymraeg  
 Young C M Mrs, Marford, Wrexham

Ysgol Aberconwy, Gwynedd  
Ysgol Bontfaen Primary Governors, South Glamorgan  
Ysgol Gyfun Cwm Rhymni, Mid Glamorgan  
Ysgol Gyfun Cwm Rhymni Welsh Department  
Ysgol Gyfun Cwmtawe, West Glamorgan  
Ysgol Gyfun Dyffryn, West Glamorgan  
Ysgol Gyfun Gwynllyw, Gwent  
Ysgol Gyfun Gymraeg Glantaf, South Glamorgan  
Ysgol Gyfun Llyswerry, Gwent  
Ysgol Gyfun Ogwr, Mid Glamorgan  
Ysgol Gymraeg Ynyswen, Mid Glamorgan  
Ysgol Uwchradd Drenewydd, Powys



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Eich Cyl/Your ref

Ein Cyl/Our ref

PSE33/105/28

Dyddiad/Date

5 July 1989

Dear Colleague

**NATIONAL CURRICULUM : CONSULTATION ON PROPOSALS FOR WELSH**

1. The Secretary of State for Wales has published his proposals for attainment targets and programmes of study for Welsh for children aged 5-16, today, in accordance with the provisions of the Education Reform Act 1988. The Act requires the Secretary of State to consult on these proposals, after which he will prepare draft Orders to introduce the new requirements from September 1990 under Sections 4(2)(a) and (b) of the Act.

2. The proposals are based on the advice of the Welsh Working Group. They are printed together with the Group's Final Report in the attached document. The Secretary of State regards the Group's recommendations as a sound basis for legislation and only in one area, writing, do his proposals refine the recommendations.

3. In accordance with Section 21 of the Act, the Secretary of State is hereby consulting the Curriculum Council for Wales on his proposals, and also a wide range of bodies with an interest in education in Wales including: the WJEC; the Welsh Language Board; the Welsh Language Education Development Committee; LEAs; organisations representing teachers, parents, governors and the Institutes of Further and Higher Education. Although individual schools are not being statutorily consulted, copies of the proposals are being sent to each school in Wales and comments that they or others wish to make will be welcomed.

4. It is the Department's normal practice to make available to the public on request, copies of responses to consultative documents. Therefore, we will assume that any responses to this document can be made available to the public. Should it be indicated that all or part of a reply should be excluded from this arrangement, confidentiality will be respected.

**Particular Points for Consideration**

5. The Secretary of State invites views on all aspects of his proposals but identifies the following issues in particular:

- i. **Language Models.** Are the 3 Models proposed (Welsh, Welsh Second Language, Foundation Welsh (Secondary)) appropriate?
- ii. **Profile Components (PCs).** Is it appropriate to sub-divide the writing PC into 2 attainment targets, one of which should relate to handwriting?

DRAFT  
STATUTORY INSTRUMENTS

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1990 No.  
EDUCATION, ENGLAND AND WALES

The Education (National Curriculum) (Welsh) Order 1990.

Made	1990
Laid before Parliament	1990
Coming into force in accordance with articles 2 to 10	

Whereas the Secretary of State had given notice of the proposal to make this Order to the Curriculum Council for Wales and to all other persons with whom consultation appeared to him desirable, in accordance with section 21(2) of the Education Reform Act 1988(a);

And whereas the Secretary of State, in accordance with subsection (3) of the said section 21, duly published a draft of this Order and the other documents mentioned in that subsection and sent copies of them to the said Council and to each of the persons consulted by him, and allowed a period of not less than one month for the submission of evidence and representation;

And whereas that period has now expired;

Now therefore in exercise of the powers conferred upon him by section 4(2)(a) and (b) and (4) and 232(5) and (6) of the Education Reform Act 1988 the Secretary of State for Wales hereby makes the following Order in the terms of the said draft:-

Citation, commencement, interpretation and extent

1. (1) This Order may be cited as the Education (National Curriculum)(Welsh) Order 1990 and shall come into force in accordance with articles 2 to 14.



(2) In this Order -

"the Document" means the document published by Her Majesty's Stationery Office entitled "Welsh in the National Curriculum" (i); and

references to the first, second, third and fourth key stages are references to the periods set out in paragraph (a) to (d) respectively of Section 3(3) of the Education Reform Act 1988; and

references to levels of attainment are references to the levels set out in the Document in relation to each attainment target; and

references to ranges of levels of attainment are references to the range of levels of attainment specified for pupils of different abilities and maturities in respect of the key stage in question; and

"school where Welsh is taught" means a school where, in relation to the first year of the relevant key stage referred to in the Articles below, Welsh has been taught for a reasonable time in the curriculum in either the school year 1987/1988 or the school year 1988/1989.

(3) This Order applies only to schools in Wales.

2. In relation to a school where Welsh is taught the provisions of this Order relating to the First Key Stage shall come into force;

(a) on 1st August 1990 in respect of pupils in the first year of that key stage; and

(b) on 1st August 1991 in respect of pupils in the second year of that key stage.

3. Subject to the provisions of Article 4 of this Order, in relation to a school where Welsh is taught the provisions of this Order relating to the Second Key Stage shall come into force:

(i) HMSO Reference

- (a) on 1st August 1990 in respect of pupils in the first year of that key stage;
- (b) on 1st August 1991 in respect of pupils in the second year of that key stage;
- (c) on 1st August 1992 in respect of pupils in the third year of that key stage; and
- (d) on 1st August 1993 in respect of pupils in the fourth year of that key stage.

4. The provisions of Article 3 of this Order shall not apply in relation to a school where Welsh is taught in the first year of the second key stage if in the school year 1990/91 more than half of the total number of pupils in the first year of that key stage in the school have not been taught Welsh for a reasonable time in the curriculum in both the school year 1988/1989 and the school year 1989/1990. In relation to such a school the provisions of this Order relating to the Second Key Stage shall come into force:

- (a) on 1st August 1994 in respect of pupils in the first year of that key stage;
- (b) on 1st August 1995 in respect of pupils in the second year of that key stage;
- (c) on 1st August 1996 in respect of pupils in the third year of that key stage; and
- (d) on 1st August 1997 in respect of pupils in the fourth year of that key stage.

5. In relation to a school where Welsh is taught the provisions of this Order relating to the Third Key Stage shall come into force:

- (a) on 1st August 1990 in respect of pupils in the first year of that key stage;



(b) on 1st August 1991 in respect of pupils in the second year of that key stage; and

(c) on 1st August 1992 in respect of pupils in the third year of that key stage.

6. In relation to a school where Welsh is taught the provisions of this Order relating to the Fourth Key Stage shall come into force:

(a) on 1st August 1993 in respect of pupils in the first year of that stage; and

(b) on 1st August 1994 in respect of pupils in the second year of that key stage.

7. In relation to a school which is not a school where Welsh is taught the provisions of this Order relating to the First Key Stage shall come into force:

(a) on 1st August 1992 in respect of pupils in the first year of that key stage; and

(b) on 1st August 1993 in respect of pupils in the second year of that key stage.

8. In relation to a school which is not a school where Welsh is taught the provisions of this Order relating to the Second Key Stage shall come into force:

(a) on 1st August 1994 in respect of pupils in the first year of that key stage;

(b) on 1st August 1995 in respect of pupils in the second year of that key stage;

(c) on 1st August 1996 in respect of pupils in the third year of that key stage; and

- (d) on 1st August 1997 in respect of pupils in the fourth year of that key stage.

9. In relation to a school which is not a school where Welsh is taught the provisions of this Order relating to the **Third Key Stage** shall come into force:

- (a) on 1st August 1992 in respect of pupils in the first year of that key stage;
- (b) on 1st August 1993 in respect of pupils in the second year of that key stage; and
- (c) on 1st August 1994 in respect of pupils in the third year of that key stage.

10. In relation to a school which is not a school where Welsh is taught the provisions of this Order relating to the **Fourth Key Stage** shall come into force:

- (a) on 1st August 1995 in respect of pupils in the first year of that key stage; and
- (b) on 1st August 1996 in respect of pupils in the second year of that key stage.

Specification of attainment targets and programmes of study.

11. It is hereby directed that the provisions relating to attainment targets and programmes of study set out in the Document shall have effect as provided in Articles 12 to 13 hereof for the purposes of specifying in relation to Welsh:-

- (a) attainment targets; and
- (b) programmes of study.



12. (1) Schedule 1 has effect in accordance with paragraph (2) for specifying the attainment targets (including the ranges of levels of attainment) for each key stage.

(2) Subject to paragraphs (3), (4) below the attainment targets described in the Document and set out in column 2 of Parts 1 and 2 of Schedule 1 to this Order are specified in relation to the key stages set out beside them in column 1 of that Part of that Schedule, the levels applicable being those appropriate to the different abilities and maturities of the pupils being taught.

(3) The attainment targets specified for a pupil in any of the key stages are either those referred to as 'Welsh' or 'Welsh Second Language'.

(4) The attainment targets specified for a pupil in the fourth key stage are either those referred to as 'Welsh or 'Welsh Second Language Model A' or 'Welsh Second Language Model B'.

13. (1) Schedule 2 has effect in accordance with paragraph (2) for specifying the programmes of study for each key stage.

(2) Subject to paragraphs (3), and (4) below, the programmes of study described in the Document and set out in column 2 of Parts 1 and 2 of Schedule 2 to this Order are specified in relation to the key stages set out beside them in column 1 of that Part of that Schedule.

(3) The programmes of study specified for a pupil in any of the key stages are either those referred to as 'Welsh' or 'Welsh Second Language'.

(4) The programmes of study specified for a pupil in the fourth key stage are either those referred to as 'Welsh or 'Welsh Second Language Model A' or 'Welsh Second Language Model B'.

14. The examples printed in italics in the Document (which serve to illustrate the attainment targets and programmes of study therein described) do not form part of the provision made by this Order.

SCHEDULE 1  
SPECIFICATION OF ATTAINMENT TARGETS

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(1) Key Stages	(2) Attainment Targets
<b>Part 1 : Welsh</b>	
First Key Stage	Attainment targets 1-4; levels 1-3 where specified in the Document.
Second Key Stage	Attainment targets 1-3; levels 2-5 where specified in the Document.
Third Key Stage	Attainment targets 1-3; levels 3-8 where specified in the Document.
Fourth Key Stage	Attainment targets 1-3; levels 3-10 where specified in the Document.
<b>Part 2 : Welsh Second Language</b>	
First Key Stage	Attainment targets 4-6; levels 1-3 where specified in the Document.
Second Key Stage	Attainment targets 4-6; levels 2-5 where specified in the Document.
Third Key Stage	Attainment targets 4-6; levels 3-8 where specified in the Document.
Fourth Key Stage	Either Welsh Second Language Model A or Welsh Second Language Model B contained in the Document; attainment targets 4-6; levels 3-10 where specified in the Document.

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SCHEDULE 2  
SPECIFICATION OF PROGRAMMES OF STUDY

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(1) Key Stages	(2) Programmes of Study
<b>Part 1 : Welsh</b>	
First Key Stage	As set out in the Document.
Second Key Stage	As set out in the Document.
Third Key Stage	As set out in the Document.
Fourth Key Stage	As set out in the Document.
<b>Part 2 : Welsh Second Language</b>	
First Key Stage	As set out in the Document.
Second Key Stage	As set out in the Document.
Third Key Stage	As set out in the Document.
Fourth Key Stage	Either Welsh Second Language Model A or Welsh Second Language Model B as set out in the Document.

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EXPLANATORY NOTE

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(This note is not part of the Order)

Section 4(2) of the Education Reform Act 1988 places a duty on the Secretary of State to establish the National Curriculum by specifying appropriate attainment targets, programmes of study and assessment arrangements for each of the foundation subjects.

Section 4(4) allows for such an Order, instead of containing the provisions to be made, to refer to them in a Document published by Her Majesty's Stationery Office and to direct that those provisions shall have effect according to the Order.

This Order refers to "Welsh in the National Curriculum" and provides for the attainment targets and programmes of study set out in it to have effect for the four key stages of a pupil's compulsory schooling. In every key stage a school may offer a pupil either Welsh or Welsh Second Language.

The Order also allows the temporary option of a separate programme of study which may be offered by a school to a pupil in the third key stage who has not previously studied either Welsh or Welsh Second Language.\*

As regards Welsh at Key Stage 4 a school may offer a further choice of Welsh Model A or Welsh Model B.

These provisions reflect the present varied and complex patterns of development in the teaching of Welsh in schools in Wales. It is also against this background that the order is brought into operation over a period of time.

The Document sets out up to ten levels in respect of attainment targets to cover the full range of abilities and maturities of pupils of compulsory school age; the Order accordingly specifies as part of each attainment target the appropriate range of attainment levels.

The Order further provides that any examples printed in italics in the Document are for illustrative purposes only, and do not form part of the Order.

\* These Provisions reflect the present varied and complex patterns of Development in the teaching of Welsh in Schools in Wales. It is also against this background that the order into operation over a period of time.



## EXPLANATION OF THE PROVISIONS OF THE ORDER FOR WELSH KEY STAGES 1-4

The attached draft Order prescribes the Attainment Targets and Programmes of Study for Welsh in the National Curriculum for pupils aged 5-16 covering Key Stages 1-4. They are based on the final Report of the Welsh Working Group (WWG) which contains much of the explanation and reasoning that is behind the draft Order and associated documents.

This explanation is produced in accordance with the requirements of Section 21(3)(a) of the Education Reform Act 1988 (the Act) that the Secretary of State should publish a statement giving such explanation of the provisions of the Orders prescribing Attainment Targets and Programmes of Study as he thinks fit.

The draft Order covers Attainment Targets and Programmes of Study only. Many other issues were dealt with in the report and raised in the consultation which are not appropriate for inclusion in this Order. These include matters relating to assessment, exemptions, resource requirements and materials, teacher supply and the training of teachers. These will be addressed, where appropriate, in future draft Orders for Assessment, and non-statutory guidance for teachers. The Headteachers, parents and governing bodies of some schools made individual requests for the exemption of Welsh as a National Curriculum foundation subject. Before reaching final decisions on the question of exemption the Secretary of State, in accordance with Section 21(2)(a) and (b) of the Act will wish to take into account the views of the Curriculum Council for Wales and LEAs on his proposals in this matter.

As part of the consultation exercise the Secretary of State for Wales identified the need for greater amplification and exemplification of the attainment targets and associated statements of achievement. Considerable work has subsequently been undertaken and a number of detailed changes have been made to clarify and make them more precise for assessment purposes.

Two basic model programmes of study, Welsh and Welsh Second Language, are proposed. The Secretary of State has, however, accepted the advice of the Curriculum Council for Wales and others that in the Welsh model there should be no sub-division at Key Stage 4. This course has been designed to be capable of delivery in around 10% of curriculum time and have available the full range of 10 attainment levels as possible outcomes.



Welsh Second Language is offered at 2 levels in Key Stage 4 - Programme A and Programme B. This sub-division follows the similar requirement for other foundation subjects. The significant difference between the programmes of study at this Key Stage is one of emphasis. Programme A, which could be delivered in around 10% of curriculum time, is designed to lead to GCSE qualification. Programme B, capable of delivery in more limited time, will focus more on oral and communication skills. The Secretary of State has in mind that this emphasis would be reflected in a higher weighting of the Oral profile component.

Although CCW and SEAC were opposed to the proposal for a non-GCSE programme B, the Secretary of State concluded that it was essential to make this provision. It was in line with CCW's draft general advice on the whole curriculum that a degree of flexibility to encourage individual choice should be introduced at Key Stage 4. In the interests of preserving the scope for pupil choice at Key Stage 4 he considered it would be wrong to require all pupils to continue Welsh to GCSE standard.

Based on the WWG Report the Secretary of State proposed a distinct interim model - Foundation Welsh (Secondary). Respondents were split on this being retained as a separate programme with CCW, SEAC and the WJEC firmly against.

The Secretary of State accepted that pupils starting at 11 should follow the Welsh Second Language programme of study as far as possible. Nevertheless, he concluded after further consultation with practising secondary school teachers that specific provision should be made within Welsh Second Language to recognise the distinct needs of pupils starting at 11. The draft Order therefore provides:-

- additional non-statutory examples suitable for pupils at Key Stage 3;
- modification to the programme of study for Key Stage 3 (but not Key Stage 4) for pupils starting at age 11.

Although pupils starting at 11 will be assessed against the same attainment levels as those starting at age 5, the Secretary of State is concerned that



they should receive a fair acknowledgement of their achievements at the end of Key Stage 4. He will be seeking advice from CCW and SEAC on this.

The attainment targets and associated programmes of study will comprise 3 profile components - Oracy, (Listening, Viewing and Speaking) Reading and Writing. Although he proposed a separate attainment target for Handwriting in the Writing profile component for Welsh the Secretary of State now accepts, following his consultation, that this would duplicate the assessment arrangement for this skill as contained in the English proposals. The exception will be for pupils in Welsh-speaking schools who are exempted from English at Key Stage 1. For these pupils a separate attainment target for Handwriting occupying 10% of the assessment weighting will be introduced to comply with the expectation for pupils in English-speaking schools.

A majority of respondents argued the need for refinement and exemplification of the statements of achievement and examples. The draft Order reflects considerable work undertaken by some members of the original WWG and others to make them clearer for teaching and assessment purposes.

Implementation will be on a phased basis. For schools currently teaching Welsh the Order will come into effect in August 1990 for pupils in Key Stages 1, 2 and 3 and in August 1993 for Key Stage 4. For all other schools the requirements will be introduced in Key Stage 1 and 3 in August 1992, Key Stage 2 in August 1994 and Key Stage 4 in 1995.

WELSH  
IN THE  
NATIONAL CURRICULUM



WELSH: ORAL (Listening, Speaking and Viewing)

ATTAINMENT TARGET

Pupils should be able to communicate effectively. They should be able to express themselves appropriately for various purposes with 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.

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

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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.

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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 the healthy life, 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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| (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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- 6 (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)

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- 7 (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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| <p>(ii) Convey clearly their understanding of the most prominent elements in an imaginative work (literature/ and media literature).</p>  | <p>(ii) Discuss the contents of the imaginative work (a novel such as I Hela Cnau or a film such as Y Milwr Bychan) and consider questions such as what kind of story it is, its development from one event to another, how lively and interesting the characters are, and the nature and effect of the conflict.</p> |
| <p>(iii) Introduce a topic, requiring preparation, in class in a clear and well-organised manner, and make use of aids which promote listening; display an understanding of topics presented by others.</p> | <p>(iii) 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.</p>   |
| <p>(iv) Express a viewpoint clearly, base the reasons for it on information, and consider points, viewpoints, counter-opinions expressed by others.</p>   | <p>(iv) Convey a point of view about alcoholism in society.</p>   |
| <p>(v) Describe some features of the spoken language as used in media material and written in literary works.</p>   | <p>(v) Observe the language of a popular drama series and consider vocabulary, phrases, verbal forms and structures.</p>  |

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| <p>8 (i) Discuss varied topics confidently with a range of listeners (teacher, fellow pupils in a group and class) and display some initiative.</p> | <p>(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 how to oppose proposals to close a rural school.</p> |
| <p>(ii) Present a complex topic with a number of aspects in a clear and well-organised manner.</p>  | <p>(ii) Discuss various aspects of a topic such as genetic experimentation or broadcasting in the early nineties.</p>  |
| <p>(iii) Express an opinion having considered a controversial topic in a careful and balanced manner.</p>   | <p>(iii) Convey an opinion on a subject such as the problem of football hooligans, the right to smoke or smoke-free zones having considered the arguments both for and against.</p>                        |
| <p>(iv) Discuss and respond to</p>  | <p>(iv) Deal with a series of</p>  |

literary and media texts,  
and comment on form,  
content and craft  
supporting evidence.

questions about a poem or a  
radio programme. Discuss a  
with performance of a play.  
Compose and present a radio  
script based on a short story.

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

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

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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) Use aids such as an overhead  
projector, leaflets, diagrams.

(iii) Justify an opinion or  
viewpoint on a complex issue,  
select arguments and present  
them concisely and effectively.

(iii) Consider an issue such as  
abortion or apartheid.

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

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

(v) Discuss and evaluate  
literary and media texts.

(v) Express an opinion and present  
a number of critical reasons  
for it.

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

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

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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 express themselves clearly and well at all times.

(ii) Present a topic, ideas, text, viewpoint, argument thoroughly, and display perceptiveness and originality.

(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.

have presented arguments for and against some cause.

(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.

(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.

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WELSH: READING

ATTAINMENT TARGET

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>bwrdd 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 agor</u> , <u>ar gau</u> , <u>fi ydy'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 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>mul</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. After reading ' <u>Pethau Tlws</u> ' pupils create what they consider to be beautiful.                             |
| (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)  |
| (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; use a catalogue which gives the author, title, publisher. Seek information by using indexes, lists of content.   |

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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, and give reasons for that opinion.  |
|   | (ii) Respond creatively to a literary text  | (ii) Read part of a story and predict what is going to happen to one of the characters. Try to re-creat for themselves some of the features of a poem. Extend some elements in works - express Branwen's thoughts on the banks of Llyn Alaw. |
|   | (iii) Convey an opinion about a literary text by referring to specific elements within it                           | (iii) 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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| (iv) Differentiate between fact and opinion in factual and discursive texts on current issues  | (iv) Discuss the content of texts on current affairs in newspapers and magazines and show where the work is coloured by opinion  |
| (v) Select books from sources of information, using methods of systematising it, to find specific information and present it in a suitable form. | (v) Use a dictionary of biography, reference books, a newspaper and magazine, computer discs. Use titles, headings, sub-sections, italicisation, large print.                      |
| (vi) Show how effects can be created through orthographical devices, sound and word  | (vi) Observe advertising phraseology/titles of television/radio programmes - O Fôn i Fynwy - Pilipalas. Convey spoken language in dialogue 'Mae'n ffein 'eddi - Wi'n itha da wir'. |
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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 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).                  |
| (iii) Recognise the characteristics of a range of poetic forms and recognise cynghanedd.   | (iii) Lyric, englyn, cywydd, sonnet, cynghanedd.   |
| (iv) Discriminate between fact and opinion in factual and discursive texts and indicate some methods which show the difference.  | (iv) 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. |
| (v) Collect relevant information from different written sources; note the main points with headings, with some guidance, in using it for some purpose.   | (v) 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.

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

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

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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 literature (prose and poetry), discuss elements in the craft of the writing, give attention to the contribution of sound patterns and image-based use of language to convey the meaning of literary texts.

(ii) Discuss the narrative, plot development, development of characters and their relationships with one another, conflict, atmosphere, dramatic elements, stylistic elements.

Discuss cynghanedd, alliteration, rhyme, metaphor, comparison, personalisation.

(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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- 8
- (i) Read widely and encompass different kinds of fiction, poetry and factual material, including pre-twentieth century literature
  - (ii) Respond, orally and in writing, to a wide 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.
  - (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.
  - (iv) Make use of suitable strategies to collect information independently from varied sources; co-ordinate, arrange and present it as a clear completed composition.
  - (v) Observe certain aspects of language in a brief selection of Welsh-language texts from the past and compare them with the language today
- (i) Read plays, novels, short stories, essays, books on varied subjects, autobiographies and biographies and selections of poems
  - (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.
  - (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.
  - (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.
  - (v) Examine a passage from the Mabinogi, Gweledigaethau'r Bardd Cwsg, an interlude, a cywydd, a novel by Daniel Owen in the original and compare the orthography, vocabulary, construction with recent forms.
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- 9
- (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
  - (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.



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; composite words (jac-codi-baw); old vocabulary (macwy); 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 (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,</p> | <p>(i) 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 pont, eglwys; French words such as pali, twrnamaint; Biblical place-names, English and American words. Consider how the vocabulary of various disciplines has developed.</p>   |

WELSH: WRITING

ATTAINMENT TARGET

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.

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| <p>(ii) Write a passage or story which displays a grasp of sequence of events and introduce characters.</p>   | <p>(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.</p>  |
| <p>(iii) Write a range of passages presenting information, and use vocabulary, phrases, sentence patterns familiar to them from their work across the curriculum.</p>   | <p>(iii) Records, lists, posters, recipes, handouts. Records of practical work in mathematics, scientific experiments, art, design and craft.</p>  |
| <p>(iv) Use and spell correctly most structure words and the basic vocabulary of the topics discussed; learn to spell new words correctly.</p>  | <p>(iv) Structure words such as <u>a</u>, <u>ond</u>, <u>wedyn</u>, <u>pan</u>, <u>yr</u>, <u>cyn</u>, <u>achos</u>, <u>oherwydd</u>, <u>pwyl</u>, <u>pryd</u>, <u>pa</u>.</p>   |
| <p>(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.</p> | <p>(v)</p>   |
| <p>(vi) Improve their work and re-draft it under the teacher's direction, and present it neatly.</p>  | <p>(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.</p> |

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| <p>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.</p> | <p>(i) Write reminiscences, thoughts, descriptions, stories and compositions in different forms (diary, letter, reports), including poetry.</p> |
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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.. Fy marn i ydi - Efallai/hwyrach fod.. Dylid.. Y mae'n ffaith fod.. Rwy'n dal na ddylid.. 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... cafodd ei eni... 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. 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.
- (vii) Discuss varied topics and give attention to the characteristics of their vocabulary according to topic, purpose, impression, and the nature of the readers.
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- 6 (i) Express familiar, unfamiliar and imaginary experiences imaginatively and display an awareness of stylistic elements which contribute to the effectiveness of the expression.
- (ii) Convey opinions clearly with some supporting evidence and write varied persuasive material.
- (iii) Present general or specific information about a range of topics impersonally.
- (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.
- (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.
- (vi) Use double n and r correctly and consistently and be able to differentiate between i, u, clear y (e.g. bryn).
- (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).
- (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) Write opinions on various controversial topics, e.g. school rules, environmental pollution.
- (iii) Reports, articles, essays, personal essays, minutes of meetings, a project book, formal letters.
- (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. An essay on an aspect of local history for a community newspaper.
- (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.

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7 (i) Use some literary forms to 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) 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

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

(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.

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8 (i) Use a range of 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.

(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.

(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.

(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>(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 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>(iv) Use idiomatic language; correct mutations; vary the order of the words purposefully, and the order of elements in a sentence 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) Display an awareness of some differences in the features of both the oral medium and the written medium.</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>(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) Express an opinion on a difficult topic, sustain arguments logically and organise it all clearly for the reader.</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) 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>(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>  |



(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.

(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) 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.

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

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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.

(i) - . . . .

(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.

(ii) - . . . .

- (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.
- (iii) Appropriate sentences, correctness of spelling and mutation. A completely secure grasp of the written conventions.
- (iv) Discuss matters such as  
"Mae'r Gymraeg yn iaith rhy hen ffasiwn i'r byd cyfoes".  
"Dydw i ddim yn dalit pobl y Sowth yn siarad".  
"Smo i'n deall Cymrâg 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 â gofyn am ddim yn Gymraeg - dydyn nhw ddim yn eich deall chi yno".



## HANDWRITING

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>q</u> .
3	Begin to produce clear and legible joined-up writing.	

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.

**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 Mathematics and Science 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, catchment areas and individual schools. Schemes need to provide for all pupils whether their mother tongue is Welsh or English.

3. An important element for all types of pupil 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 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 yard
- 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 rather than stifle 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
- 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 a task 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 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), wsoth (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: e.g., job interviews, informal situations, e.g. discussion of joint projects
- responding personally to the salient features of a piece of literature or media material and use critical terms in discussion
- 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 viewpoints 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, words and forms of texts reflecting 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 is convinced. 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 cynghanedd and some of its metres and differences between the features of some other poetic forms such as a lyric, sonnet or ballad
- 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, and employ some terms of literary criticism to convey their response
- examine a literary text with regard to aspects such as characters, attitudes taken by characters, plot, background etc
- observe critically the craftsmanship and construction of texts with a view to understanding the structure of passages and appreciate the devices used to convey meaning and special effects
- discuss the sound patterns and the image-based language which characterises different texts
- 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 them 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 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
- 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, yn, 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 - 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

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.  
23. 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.  
24. 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.  
25. 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.

<sup>25.</sup>  
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.

<sup>26.</sup>  
26. Pupils should draft various factual documentational pieces for various purposes such as:

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



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

During this Key Stage, pupils should develop their ability to present information objectively. Opportunities should be taken to speak about factual and documentary 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.

28. 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.

29. 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.

30. 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.

21. 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.

32. 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

33. 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.

<sup>35.</sup>

34. 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.

<sup>34</sup>

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.

35.

36. 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.

36.

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 given 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?

37.

38. 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.



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

ATTAINMENT TARGET

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 preference 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	
<hr/>		
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; 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 familiar vocabulary 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 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 pancakes and describe the process of making them

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

(vi) . . . .

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| (i) understand people talking to one another; become familiar with different voices in familiar contexts                   | (i) listen to people meeting each other, talking, discussing generally and giving specific instructions, e.g. on a tape  |
| (ii) initiate and sustain a conversation naturally   | (ii) talk in a group to plan an activity, e.g. playing a game  |
| (iii) communicate and exchange personal information when dealing with interests and imaginary experiences                  | (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 |
| (iv) seek, receive and communicate factual information in an increasing range of contexts and offer a sequence of comments | (iv) ask, collect, describe and provide information on the basis of a visit, e.g. to a building site/local bakery/nature trail   |
| (v) offer a short explanation  | (v) explain behaviour, an event or an act such as saying why a pupil is late, absent, noisy; Conduct an experiment and discuss the outcome of the experiment                           |
| (vi) speak intelligibly and use a range of vocabulary, phrases and sentence structures                                     | (vi)   |
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| (i) understand the language used in a range of familiar social situations                      | (i) watch a familiar situation on video or listen to a taped conversation   |
| (ii) talk about their world with contemporaries and adults                                     | (ii) talk in pairs/groups; talk to visitors to the school   |
| (iii) talk about wishes and possibilities when dealing with personal and imaginary experiences | (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 |

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| <p>(iv) seek and receive information from different sources and convey the main findings</p> <p>(v) express opinions and give reasons</p> <p>(vi) talk intelligibly and fairly freely using a range of vocabulary, phrases and sentence structures</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) 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) . . . .</p> |
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| <p>6 (i) understand the use made of public language in a selection of common formal situations</p> <p>(ii) talk with familiar and unfamiliar persons in a range of everyday situations</p> <p>(iii) describe various experiences in detail in order to entertain and persuade others to participate in an activity</p> <p>(iv) seek and receive information from different sources, convey information and ideas and answer questions directed at them</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) rôle-play in a familiar situation outside school, e.g. buying goods in a shop or cafe</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) discuss health/wholemeal/prepared food; improve the environment of the town centre/industrial valley, participate in sports in order to compete/keep fit</p> |
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(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 and sentence structures and varying the tenses and person of the verb

(vi) . . . .

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

(i) listen to short informal conversations 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 and freely, and use a range of sentence structures and various forms of the verb

(vi) . . . .

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| 8 | <ul style="list-style-type: none"> <li>(i) understand the different most common spoken/dialect forms and the formal language of the media</li> <li>(ii) communicate effectively and display a willingness to talk and to elaborate when answering/responding</li> <li>(iii) discuss experiences of personal interest and imaginative material experienced through different media and present ideas and explanations</li> <li>(iv) communicate specialist information about an area of interest</li> <li>(v) discuss opinions and express a point of view</li> <li>(vi) speak freely and with confidence and vary vocabulary, sentence structures and tenses of the verb</li> </ul> | <ul style="list-style-type: none"> <li>(i) understand common spoken forms from north and south Wales - 'fe/fo', 'gyda/efo', 'nawr/rwan', 'llaeth/llefrith'; be able to follow the gist of news bulletins/short interviews/the commentary of a documentary programme</li> <li>(ii) discuss a topic/situation/experience</li> <li>(iii) present and discuss a collection of audio/video tapes and justify the selection of material presented</li> <li>(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</li> <li>(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</li> <li>(vi) . . . . .</li> </ul> |
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| 9 | <ul style="list-style-type: none"> <li>(i) understand a range of standard spoken forms and the main characteristics of dialects</li> <li>(ii) talk confidently when discussing a range of topics and situations</li> </ul> | <ul style="list-style-type: none"> <li>(i) understand common spoken abbreviations, e.g. 'sgwennu', 'on i'n meddwl', 'sdim ots'; 'wy'n moyn', 'ddaru mi'</li> <li>(ii) discuss a topic/experiences/ideas; discuss ways of solving a problem in a committee</li> </ul> |
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| (iii) discuss experiences in detail and with confidence, and consider critically imaginative material in different media | (iii) personal aspirations for the future; respond to a video or television programme on a particular area/interest   |
| (iv) communicate specialist information from various sources to others   | (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 |
| (v) discuss an opinion and express a point of view   | (v) discuss current controversial issues such as sex and morality, nuclear energy, holiday homes  |
| (vi) speak freely and with confidence and vary vocabulary, sentence structures and appropriate forms of the verb         | (vi)  |

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| 10 (i) understand a wide range of standard spoken forms and the characteristics of dialects  | (i) listen, watch and follow plays, light entertainment programmes, sport and news       |
| (ii) talk effectively and confidently and discuss a wide range of topics effectively   | (ii) discuss a topic/experiences/ideas in full   |
| (iii) discuss in a well-balanced and confident manner the experiences and imaginative material of different media, and display originality     | (iii) discuss career aspirations; respond to an event or experience                      |
| (iv) discuss a topic which has various aspects, use a wide range of evidence and offer comments which reflect the complexity of the matter     | (iv) discuss an extended study of an area of personal interest                           |
| (v) participate in a debate by presenting one side and responding to some points raised by the other side                                      | (v) express a point of view clearly and logically on contemporary issues in a discussion |
| (vi) speak freely and with confidence and display a good grasp of a range of vocabulary, sentence structures and appropriate forms of the verb | (vi)   |

WELSH SECOND LANGUAGE: READING

ATTAINMENT TARGET

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; phrases on a worksheet
	(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
	(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

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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 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

(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

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5 (i) read familiar material confidently and meaningfully

(i) read to themselves and to others a range of suitable printed materials such as letters, short articles, booklets and pamphlets, suitable stories

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

(ii) personal letters, diaries, suitable stories and poems

(iii) discover specific information from various sources

(iii) read details of television programmes, timetables, posters, simple advertisements and spreadsheets

(iv) read material in order to understand certain ideas, aspirations and emotions and respond simply

(iv) understand and respond simply to the contents of a postcard, a letter, a story, a diary and messages

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6 (i) extend the scope of their reading by turning to a range of relevant materials

(i) read to themselves or aloud material from a magazine and a newspaper, conversations and playlets, books suited to their age and experience

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| (ii) read and 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  |
| (iii) handle information from different sources  | (iii) 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) make specific use of the reading material to complete particular tasks                                    | (iv) pick out facts from articles, read instructions in order to play a game, use a database, edit a class newspaper/magazine                                 |

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| 7 (i) present a range of familiar material meaningfully to others                               | (i) read aloud by presenting a dialogue, a report, a diary, an article, a poem   |
| (ii) become acquainted with printed material which encompasses the experiences of everyday life | (ii) passages expressing opinions on or responses to television programmes/contemporary music or concerned with teenage life and experiences   |
| (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) respond to the content of material which is express various ideas and points of view       | (iv) understand and respond to the content and sense the feeling expressed in letters, diaries and conversations, and readers                  |

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| 8 (i) present an unfamiliar reading passage meaningfully and confidently to others                         | (i) read aloud by presenting a dialogue, a report, a message, an article and a poem; participate in group work                  |
| (ii) read material concerned with emotions, ideas and viewpoints and more challenging imaginative passages | (ii) an article concerning a personal opinion or response; read a contemporary short story in a community newspaper or magazine |



(iii) develop information seeking skills to undertake a short project; become acquainted with reading material which reflects some of the main contemporary registers of communication

(iv) read a range of printed materials in order to express a personal response

(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

(iv) a computer print-out of relevant information; understand and respond to the content and sense the emotions and viewpoints expressed in articles, letters and stories

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9 (i) present a reading passage publicly and effectively to others

(ii) read standard and challenging material concerned with experiences, ideas and imagination

(iii) deal with factual information and printed materials which encompass everyday life and the world of work

(iv) read a range of printed materials and express opinions about them

(i) read announcements and readings, dealing with material as a member of a group

(ii) passages concerned with experiences such as the misuse of alcohol or drugs; a short story or suitable poems

(iii) read, select and present evidence for project work; read official/formal material in order to summarise the main points

(iv) respond to contemporary articles, a contemporary story, novels and suitable dramatic passages

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10 (i) present reading passages easily and effectively to others

(ii) read a range of standard reading materials concerned with experiences, ideas and imagination

(iii) discuss a range of informational and factual materials

(i) read a range of printed materials

(ii) articles and reports concerned with contemporary problems such as morality, Welshness, nuclear energy; a short novel, a thematic collection of poems

(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

materials in order to select points/facts or write in one language material received in another

(iv) analyse and discuss imaginative work or printed material with social, vocational or cross-curricular significance

(iv) deal with and respond to the main points and ideas of material read



## WELSH SECOND LANGUAGE: WRITING

### ATTAINMENT TARGET

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 in a sentence
	(ii) record simple factual information discussed orally	(ii) describe the weather, label objects, 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
	(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)

- 4
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|---|--|
| (i) record information about real and imaginary interests and experiences               | (i) keep a diary, write a dialogue or conversation discussed orally; write a letter to a penfriend; create a simple story  |
| (ii) record factual information independently and clearly                               | (ii) collect and record facts about the home, school and familiar surroundings; create a scrapbook   |
| (iii) offer a short explanation   | (iii) respond to a message or personal letter, such as writing 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 and sentence structures | (iv) . . . .   |

- 5
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|---|--|
| (i) perform a range of tasks for practical purposes and to communicate real and imaginary experiences | (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   |
| (ii) write to describe, to explain, to record and to direct   | (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 |
| (iii) express opinions and emotions   | (iii) write a short report about a visit to a particular place; discuss pop stars/film stars/television stars in an article or conversation  |
| (iv) select a range of vocabulary and sentence structures to achieve specific purposes                | (iv)   |



- 6
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| (i) express and describe real and imaginary experiences, including details                         | (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 |
| (ii) write transactional and factual passages, selecting relevant information for various purposes | (ii) use the computer to produce a class newspaper which includes items of news/puzzles/advertisements; record statistics/facts from reference books/magazines etc   |
| (iii) write to convey emotions, to express an opinion and give reasons                             | (iii) compose a leaflet indicating the advantages/disadvantages of different types of holidays/foods; use the computer to collect, record and present information about how young people handle money  |
| (iv) use appropriate vocabulary a range of sentence structures and forms of the verb               | (iv)   |
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- 7
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|---|---|
| (i) write personal and imaginative passages and display an awareness of form and structure                        | (i) a story which includes a beginning, middle and end  |
| (ii) write descriptions, reports and passages about vocational matters and deal with some formal/official texts   | (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 |
| (iii) present a point of view and offer a number of reasons   | (iii) a letter/article presenting an argument for or against a topic such as bringing industry to a rural area  |
| (iv) choose appropriate vocabulary and sentence structures and use the correct forms of the verb fairly correctly | (iv) . . . .  |
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- 8
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|--|---|
| (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 appropriately in accordance with the requirements of the text | (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                              | (iv)  |
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|---|--|
| (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                   |
| (iv) use a wide range of vocabulary and sentence structures and varied idioms in the different types of writing, and include specialist vocabulary and passive/impersonal forms where necessary | (iv) . . . .   |
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- 10
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| (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 in free metres |
|--|--|



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|--|---|
| (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)  |

WELSH SECOND LANGUAGE: ORAL (Listening, Watching and Speaking)  
(Pupils starting to learn Welsh at age 11 in Key Stage 3)

Note

(i) The attainment targets at levels 1-4 for pupils who by the beginning of the time they reach Key Stage 3 (age 11) have not been taught Welsh for a reasonable time during the previous two key stages (ages 5-11) are set out below.

(ii) These are the same as those for pupils who have started to study Welsh from Key Stage 1 (age 5). The differentiating features for teaching purposes are set out in the examples associated with the statements of attainment for levels 1-4.

(iii) Those pupils who at the end of Key Stage 3 have achieved the attainment targets at level 4 will progress to the appropriate programme of study for levels 5-10.

(iv) Pupils who at the end of Key Stage 3 have not achieved the attainment targets at level 4 will continue to follow the programme of study for 1-4. There after they will study the programme of study for levels 5.10.

ATTAINMENT TARGET

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   |
|   | (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)  |
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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)

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4 (i) understand people talking  
to one another, become  
familiar with different  
voices in familiar  
contexts

(i) listen to people meeting  
each other and talking,  
discussing generally and  
giving specific instructions,  
e.g. on a tape

(ii) initiate and sustain a  
conversation

(ii) talk in a group to plan an  
activity, e.g. playing a game

(iii) communicate and exchange  
personal information when  
dealing with interests and  
imaginary experiences

(iii) talk about holiday experiences  
and hobbies, ask for and give  
information about a game/  
visit; respond to a story

(iv) seek, receive and  
communicate factual  
information in an increasing  
range of contexts and offer  
a sequence of comments

(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) offer a short explanation

(v) explain behaviour, an event or  
an act such as saying why a  
pupil is late, absent, making  
a noise, likes something

(vi) speak intelligibly and use  
a range of vocabulary,  
phrases and sentence structures

(vi)

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## WELSH SECOND LANGUAGE: READING

(Pupils starting to learn Welsh at age 11 in Key Stage 3)

### Note

(i) The attainment targets at levels 1-4 for pupils who by the beginning of the time they reach Key Stage 3 (age 11) have not been taught Welsh for a reasonable time during the previous two key stages (ages 5-11) are set out below.

(ii) These are the same as those for pupils who have started to study Welsh from Key Stage 1 (age 5). The differentiating features for teaching purposes are set out in the examples associated with the statements of attainment for levels 1-4.

(iii) Those pupils who at the end of Key Stage 3 have achieved the attainment targets at level 4 will progress to the appropriate programme of study for levels 5-10.

(iv) Pupils who at the end of Key Stage 3 have not achieved the attainment targets at level 4 will continue to follow the programme of study for 1-4. There after they will study the programme of study for levels 5.10.

### ATTAINMENT TARGET

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

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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

(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

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

(iii) a description of a place or person; roadsigns; 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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## WELSH SECOND LANGUAGE: WRITING

(Pupils starting to learn Welsh at age 11 in Key Stage 3)

(i) The attainment targets at levels 1-4 for pupils who by the beginning of the time they reach Key Stage 3 (age 11) have not been taught Welsh for a reasonable time during the previous two key stages (ages 5-11) are set out below.

(ii) These are the same as those for pupils who have started to study Welsh from Key Stage 1 (age 5). The differentiating features for teaching purposes are set out in the examples associated with the statements of attainment for levels 1-4.

(iii) Those pupils who at the end of Key Stage 3 have achieved the attainment targets at level 4 will progress to the appropriate programme of study for levels 5-10.

(iv) Pupils who at the end of Key Stage 3 have not achieved the attainment targets at level 4 will continue to follow the programme of study for 1-4. There after they will study the programme of study for levels 5.10.

### ATTAINMENT TARGET

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
	(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)

- 3
- (i) record information about interests and real and imaginary experiences
  - (ii) record familiar factual information independently
  - (iii) express emotions
  - (iv) use familiar vocabulary and an increasing range of sentences
- 4
- (i) record information about interests and real and imaginary experiences
  - (ii) record factual information independently and clearly
  - (iii) offer a short explanation
  - (iv) use a sequence of sentences and some variety in vocabulary and constructions
- (i) write simply about themselves, their friends and family; write simple dialogues/ conversations
  - (ii) write simply to describe a situation or familiar person
  - (iii) record a response to/liking of television programmes/video/ magazines/food/various activities
  - (iv)
- (i) keep a diary, record a dialogue discussed orally; write a letter to a penfriend
  - (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) 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)
-



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

### PROGRAMME OF STUDY

#### Note

(i) The programme of study specified in paragraphs 19-21 below is for pupils who by the beginning of the time they reach Key Stage 3 (age 11) have not been taught Welsh 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 13-18.

(iii) Those pupils who at the end of Key Stage 3 have achieved the attainment targets at level 4 will progress to the appropriate programme of study for levels 5-10.

(iv) Pupils who at the end of Key Stage 3 have not achieved the attainment targets at level 4 will continue to follow the programme of study for 1-4. There after they will study the programme of study for levels 5-10.

#### 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 group situations including:

- pairs
- different sized groups
- a class
- arrangements within the school
- visitors to the school.

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 LEARN WELSH 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
  - playing computer games
- 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 WHO STARTED TO LEARN WELSH AT AGES 5 AND 11**

**Key Stage 4 (levels 3-10, ages 14-16)**

13. 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**

14. 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
- responding to a visual stimulus such as posters, advertisements, timetables, magazines, booklets, articles, reports, stories and poems
- responding to an oral and/or visual stimulus by following a wide range of appropriate material on radio, television or on tape in order to follow narrative material, gather information and specific facts, and express opinions
- 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, asking questions and discussing experiences, ideas and opinions
- listening to a good range of authentic oral material relating to formal and informal situations, including material in dialect and standard spoken Welsh
- arranging to undertake different activities inside and outside school
  - participating in various activities such as:
    - 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
  - expressing an opinion and defending a point of view when dealing with contemporary issues
  - introducing an anecdote or information formally
  - discussing the content of a scrapbook/project/extended study.



15. 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 fluently and 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

16. 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).

17. 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.

18. The oral activities should provide opportunities for pupils to:

- respond to an oral stimulus from adults and contemporaries by asking and answering questions, offering comments, agreeing or disagreeing, effectively undertaking tasks set, for example,
- respond to a visual stimulus such as posters, advertisements, timetables, articles, magazines and suitable booklets by discussing with others in a group or class, preparing an audio tape with a partner, offering an opinion to others, for example



- respond to an oral and/or visual stimulus by following a wider range of appropriate material on radio, television or on tape in order to follow a story, gather information and specific facts and express an opinion through oral tasks such as formulating a question to be used for interviewing others, discussing in a group, responding through improvised drama, for example
- greet and develop a relationship by asking and answering questions, speaking informally and formally, seeking and providing information, receiving and relaying a message
- hold a conversation by listening, responding, commenting, asking questions and discussing experiences, ideas and opinions
- tell a story - about themselves or others, an anecdote about a mishap or a misfortune for example
- talk about matters such as personal career, holiday work, work experience and interesting careers - talk about other people's work
- arrange to undertake various activities inside and outside the school, ask Welsh-speakers questions and speak to them
- participate in various activities such as:
  - rôle play and presenting dialogues in informal and formal situations
  - formulating and using questionnaires
  - working with a partner to offer advice or to persuade other members of the group
  - preparing a video tape to include a range of group activities
  - preparing an audio tape presenting some issue such as the group's opinion of the school
  - filling an information gap by asking questions of others
  - discussing in a group
  - playing language/computer games
  - expressing an opinion - of people, programmes, books, current topics
  - discussing the content of a scrapbook/project.
  - participating in a visit to a Welsh-language establishment and to societies where Welsh is spoken.

#### FOR THOSE BEGINNING TO LEARN WELSH AT AGE 11

##### Key Stage 3 (levels 1-5, ages 11-14)

19. 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.

20. 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.

21. 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.



## WELSH SECOND LANGUAGE: READING

### PROGRAMME OF STUDY

#### Note

(i) The programme of study specified in paragraphs 23-25 below is for pupils who by the beginning of the time they reach Key Stage 3 (age 11) have not been taught Welsh 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 15-22.

(iii) Those pupils who at the end of Key Stage 3 have achieved the attainment targets at level 4 will progress to the appropriate programme of study for levels 5-10.

(iv) Pupils who at the end of Key Stage 3 have not achieved the attainment targets at level 4 will continue to follow the programme of study for 1-4. There after they will study the programme of study for levels 5-10.

#### 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 LEARN WELSH 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 - 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 to others and talk about them, and raise and answer questions
- 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 WHO STARTED TO LEARN WELSH AT AGES 5 AND 11

#### Key Stage 4 (levels 3-10, ages 14-16)

15. 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

16. 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.

17. 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.

18. 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 expression which suggests mood in a passage of prose or a poem and discuss some aspects of style.

19. 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

20. Pupils following a less intensive Welsh Second Language course (about 5% of their time) will pursue Programme of Study B. The programme focuses mainly on levels 5-8. 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.

21. 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 contemporary 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.

22. 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.

#### FOR THOSE STARTING TO LEARN WELSH AT AGE 11

#### Key Stage 3 (levels 1-5, ages 11-14)

23. 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.

24. 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.

25. 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.

## WELSH SECOND LANGUAGE: WRITING

### PROGRAMME OF STUDY

#### Note

(i) The programme of study specified in paragraphs 28-32 below is for pupils who by the beginning of the time they reach Key Stage 3 (age 11) have not been taught Welsh 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 19-27.

(iii) Those pupils who at the end of Key Stage 3 have achieved the attainment targets at level 4 will progress to the appropriate programme of study for levels 5-10.

(iv) Pupils who at the end of Key Stage 3 have not achieved the attainment targets at level 4 will continue to follow the programme of study for 1-4. There after they will study the programme of study for levels 5-10.

#### 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 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 LEARN WELSH AT AGE 5**

##### **Key Stage 1 (levels 1-3, ages 5-7)**

11. 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
- 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 ensuring that they:
- 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
  - have opportunities to discuss their work with their teachers and alter or add to it as a result of the discussion
  - have opportunities to see sufficient examples of the kinds of writing they are undertaking
  - have opportunities to 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 by ensuring that they

- are able 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 LEARN WELSH AT AGES 5 AND 11

##### Key Stage 4 (levels 3-10, ages 14-16)

19. At the beginning of Key Stage 4 pupils will pursue either PROGRAMME OF STUDY A or PROGRAMME OF STUDY B.

##### PROGRAMME OF STUDY A

20. 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.

21. 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 scrapbook/project work/an extended study.

22. 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.

23. 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

24. 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.

25. 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.



26. Activities such as the following should be included:

- 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.

27. 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.

#### FOR THOSE STARTING TO LEARN WELSH AT AGE 11 ONLY

##### Key Stage 3 (levels 1-5, ages 11-14)

28. The content of the general introduction is appropriate to this group.

29. 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.

30. 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.

31. 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.
32. Pupils should be helped to develop their ability to write by ensuring that they:
- 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.

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cup

Prin

10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

10 January 1990

*Dear Staple,*

**HIGHER EDUCATION:**  
**SHIFT TO DIFFERENTIAL FEES**

The Prime Minister has seen your Secretary of State's letter of 19 January to the Chief Secretary and his response of 9 January. The Prime Minister is content for your Secretary of State to proceed as he proposes, subject to resolving the points raised by the Chief Secretary.

I am copying this letter to Stephen Williams (Welsh Office), Jim Gallagher (Scottish Office), Stephen Leach (Northern Ireland Office), Carys Evans (Chief Secretary's Office) and Sonia Phippard (Cabinet Office).

*Yes,  
P*

**PAUL GRAY**

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

CONFIDENTIAL

□



PRIME MINISTER (

HIGHER EDUCATION: SHIFT TO DIFFERENTIAL FEES

Last year it was agreed, with your support, that more of the funding of higher education should be channelled via fees rather than through block grants to the Funding Councils. As a first stage for 1990-91 a higher flat rate fee of £1675 was announced. In addition a consultation paper issued in April 1989 proposed a move from autumn 1991 to differentiated fees. An illustrative differential with four fee bands, ranging from £1675 to £3350, was set out.

John MacGregor has now written to colleagues (flag A) proposing his response to the consultation process. In the light of reactions he now proposes a three tier system rather than four, ranging from £1675 to £4500 (the latter for clinical courses), but with the same implied average of £2100. He seeks agreement to an early announcement, paving the way for detailed discussions with the relevant bodies.

The Chief Secretary (flag B) has indicated he is content, subject to some detailed conditions to reinforce expenditure control mechanisms in the new regime.

Brian Griffiths agrees with the MacGregor package.

Content to agree John MacGregor's proposals, subject to resolving the detailed points with the Chief Secretary?

*Acc.*  
PAUL GRAY  
9 January 1990

*Y  
10 mb*

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B B ccm



Treasury Chambers, Parliament Street, SW1P 3AG

The Rt Hon John MacGregor OBE MP  
Secretary of State for Education and Science  
Department of Education  
and Science  
Elizabeth House,  
York Road  
London SE1 7PH

gAn

January 1990

A handwritten signature in dark ink, appearing to read 'John MacGregor', written over the typed name.

**HIGHER EDUCATION: SHIFT TO DIFFERENTIAL FEE**

Thank you for your letter of 19 December.

2. I agree that differential fees should be introduced to avoid any bias against science and am content with the substance of your revised proposals. My concern is to ensure the implied shift, of around £200 million, from cash-limited grant to demand-led spending on fees, in addition to the £500 million switched in the last Survey, does not undermine our efforts to control public spending. This will need careful handling in the 1990 Survey and, in order that our discussions can be informed by accurate and up-to-date information, I shall have to make it a condition of my agreement to going ahead in 1991 that the following steps are taken.

3. First, unambiguous guidance must be issued to higher education institutions and funding bodies so that they know how to deal with marginal cases. I would be grateful if this could be cleared with my officials.

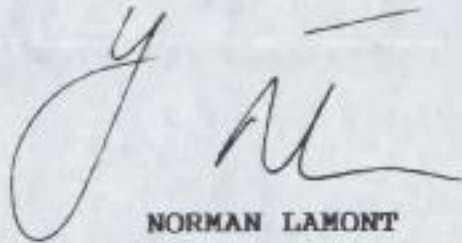
4. Second, on the basis of this guidance institutions should allocate their courses to the different fee bands, with funding bodies certifying the results, by this summer. To calculate the size of the switch from centrally-distributed grant we will also need accurate figures for mandatory award holders at present on courses which will be eligible for the higher rates of fee and I suggest institutions be asked to provide that information at the same time.



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5. Finally I will need to be satisfied that, for the 1990 and subsequent Survey discussions, you can provide accurate forecasts of student numbers eligible for each of the different rates of fee. For those discussions the consequential costs of paying fees must be identified separately from spending on student maintenance and considered alongside higher education grants, so that you and I can consider to what extent any increases in provision resulting from higher student numbers should be offset by setting higher education grants lower than would otherwise be the case.

6. I am copying this letter to the Prime Minister, Malcolm Rifkind, Peter Walker and Peter Brooke and to Sir Robin Butler.

A handwritten signature in black ink, appearing to be 'N. Lamont', written in a cursive style. The signature is positioned above the printed name 'NORMAN LAMONT'.

NORMAN LAMONT



EDUCATION: Student loans  
pr 2





SCOTTISH OFFICE  
WHITEHALL, LONDON SW1A 2AU

copy

The Rt Hon John R R MacGregor OBE MP  
Secretary of State for Education and Science  
Elizabeth House  
York Road  
LONDON  
SE1 7PH

NBM  
RAC  
10/1

9 January 1990

Dear John,

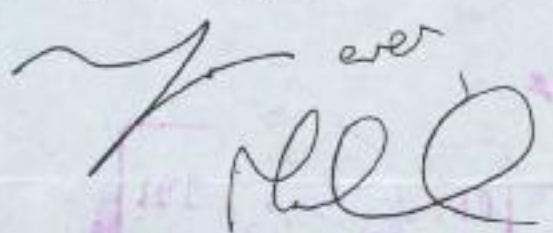
**SHIFTING THE BALANCE OF PUBLIC FUNDING OF HIGHER EDUCATION  
IN FEES: DIFFERENTIATION**

Thank you for sending me a copy of your letter of 19 December to the Chief Secretary. I agree that differential fees should be introduced as soon as possible and I am content with the bands and levels of fees which you propose.

with PG?

I should be grateful if your officials would keep in touch with mine about the timing and content of your intended announcement, in order that I can arrange parallel publicity to cover my interests in the Scottish grant-aided colleges and students' allowances for Scottish residents.

I have copied this letter to the recipients of yours.

*over*  
  
MALCOLM RIFKIND

EDUCATION

Student loans

pt 2



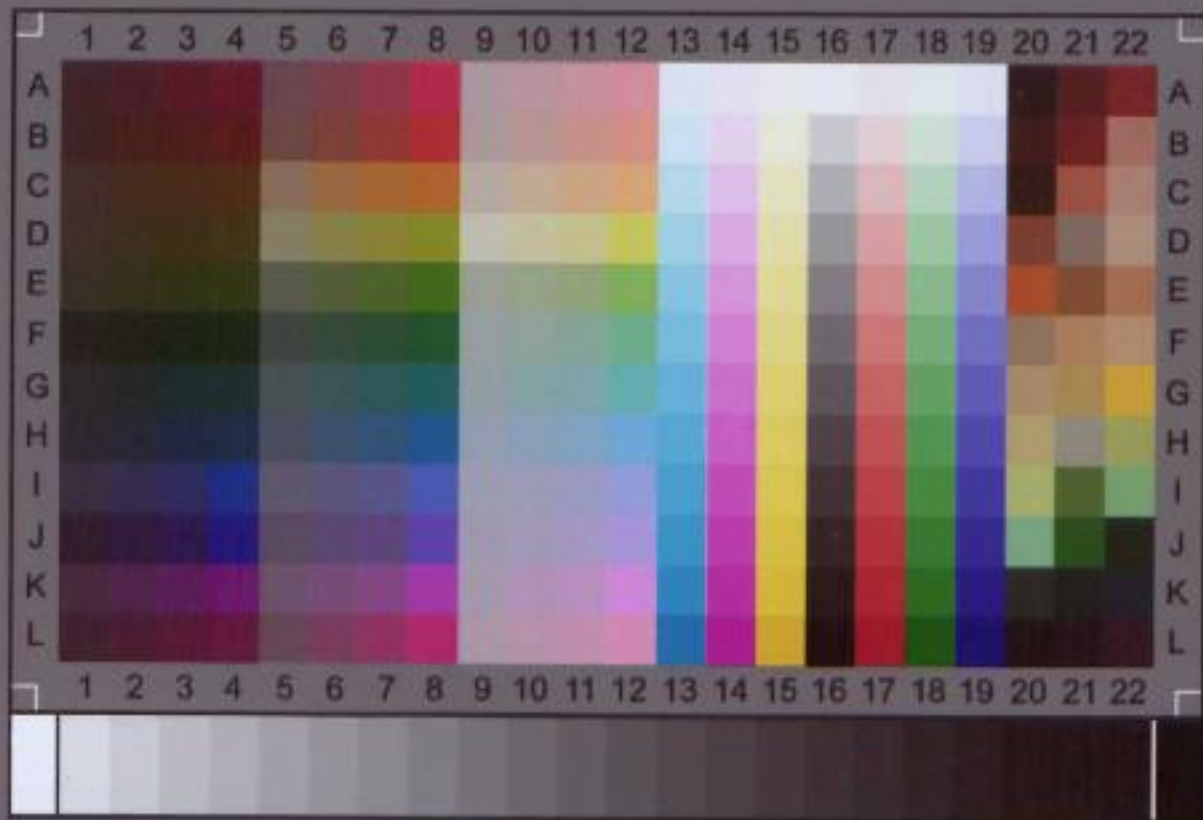


PART 22 ends:-

SSIDES to CST. 19.12.89

PART 23 begins:-

SS/SCOT to SSIDES. 9.1.90



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