



Llywodraeth Cymru
Welsh Government

Curriculum for Wales: revised Areas of Learning and programmes of study

Language, Literacy and Communication Skills;
Mathematical Development; English;
Welsh (first language); mathematics

www.gov.wales



Information

Information document no: 173/2015

Date of issue: August 2015

Replaces information document no: 161/2014

Curriculum for Wales: revised Areas of Learning and programmes of study

Audience	Foundation Phase practitioners; headteachers and teachers in primary, secondary and special schools; Welsh local authorities and regional consortia; teacher unions and representative bodies; tutors in initial teacher training; governors and other interested stakeholders in Wales.
Overview	This information document is to accompany the revised Areas of Learning (Language, Literacy and Communication Skills, and Mathematical Development) and programmes of study (English, Welsh (first language) and mathematics) from Foundation Phase to Key Stage 4. It will support schools' and settings' understanding of the revisions and plan for implementation from September 2015.
Action required	None – for information only.
Further information	Enquiries about this document should be directed to: LNF Implementation Branch Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ e-mail: curriculumdivision@wales.gsi.gov.uk
Additional copies	This document can be accessed from the Welsh Government's Learning Wales website at www.gov.wales/learning
Related documents	<i>Curriculum for Wales: Foundation Phase Framework (2015); Curriculum for Wales: Programme of Study for English, Key Stages 2–4 (2015); Curriculum for Wales: Programme of Study for Welsh, Key Stages 2–4 (2015); Curriculum for Wales: Programme of Study for Mathematics, Key Stages 2–4 (2015).</i>

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Introduction

The Welsh Government has a clear, coherent vision for education in Wales, from Foundation Phase to Key Stage 4, which links directly to our new qualifications system.

In March 2014 we held a consultation on proposals for new Areas of Learning for Language, Literacy and Communication Skills and Mathematical Development; new programmes of study for Key Stages 2 to 4 for English, Welsh (first language) and mathematics, and revisions to the Routes for Learning. There was also a consultation on non-statutory additions to the National Literacy and Numeracy Framework (LNF).

The aim was to strengthen the learning and teaching of literacy and numeracy in these Areas of Learning and programmes of study by complementing, and aligning them with, the approach taken in the LNF to create a continuum of learning. The LNF remains a statutory requirement across the whole curriculum.

The Welsh Government wants learners to have a solid foundation in English/Welsh and mathematics, which will enhance learning across the wider curriculum.

In September 2015 these revised Areas of Learning and programmes of study will be statutory¹ for all learners in maintained schools and non-maintained settings funded to provide education.

All documentation relating to the revised Areas of Learning and programmes of study will be updated regularly and can be found on the Learning Wales website at www.gov.wales/learning.

¹ The term 'statutory' is applied to all maintained schools and settings. Further information is set out within the 'Foundation Phase' section of this document.

Aims and features of the revisions

Following the consultation, changes were made to the content and presentation of the Areas of Learning and programmes of study to strengthen and support the teaching of literacy and numeracy. These changes will provide opportunities and challenges to schools and settings as they consider how best to plan and provide appropriate, relevant and motivating experiences for all learners.

It is the Welsh Government's intention that the skills in the revised Areas of Learning and programmes of study and the LNF are inclusive of all learners.

Aims

- To revise the existing Areas of Learning and programmes of study as year-on-year expectation statements, while ensuring alignment with the skills expressed in the LNF with no duplication.
- To ensure alignment with the new GCSEs for English Language, Welsh Language and the two new GCSEs in mathematics (Mathematics and Mathematics – Numeracy).
- To strengthen the teaching and learning of the same, PISA-type skills that are regarded internationally as fundamental to success in further study and employment.
- To support practitioners to ensure progress for all learners by providing a continuum of 'next step' development.
- To provide continuity with the National Curriculum for Wales 2008.

Features

- There is no significant new content.
- The literacy and numeracy components of the LNF have been included as part of the Language, Literacy and Communication Skills and the Mathematical Development Areas of Learning and as part of the English, Welsh (first language) and mathematics programmes of study.

- The English and Welsh (first language) Programmes of Study have been divided into two distinct sections. These are:
 - Range of experiences (to be covered in a whole key stage)
 - the LNF and the programmes of study year-on-year expectations in oracy, reading and writing.

Key Stage 2 English Programme of Study



Strand: Reading

Range of experiences

Learners should be given opportunities to:

- read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:

- extracts and complete texts
- information and reference texts
- traditional and contemporary poetry and prose
- classic children's fiction and poetry
- graphic novels and picture books
- drama, including drama in performance
- texts written by Welsh authors, texts with a Welsh subject matter
- texts that have challenging subject matter, which may be controversial
- texts with a variety of structures, forms, purposes and genres
- texts that demonstrate quality and variety in language
- texts that reflect individual choice of reading material
- texts with a variety of social, historical and cultural contexts
- texts that extend learners' intellectual, moral and spiritual development
- texts with a variety of tone, e.g. *humour, parody*
- texts that demonstrate the impact of technology
- texts that present challenge

- read individually and collaboratively, e.g. *paired reading*
- read for different purposes, e.g. *for personal pleasure, re-reading; to identify language devices used by the author*
- develop appropriate vocabulary and terminology to discuss texts

Learners should experience a language-rich environment

The programmes of study for English and Welsh have been designed to ensure that all learners have access to a rich and varied range of texts.

Key

Within the table, text taken from the LNF will appear as normal text. Text that is a specific English Programme of Study skill will appear as bold. These skills are further identified by the following icon:

Programme of study skill ✦ When combined with the LNF statements, these skills form the Key Stage 2 English Programme of Study.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Key Stage 2 English Programme of Study



Strand: Reading

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
		read short information texts independently with concentration	read texts, including those with few visual clues, independently with concentration	read extended texts independently for sustained periods	read complex texts independently for sustained periods
		with support, begin to recognise and understand the basic features of continuous and non-continuous texts in terms of language, structure and presentation, e.g. story structure, the layout of a letter ✦	with support, recognise and understand the features of continuous and non-continuous texts in terms of language, structure and presentation, e.g. traditional tales, a newspaper article ✦	recognise and understand the characteristics of an increasing range of texts (continuous and non-continuous) in terms of language, structure and presentation, e.g. the language of an autobiography, the language of a speech ✦	confidently recognise and understand the characteristics of a range of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation ✦
		read aloud using punctuation to aid expression	use understanding of sentence structure and punctuation to make meaning	identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences	understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>I had chocolate(,) cake and cheese for tea</i>
		skim to gain an overview of a text, e.g. <i>topic, purpose</i>	skim to gain the gist of a text or the main idea in a chapter	use a range of strategies for skimming, e.g. <i>finding key words, phrases, gist, main ideas, themes</i>	use a range of strategies for finding information, e.g. <i>skimming for gist, scanning for detail</i>
		look for specific information in texts using contents, indexes, glossaries, dictionaries	scan for specific information using a variety of features in texts, e.g. <i>titles, illustrations, key words</i>	scan to find specific details using graphic and textual organisers, e.g. <i>sub-headings, diagrams</i>	read closely, annotating for specific purposes
identify different purposes of texts, e.g. <i>to inform, instruct, explain</i>	identify how texts differ in purpose, structure, layout	identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</i>			

- The Areas of Learning and programmes of study encompass LNF statements. By way of formatting we have distinguished the statements which are applicable to the LNF which can be applied across the curriculum in context.
- The text in the Areas of Learning and programmes of study is further identified by the following icons:
 - Extended skill ▲ – this is a LNF skill extended to create an Area of Learning/programme of study skill

Curriculum for Wales:
revised Areas of Learning
and programmes of study
August 2015
Information document
no: 173/2015



Key


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Programme of study skill ✦ When combined with the LNF statements, these skills form the Key Stage 2 English Programme of Study.

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- Area of Learning/programme of study skill ❖ – these skills when combined with the LNF, form the Area of Learning/programme of study.
- The programmes of study for English and Welsh follow the same format as the Areas of Learning which was positively received in consultation. The programme of study for mathematics at Key Stages 2, 3 and 4, however, follow a different format.
 - Following the structure of the Mathematical Development Area of Learning would have created disjointed and obscure lines of progression within the programme of study, narrowing the perception of the way skills may be applied and developed. For instance, even at Key Stage 2, some skills draw on more than one skill in previous years, or splinter off into several new skills. This led to statements or skills strands to seem to often ‘appear’ or ‘disappear’, with the consequence being lots of empty cells.
 - To allow practitioners to see lines of progression in a familiar format, without causing structural issues the cell-by-cell structure for the Foundation Phase remains while the programme of study for Key Stages 2 to 4, follow the design approach for the LNF.

Key Stage 2 Mathematics Programme of Study					
Strands	Elements	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing numerical reasoning	Identify processes and connections	<ul style="list-style-type: none"> • transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed to complete the task or reach a solution • select appropriate mathematics and techniques to use • select and use suitable instruments and units of measurement • choose an appropriate mental or written strategy and know when it is appropriate to use a calculator • estimate and visualise size when measuring and use the correct units 			
	Represent and communicate	<ul style="list-style-type: none"> • explain results and procedures clearly using mathematical language • refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready • use appropriate notation, symbols and units of measurement • select and construct appropriate charts, diagrams and graphs with suitable scales • recognise, and generalise in words, patterns that arise in numerical, spatial or practical situations ❖ • visualise and describe shapes, movements and transformations ❖ 			
	Review	<ul style="list-style-type: none"> • select from an increasing range of checking strategies to decide if answers are reasonable • interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible • draw conclusions from data and recognise that some conclusions may be misleading or uncertain 			

Year-on-year expectations

The Areas of Learning and programmes of study are designed as a continuum of learning to allow practitioners to assess where a learner currently is and what their 'next steps' should be. They are not a series of discrete skills to be learned and demonstrated each year from the age of 3 to 16. It is also not enough for a learner to have demonstrated achievement on a single occasion and for this to be recorded on a tick list. The continuum layout helps practitioners/teachers identify individual strengths and areas for future developmental needs. Learners should be able to practise and demonstrate their skills in a range of contexts before moving on to their next step, as well as ensuring that these skills are maintained.

Key Stage 2 English Programme of Study					
Strand: Oracy					
Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	explain information and ideas using relevant vocabulary	explain information and ideas using supportive resources, e.g. on-screen and web-based materials	explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids	express issues and ideas clearly, using specialist vocabulary and examples
		organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation	organise talk so that different audiences can follow what is being said, e.g. giving background information, providing a brief summary of main points	speak clearly, using formal language and projecting voice effectively to a large audience, e.g. event for parents/carers, presentation to visitors	
		speak clearly varying expression to help listeners	adapt talk, showing understanding of the differences between informal talk with friends and more extended talk with a wider group		speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested
		use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor			
		begin to develop their understanding of when it is appropriate to use standard English and begin to use formal and informal language ⇄	develop their understanding of when it is appropriate to use standard English and use formal and informal language ⇄	understand when it is appropriate to use standard English and use formal and informal language ⇄	extend their understanding of the use of standard English and their ability to recognise and use formal and informal language appropriately ⇄
		develop their ability to use a range of syntax structures in terms of vocabulary and terminology in their talk ⇄	use a range of syntax structures, vocabulary and terminology in their talk ⇄	develop their ability to use a wide range of syntax structures, vocabulary and terminology in their talk ⇄	use a wide range of syntax structures, vocabulary and terminology in their talk with precision ⇄
		keep in role and support others in role play	explore different situations through role play	explore issues and themes through role play	explore challenging or contentious issues through sustained role play

Learner entitlement

Schools and settings in Wales should ensure that all learners are engaged as full members of their wider communities, accessing the wider curriculum and all activities working wherever possible alongside their peers. Schools/settings should teach in ways appropriate to learners' developing maturities and abilities to extend their learning. Learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level for their individual needs, schools/settings may use expectation statements from earlier, or later, phases or key stages. Schools/settings should use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working significantly below the expectation statements, schools should use the needs of the learner as a starting point. They should adapt approaches and/or resources to the programmes of study accordingly, while ensuring whenever appropriate, full access to the range of experiences detailed in the phase/key stage. Sufficient flexibility exists to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disappplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

In order to cover the content of all of the Areas of Learning and programmes of study for each phase/key stage, and meet the statutory requirement to provide a broad, balanced curriculum, schools can select appropriate topics/themes from the wider curriculum as contexts for learning.

For more able and talented learners working at higher levels, schools/settings should provide greater challenge by using material in ways that extend the breadth and depth of study and response, and opportunities for independent learning.

Schools/settings should choose material that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their development
- support Welsh Government policy, for example integrating a Welsh dimension/perspective where it is meaningful and relevant.

Responsibilities of schools and settings

This section clarifies schools’/settings’ responsibilities for all learners in Wales. Under the United Nations Convention on the Rights of the Child (UNCRC) and the Welsh Government’s overarching strategy document *Children and Young People: Rights to Action* (2004), all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens the duty on schools and settings to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation, which covers age, disability, gender, race, religion and belief, and sexual orientation, further places a duty on schools and settings in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities, and encourage participation in all areas of school life.

Schools and settings should endeavour to develop in every learner an understanding of the cultural identity unique to Wales and a sense of cultural and personal identity that is receptive and respectful towards others. Planning should develop the skills, knowledge, understanding, values and attitudes that will enable all learners to participate in our multi-ethnic society in Wales. Schools and settings should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools and settings must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, they will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, schools and settings should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Schools and settings should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all learners including those who use a means of communication other than speech.

English and Welsh

The Areas of Learning and programmes of study for English and Welsh (first language)² have been developed alongside each other, taking into account aspects particular to each language. This will support the development of dual literacy and provide a foundation for learning additional languages, including modern foreign languages, both at school and in the context of lifelong learning. A statement outlining that learners should be encouraged to use translingual skills has been included in the Language, Literacy and Communication Skills Area of Learning and the programmes of study for English and Welsh (first language). Mediating between different audiences and taking material which exists in one language and conveying its content and general impact in the other are important skills for learners in a bilingual society.

English-medium schools from Key Stage 2 onwards will have two new programmes of study to consider (English and mathematics). Welsh-medium and bilingual schools will be required to teach the new programmes of study for Welsh (first language), English and mathematics.

² The Welsh-medium literacy component of the LNF was designed for learners following the Welsh (first language) Programme of Study. Professor Donaldson, in his review of the curriculum and assessment, will consider Welsh second language provision and the important recommendations made in the independent task and finish report on Welsh second language led by Professor Sioned Davies.

Learners for whom English/Welsh is an additional language (EAL/WAL)

The Welsh Government recognises that learners for whom English or Welsh is an additional language (EAL/WAL) have different challenges in relation to language and literacy acquisition. EAL/WAL learners may be accessing English/Welsh for the first time and will, therefore, require additional focused support to help them acquire appropriate literacy skills. Material should be provided that is appropriate to their ability, previous education and experience, and which extends their language development. The year-by-year nature of the expectation statements allows schools and settings to ensure that they are incorporating the appropriate skills into their curriculum delivery.

Learners with additional learning needs (ALN)

Teachers of learners with additional learning needs (ALN), including those with severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD), will use the statements from the LNF and the new Areas of Learning/programmes of study to identify appropriate progression and ensure that all learners have access to high-quality support to develop their skills. Similarly, for more able and talented learners working at higher levels, schools/settings should be informed by the continuum of the Areas of Learning/programmes of study alongside the independence with which learners' are able to demonstrate skills, to provide greater challenge.

Where appropriate, progression for children with more complex special educational needs may be identified from the earliest stage in the Routes for Learning. The LNF then sets out how skills are refined and augmented as they progress through the Routes to Learning ABC steps towards the new expectation statements for Nursery and beyond.

The 'Range of experiences' section identified in the Routes for Learning/Areas of Learning/programmes of study provides clear expectations with regard to content and contexts where skills will be developed. Wherever possible, all learners, including ALN learners, should have the opportunity to access content/context from the range of experiences appropriate to their needs.

Foundation Phase

Changes to Areas of Learnings and the LNF in the Foundation Phase

- The Areas of Learning are now presented in the revised format of year group expectations. This does not mean however that children are now to be taught to their age. The emphasis is still firmly on stage-appropriate provision in the Foundation Phase.
- ‘Speaking’ and ‘listening’ aspects of the former Area of Learning have been revised to form a new strand – oracy.
- There has been an addition of a LNF for nursery age children³.
- The Foundation Phase pedagogy, range of experiences and Area of Learning skills are detailed within each Area of Learning.

Overview of revisions

The Welsh Government remains committed to ensuring that all children have the best possible learning and development opportunities through the Foundation Phase. This developmentally appropriate curriculum enables young learners to develop the early skills and knowledge they require to become lifelong learners. The seven Areas of Learning (six in Welsh-medium settings/schools) must complement each other and work together to form a practical relevant curriculum. They should not be approached in isolation. The LNF and its cross-curricular approach promote and support the principles and pedagogy of the Foundation Phase. The revised Areas of Learning do not require a change in pedagogy, but show what progress may look like for learners, and what range of experiences should be covered.

The revised Areas of Learning and introduction of the LNF does not mean a return to whole-class teaching of literacy and numeracy in the Foundation Phase. Practitioners are encouraged to support the development of children’s language, literacy and communication skills and mathematical development through a balance of child-led and adult-focused active learning and play-based experiences as well as making the most of planned and spontaneous learning opportunities. To reinforce this we have included a revised Foundation Phase pedagogy range of statements at the beginning of each Area of Learning.

³ The Foundation Phase curriculum is statutory for both maintained and non-maintained settings/schools funded to provide education by their local authority. As part of the Foundation Phase Area of Learning, the LNF will be statutory for these settings/schools as it forms part of the requirement to support children’s progress towards Foundation Phase outcomes. For settings/schools not in receipt of funding the LNF is non-statutory.

The LNF has been extended to provide support for the provision of emergent literacy and numeracy skills for nursery age children. To ensure firm foundations for reading and writing, there is a focus on building vocabulary, and oracy and language skills. The numeracy skills reflect the development of the concepts of number for our youngest learners. The Routes for Learning expectation statements are not suitable as general precursor skills for preschool and nursery children.

The skill strands laid out in the revised Areas of Learning have been drawn up using the LNF and Area of Learning skills as detailed in the *Foundation Phase: Framework for Children's Learning for 3 to 7-year-olds in Wales* (2008). There is no new content. A revised framework for 2015 – *Curriculum for Wales: Foundation Phase Framework* – has recently been published, replacing the 2008 framework. This revised framework embeds the LNF within the statutory Areas of Learning. It is recognised that children in the Foundation Phase may be achieving above or below the expectations and so planning and provision for each child should reflect their stage of development, moving progressively within and through the strands. More able and talented children, where appropriate, may need to access the Key Stage 2 programmes of study for English, Welsh (first language) and mathematics.

Revised Foundation Phase guidance to support the implementation of the Areas of Learning will be published in due course.

Key Stage 2 and Key Stage 3

English and Welsh (first language)

The skills for the programmes of study for both English and Welsh (first language) are identical, apart from a few distinct differences which take into account aspects particular to each language, for example the inclusion of grammatical elements such as mutations, or the conjugating of prepositions in the programme of study for Welsh (first language) and the inclusion of Shakespeare as a text in the programme of study for English.

The programmes of study for English and Welsh (first language) are divided into two sections:

- Range of experiences
- Skills.

Overview of revisions

The Welsh Government recognised that in order to drive up literacy standards there was a need to incorporate the existing framework for literacy development, the LNF, into the revised programmes of study to provide a degree of familiarity and continuity. Alongside these existing statements are skills specific to the programmes of study for English and Welsh (first language) in a similar year-on-year format.

The 'Range of experiences' section is an overview of learning opportunities that span a whole key stage and details the content entitlement for learners. It has been designed to offer flexibility for teachers to choose topics and creative approaches appropriate for their learners. English/Welsh (first language) skills will be experienced, practised and developed within these experiences. They are designed as a continuum of learning, to ensure that each programme of study prepares learners for the subsequent key stage. Both the 'Range of experiences' and the 'Skills' sections are divided into oracy, reading and writing strands.

A statement outlining that learners should be encouraged to use translingual skills has been included in the programmes of study for English and Welsh (first language).

Mathematics

The programme of study for mathematics from Key Stage 2 to Key Stage 4 includes the skills expected within each year group.

Overview of revisions

The mathematics programme of study has been written to complement the numerical expectations as set out by the LNF.

Learners in mathematics and numeracy are expected to become accomplished in the following.

- Developing numerical reasoning skills.
- Using number skills.
- Using measuring skills.
- Using data skills.

The mathematics programme of study also develops learners' skills in two further strands.

- Using geometry skills.
- Using algebra skills.

'Probability' is an additional element within 'Using data skills'.

Expectation statements that do not feature in the LNF and are solely part of the mathematics programme of study have been made distinct. All other statements feature in both the LNF and the mathematics programme of study. In some instances, a statement will contain words that are not part of the LNF. This is to enhance the mathematical aspect of a numeracy statement, and to support the development of a holistic understanding of mathematics.

The 'Using algebra skills' strand features in all key stages. The intention here is not to add content but to reflect the good practice that is evident in many schools and to support learners in developing their mathematical vocabulary and skills relating to algebra and its early ideas. In light of findings as a result of the *Curriculum for Wales: Phase 1: Literacy and numeracy* consultation, additional content has not been identified for Years 7, 8 and 9. The 'Developing numerical reasoning' strand sets out expectations for schools to allow learners to explore mathematical concepts and mathematical skills in a range of meaningful contexts.

The 'Pattern' element within the Foundation Phase is located within the 'Using data skills' strand. Many of the skills within this element are precursors to other skills including those located within 'Using algebra skills' in Key Stages 2, 3 and 4, as they support the development of the ability to recognise rules and make predictions. This approach supports the reasoning behind the different format between the Foundation Phase Mathematical Development Area of Learning and the programmes of study for mathematics at Key Stages 2, 3 and 4.

Key Stage 4

General

To ensure a continuum of development from the Foundation Phase through to Key Stage 4 and qualifications, the LNF has been extended to Key Stage 4. While recognising that subject choices vary at Key Stage 4, we would expect that literacy and numeracy skills continue to be given prominence and are developed accordingly across all subjects, where appropriate.

The extended LNF, although non-statutory in other subjects across the curriculum, becomes statutory within the English, Welsh (first language) and Mathematics Programmes of Study as these Orders are statutory at Key Stage 4.

English and Welsh (first language)

The programmes of study for English/Welsh (first language) at Key Stage 4 follow the same principles as the programmes of study for Key Stages 2 and 3; for example, a statement outlining that learners should be encouraged to use translingual skills has been included in the programmes of study for English and Welsh (first language).

The literacy skills of the LNF have been extended to Key Stage 4. These literacy skills, along with the English and Welsh (first language) programmes of study skills will form the new statutory requirement at Key Stage 4 for English and Welsh (first language).

The 'Range of experiences' and the 'Skills' sections reflect the content requirements for the new GCSE qualifications in English Language and Welsh Language and revised GCSEs in English Literature and Welsh Literature. GCSE English Language and GCSE Welsh Language will focus primarily on the functional aspects of language. The term 'functional' should be considered in the sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, in everyday life, in the workplace and in educational settings. The 'Extension' column beyond Year 11 gives broad outcomes indicative of what would be expected of higher achieving learners at Key Stage 4.

These new GCSE qualifications will be introduced for first teaching in 2015.

The Key Stage 4 programmes of study for English and Welsh (first language) include both language **and** literature experiences and skills, and it is a statutory requirement for schools to ensure that learners follow the whole of the Key Stage 4 Programme of Study in English and Welsh (first or second language) in order to secure a broad and balanced curriculum for all learners.

The 'Range of experiences' and 'Skills' sections are divided into oracy, reading and writing attainment targets.

Skills within the new programmes of study for English and Welsh (first language) in Key Stage 4 are represented as year-on-year expectations.

Mathematics

The programme of study for mathematics at Key Stage 4 follows the same principles as the programmes of study at Key Stages 2 and 3.

The revised programme of study for mathematics is consistent with the new GCSEs in mathematics (Mathematics and Mathematics – Numeracy). These new GCSE qualifications will be introduced for first teaching from September 2015.

The Key Stage 4 programme of study for mathematics is a statutory requirement for schools to ensure that learners have access to the entire Key Stage 4 Mathematics Programme of Study in order to secure a broad and balanced curriculum.

The 'Extension' column in the numeracy component of the LNF outlines natural extensions of some Year 9 numeracy skills. As already identified, not every skill can be extended in terms of its numeracy without it becoming purely mathematical. The extension of the LNF into Years 10 and 11 includes only the numeracy skills that can be purposely developed in a meaningful context within the core subjects in these years.

The 'Extension' column beyond Year 11 gives broad outcomes indicative of what would be expected of higher achieving learners at Key Stage 4.

Assessment arrangements against the Areas of Learning and programmes of study

Professor Donaldson's report *Successful Futures* makes significant, fundamental recommendations on the assessment and accountability system in Wales which will take a number of years to be developed and delivered. In the meantime, for the purpose of monitoring and tracking learner progress, accountability and performance measures, it is essential that assessment arrangements are in place against those revised Areas of Learning and programmes of study which become statutory in September 2015.

For the purpose of assessment, and to minimise disruption, the existing system of using end of phase/key stage teacher assessments has been retained.

Routes for Learning

Routes for Learning materials can be used to track and support ongoing progress for learners with complex learning needs.

Foundation Phase

The Foundation Phase outcomes are being recalibrated to align with the increased expectations of the revised Areas of Learning.

Information will be provided to schools and settings that they should ensure their expectations for children are more in keeping with the increased expectations within the LNF and the revised Areas of Learning. This will better prepare them for future school experiences.

However, children won't be expected to be formally assessed against the recalibrated outcomes at the end of the phase until the **summer of 2018**. This means that the cohort of children that start Reception in September 2015 will be the first children that are formally assessed against the revised outcomes. Until then, the present accountability arrangements apply.

This will be supported by the introduction of the Foundation Phase Profile, an observation based assessment tool which supports summative assessment of children throughout the Foundation Phase. The profile will be used to carry out a statutory baseline assessment from 2015, which will be carried out during the first six weeks of the child's Reception year, or Year 1 if the child doesn't enter Reception.

The skills within the profile align with those in the LNF (from Nursery to Year 2), therefore the profile can also be used to support annual reporting of progress and next steps in literacy and numeracy using the LNF. The profile can also be used to support the end of phase (end of Year 2) assessments from the summer of 2018.

The Foundation Phase Profile can be found on the Welsh Government's website at www.gov.wales/topics/educationandskills/earlyyearshome/foundation-phase/foundation-phase-profile/?lang=en.

Key Stages 2 and 3

For Key Stages 2 and 3, teachers will be required to assess learners' progress against the existing national curriculum levels.

Guidance will be provided to ensure that expectations for learners are more in keeping with the increased expectations within the LNF and the revised programmes of study to better prepare learners for GCSEs and the world of work. More specifically, this means that the expectation for most learners at the end of Key Stage 2 is to achieve Level 5 instead of Level 4 and the expectation at the end of Key Stage 3 is for most learners to achieve Level 6 instead of Level 5 as it is at present.

This increased expectation will be measured to inform school categorisation for the first time in the summer of 2018. Therefore we will use the Level 5 data measure at the end of Key Stage 2 and the Level 6 data measure at the end of Key Stage 3 from 2018. Until then, the present accountability arrangements apply.

Useful documents

Welsh Government

National Literacy and Numeracy Framework: To support schools in introducing the National Literacy and Numeracy Framework (2013)
www.learning.wales.gov.uk/docs/learningwales/publications/130415-Inf-guidance-en.pdf

Curriculum planning guidance (2013)
www.learning.wales.gov.uk/docs/learningwales/publications/130124c-urriculumplanningguidanceen.pdf

Supplementary curriculum planning guidance: Learners with additional learning needs (2013)
www.learning.wales.gov.uk/docs/learningwales/publications/130124s-upplementarycurriculumguidanceen.pdf

Assessment, recording and reporting using the National Literacy and Numeracy Framework (2014)
www.learning.wales.gov.uk/docs/learningwales/publications/140710-assessment-recording-reporting-using-the-Inf-en.pdf

Curriculum for Wales: Foundation Phase Framework (2015)
learning.gov.wales/resources/browse-all/foundation-phase-framework/?lang=en

Curriculum for Wales: Programme of Study for English, Key Stages 2–4 (2015)
learning.gov.wales/resources/browse-all/englishnc/?lang=en

Curriculum for Wales: Programme of Study for Welsh, Key Stages 2–4 (2015)
learning.gov.wales/resources/browse-all/welshnc/?lang=en

Curriculum for Wales: Programme of Study for mathematics, Key Stages 2–4 (2015)
learning.gov.wales/resources/browse-all/mathsnnc/?lang=en

Curriculum for Wales: Revised Areas of Learning and programmes of study – Frequently asked questions (2014)
www.learning.wales.gov.uk/docs/learningwales/publications/150109-revised-aol-pos-faq.pdf

Exemplification of national curriculum level descriptions for Key Stages 2 and 3

The materials provide key messages for teachers for planning, teaching, learning and progression across all national curriculum subjects at Key Stages 2 and 3. They include profiles of learners' work which exemplify the standards set out in the level descriptions and illustrate how to use level descriptions to make best-fit judgements at the end of Key Stages 2 and 3.

- *English: Guidance for Key Stages 2 and 3* (2008)
www.learning.wales.gov.uk/docs/learningwales/publications/130508-english-guidance-en.pdf
- *Cymraeg: Canllawiau ar gyfer Cyfnodau Allweddol 2 a 3* (Welsh only) (2008)
www.learning.wales.gov.uk/docs/learningwales/publications/111026welshfirstlanguagecy.pdf
- *Mathematics: Guidance for Key Stages 2 and 3* (2008)
www.learning.wales.gov.uk/docs/learningwales/publications/0901mathguidanceen.pdf

Guidance on the teaching of higher-order reading skills (2010)
www.learning.wales.gov.uk/resources/browse-all/higher-order-reading-skills/?lang=en

Developing higher-order literacy skills across the curriculum (2010)
www.learning.wales.gov.uk/docs/learningwales/publications/100426higherorderliten.pdf

Estyn

English in key stages 2 and 3 (2014)
www.estyn.gov.uk/english/docViewer/314550.6/english-in-key-stages-2-and-3-june-2014/?navmap=30,163

Welsh in the Foundation Phase: Developing Welsh as a first language in primary schools and the non-maintained sector (2013)
www.estyn.gov.uk/english/docViewer/296123.1/welsh-in-the-foundation-phase-developing-welsh-as-a-first-language-in-primary-schools-and-the-non-maintained-sector-december-2013/?navmap=30,163

Numeracy in key stages 2 and 3: a baseline study (2013)
www.estyn.gov.uk/english/docViewer/283073.7/numeracy-in-key-stages-2-and-3-a-baseline-study-june-2013/?navmap=30,163

Good practice in mathematics at key stage 3 (2015)
www.estyn.gov.uk/english/docViewer/348457.2/good-practice-in-mathematics-at-key-stage-3-february-2015/?navmap=30,163

Good practice in mathematics at key stage 4 (2013)
www.estyn.gov.uk/english/docViewer/291864.3/good-practice-in-mathematics-at-key-stage-4-october-2013/?navmap=30,163

Welsh Language Development in the Foundation Phase (2013)
www.estyn.gov.uk/english/docViewer/264782.7/welsh-language-development-in-the-foundation-phase-january-2013/?navmap=30,163

Estyn's thematic reports: Best practice in mathematics for pupils aged 3 to 7 years (2009)
www.estyn.gov.uk/english/docViewer/177531.9/best-practice-in-mathematics-for-pupils-aged-3-to-7-years-june-2009/?navmap=30,163

Estyn's thematic reports: Best practice in reading and writing of pupils aged five to seven years (2009)
www.estyn.gov.uk/english/docViewer/172181.1/best-practice-in-the-reading-and-writing-of-pupils-aged-five-to-seven-years-march-2009/?navmap=30,163

Literacy and the Foundation Phase: An evaluation of the implementation of the Foundation Phase for five to six-year-olds in primary school, with special reference to literacy (2011)
www.estyn.gov.uk/english/docViewer/228910.5/literacy-and-the-foundation-phase-september-2011/?navmap=30,163

Literacy in key stage 3: An interim report (2015)
www.estyn.gov.uk/english/docViewer/343434/literacy-in-key-stage-3-an-interim-report-january-2015/?navmap=30,163

Linguistic progression and standards of Welsh in ten bilingual schools (2014)
www.estyn.gov.uk/english/docViewer/338247/linguistic-progression-and-standards-of-welsh-in-ten-bilingual-schools-november-2014/?navmap=30,163