

Literacy Framework

Strand	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Translanguaging		I am beginning to draw on information presented in one language and convey it in my own words in another.	I can receive information in one language and adapt it for various purposes in another language.	I can apply my translanguaging skills to support my learning in familiar and new languages.	I can independently identify translanguaging opportunities to enhance my learning and communication in my languages.

Literacy Framework

Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Listening	Listening for meaning	I can listen to, understand and use basic concepts in language, e.g. <i>position and comparison</i> .	I can listen to, understand and infer the gist of what I hear.	I can listen to, understand, infer, interpret and recall the general meaning of what I have heard.	I can understand and analyse general meaning and implied ideas.	I can employ a range of strategies to understand, predict and evaluate meaning and implied ideas in a wide range of situations.
		Welsh medium statement: I can show awareness that some sounds change at the beginning of words, e.g. <i>dau gi, y gath</i> .	Welsh-medium statement: I can understand that some words have different forms, e.g. <i>plural forms (cat>ceir, verb forms (gwelb>gwelais), prepositions (ar h> arn hi), the question and answer system (Ydy? Ydy/Nac ydy), and mutations</i> .			
	Developing vocabulary	I can discriminate sounds in my environment and in words.	I can develop and adapt my vocabulary through listening, and use these new words in a variety of situations.	I can listen to build my vocabulary, develop my pronunciation, intonation/accents and sentence structure, and use these in my own communication.	I can listen to build my vocabulary and sentence structure, and use these in my own communication.	I have experienced a range of discipline-specific and general academic vocabulary, and can use them precisely in different contexts.
				I can listen to, identify and use key words to understand the general meaning and ideas which are implied.	I have experienced a range of area of learning and experience/discipline-specific and general academic vocabulary, and can use them in my own communication.	
	Listening to understand	I can listen to others with growing attention.	I can listen to, understand and recall what I have heard later.	I can listen to others' ideas/presentations, and understand that they may have a different perspective to my own, in order to respond appropriately.	I can listen to gain different people's views and ideas on various subjects, using them to arrive at my own conclusions.	I can listen to, critically evaluate and respect different people's perspectives, using them to arrive at my own considered conclusions.
			I can listen to others and understand perspective to my own.		I can listen to information and ideas, and identify and explain how they are presented to promote a particular viewpoint (bias and objectivity).	I can listen to a range of information and ideas from different perspectives, analysing and evaluating how different speakers present specific points of view.
		I can recognise and follow information and multi-step instructions pictorially and/or verbally on familiar topics and routines.	I can listen to and understand information about a variety of topics, identifying main points.	I can listen to and understand information about a variety of topics, summarising the main points.	I can listen to and consider the relevance and significance of information and ideas presented to me.	I can listen to and consider the relevance and significance of information and ideas presented to me.
			I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.			
			I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts.	I can use techniques to remember the main points of presentations, e.g. <i>make notes, summarising, reviewing</i> .	I can use different techniques to help me remember, record and respond to what I hear.	I can use different techniques to help me remember, record and respond to what I hear.
			I can make connections between what I have heard/seen and what I know.			

Literacy Framework

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Listening	Listening as part of collaborative talk	I am beginning to ask and answer questions to clarify my understanding of what has been said/heard/seen (including audio-visual material).	I can check understanding of what I have heard/seen (including audio-visual material) by asking relevant questions or making relevant comments.	I can listen to and respond to others with questions and comments which focus on reasons, implications and next steps.	I can listen to and respond to others with questions, comments and suggestions in order to develop collaborative talk and reach compromise/consensus.	I can respond with confidence and sensitivity to the ideas of others in different collaborative situations, reflecting on information and ideas and asking relevant questions.
		I can join in with, repeat or memorise familiar songs, rhymes, stories and poems.	I can listen to group talk and interactions purposefully to contribute to group discussion.	I can listen in order to show agreement and disagreement in collaborative discussion and situations.		

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Reading	Phonological and phonemic awareness	I can discriminate, play and manipulate sounds in my environment and in words.				
		I can use rhythm, rhyme, alliteration, syllables, and onset and rime to learn to read.				
		I am beginning to discriminate phonemes aurally in different positions, e.g. <i>initial sounds, medial vowels, final sounds in spoken words</i> .	I can blend phonemes together automatically and silently.			
		I am beginning to develop my knowledge of grapheme (written letters)–phoneme (speech sounds) correspondence.	I can use grapheme–phoneme correspondences when reading.			
		I am beginning to blend phonemes together aloud.				
		I can articulate phonemes when I see the corresponding graphemes.				

Literacy Framework

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Reading	Reading strategies	I can show an interest in books and other reading materials, and enjoy sharing and handling them as a reader, e.g. <i>hold books the correct way up and turn pages</i> .	I can select my own reading material according to interest or purpose.	I can read complex texts independently for sustained periods.	I can read, with concentration, printed and digital texts that are new to me and update, broaden and deepen my understanding of information, ideas and issues.	I can read and analyse a range of unseen, printed and digital texts with concentration and independence.
		I can segment combinations of known letters orally.		I can read words and sentences from different texts using a range of strategies to make meaning.		
		I can understand there is a one-to-one relationship between the printed and spoken word.	I can read different texts using a range of strategies to make meaning, including: <ul style="list-style-type: none"> • phonics • word roots and families • sentence structure and punctuation • text structure and organisation • prior knowledge of content and context. 	I can use a range of strategies to make meaning from words and sentences, including: <ul style="list-style-type: none"> • knowledge of phonics • word roots • word families • syntax • text organisation • prior knowledge of context. 	I can use my knowledge of: <ul style="list-style-type: none"> • word roots and families • grammar, sentence and whole-text structure • content and context to make sense of words, sentences and whole texts.	I can use my knowledge of: <ul style="list-style-type: none"> • word roots and families • grammar, sentence and whole-text structure • content and context to make sense of words, sentences and whole texts.
		I am beginning to recognise and read high-frequency words.	I can use a range of strategies to read with increasing fluency, including recognition of high-frequency words, context cues, prior knowledge, graphic and syntactic cues and self-correction (re-reading and reading ahead).	I can use a range of strategies for finding information, e.g. <i>skimming for gist, scanning for detail</i> .	I can use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information.	I can use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes.
		I can recognise familiar words, e.g. <i>own name</i> , and print in the environment.	I can deduce ideas and information by linking explicit statements, e.g. <i>cause and effect, sequence</i> .	I can use inference and deduction to understand the text, and can consider the reliability of what I read.	I can use inference and deduction to understand more complex texts, and can consider the reliability and impact of what I read.	I can gain full understanding of texts using inference, deduction and analysis, understanding the context of the texts that influence the reader.
			I can infer meaning from text and images, which is not explicitly stated, e.g. <i>What might happen next? Why did the character do that?</i>	I can infer ideas which are not explicitly stated, e.g. <i>writer's viewpoints or attitudes</i> .	I can gain a full understanding of texts using inference, deduction and analysis.	I can analyse and respond to texts and sub-texts, confidently understanding, interpreting and evaluating meaning.

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Reading	Understanding, response and analysis	I am beginning to read back my own writing.	I can read aloud with expression, paying attention to punctuation, including full stops, question marks, exclamation marks and speech marks, varying intonation, voice and pace.	I can read a wide range of texts aloud with expression, varying intonation, voice and pace.	I can read a range of challenging and authentic texts aloud with expression, varying intonation, voice and pace to convey meaning.	I can read a range of challenging and authentic texts aloud with expression, varying intonation, voice and pace to convey meaning.
		I am beginning to show an awareness of full stops when reading.		I can understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>I had an apple, cracker and cheese for tea.</i>		
		I can use context and pictures to help me understand what I read, adding detail to my explanations.	I can identify the topic/theme and show my understanding of the main ideas of the text.	I can identify ideas and information that interest me to develop further understanding.	I can research a wide range of reference and digital sources to develop a full understanding of a topic or issue.	I can independently research a wide range of sources to develop an understanding of an increasingly complex topic or issue.
		I can develop my vocabulary through reading, and use these new words in a variety of situations.	I can develop my vocabulary through my own reading and being read to.	I can read to build my vocabulary and develop sentence structures, and use these in my own communication.	I can read to build my vocabulary and develop sentence structures, and use these effectively in my own communication.	I can use my knowledge of different reading strategies to make sense of unfamiliar words in new contexts and sentences in complex texts, and apply these in my own communication.
		I can respond to what I hear, view and read.	I can respond to what I view and read, asking questions and expressing viewpoints and preferences.	I can read to identify different people's viewpoints on various subjects and develop empathy.	I can read to identify different people's viewpoints on various subjects, using them to arrive at my own conclusions.	I can read empathetically to respect and critically evaluate different people's perspectives, using them to arrive at my own considered conclusions.
				I can distinguish between facts, theories and opinions.	I can distinguish between facts/evidence and bias/arguments.	I can understand and explore in detail how texts may be interpreted, distinguishing between facts/evidence and bias/arguments.
		I can recall details of a story or text by answering open-ended questions or referring to prompts.	I can find and use information from different materials that I read, including skimming to gain an overview of a text and scanning to identify specific information.	I can show understanding of and use the main ideas and significant details in different texts on the same topic.	I can identify different interpretations of text and information and evaluate their relative merits.	I can explore in detail different interpretations of issues and ideas, using the text/a range of sources to support opinions.
		I have experienced a range of different reading materials and literature, and I can follow texts read to me and respond appropriately.	I can recognise the features of different types of text in terms of language, structure and presentation, and use appropriate language to talk about them, e.g. <i>a news article</i> .	I can read closely, identifying and noting features of texts, e.g. <i>introduction, sequence, illustrations, formality, key vocabulary</i> .	I can read closely, follow up and use additional material in texts to extend my understanding.	I can read closely, analysing the content, language and impact of texts to deepen my understanding.

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Reading	Understanding, response and analysis (continued)	I can choose different types of reading materials, including books.	I can use the features of texts to look for information, including contents, indexes, glossaries, titles, photographs, illustrations, diagrams, tables and charts.	I can use my knowledge of language construction and text organisation to support my understanding.	I can use my knowledge of how different texts are structured, organised and linked to support my understanding of a topic, <i>e.g.</i> use of <i>hyperlinks</i> in a <i>printed/digital</i> text to extend my research and understanding.	I can use printed and digital texts to search selectively, assessing the reliability, significance and accuracy of what I find.
			I can identify the purposes and intended audiences of different texts, <i>e.g.</i> to <i>instruct</i> , to <i>explain</i> .	I can use my understanding of different kinds of texts to consider whether a text is effective in conveying information, ideas and views.	I can evaluate the usefulness and reliability of texts.	I can confidently evaluate the purpose, impact and reliability of texts.
			I can identify how texts are organised, <i>e.g.</i> <i>lists</i> , <i>numbered points</i> , <i>diagrams with arrows</i> , <i>tables</i> and <i>bullet points</i> .	I can make use of reference/digital sources to select, summarise and synthesise information, referencing as appropriate.	I can summarise, synthesise and analyse information to gain in-depth understanding, <i>e.g.</i> of <i>causes</i> , <i>consequences</i> , <i>patterns</i> , using different sources.	I can synthesise and analyse information to gain a broad and balanced understanding from sources which may have conflicting views.
		I can relate information and ideas from reading material and literature to personal experiences.	I can make links between what I read and what I already know and believe about the topic.	I can collate and make connections, <i>e.g.</i> <i>prioritising</i> , <i>categorising</i> , between information and ideas from different sources including digital and audio-visual texts.	I can compare the viewpoint of different writers on the same topic, <i>e.g.</i> <i>rats</i> are <i>fascinating</i> or <i>a menace</i> .	I can confidently compare and contrast themes and ideas in a range of texts, including digital and audio-visual texts, exploring how they vary in purpose and effect.
		I can talk about the literature I hear, view or read, and express simple opinions and respond to their content.	I can make links between different types of reading material and literature, <i>e.g.</i> <i>identifying similarities and differences</i> .		I can compare and contrast themes and issues across a range of texts including digital and audio-visual texts.	
			I can understand that texts change when they are adapted for different media and audiences, <i>e.g.</i> a <i>written text</i> and a <i>film version</i> . I can use my imagination to respond to literature and create my own.			

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Speaking	Clarity and vocabulary	I can produce many speech sounds accurately.	I can speak clearly, varying expression and gestures to communicate my ideas and help listeners.	I can speak clearly, recognising the appropriate language for different audiences and purposes, and varying my expression, vocabulary, tone and gestures to engage the audience.	I can speak clearly, selecting and adapting my language appropriately for a range of audiences and purposes, conveying meaning effectively to the audience.	I can speak fluently and confidently, using a range of techniques, expressions and gestures.
		I can discriminate sounds, play with sounds and manipulate sounds in my environment and in words.	I can develop and adapt my vocabulary through listening and reading, and use these new words in a variety of situations.	I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken communication, including in formal situations.	I can reflect on my use of strategies to improve the quality, accuracy and effects of my spoken communication, including in formal situations.	I can reflect critically on my language use and consider the effects of my spoken communication objectively.
		I can use familiar words and phrases and experiment with newly learned vocabulary.	I can communicate using an increasingly varied and precise vocabulary.	I can make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.	I can make informed choices about vocabulary, idiomatic language and syntax in order to express myself with fluency, accuracy and clarity.	I can use a range of discipline-specific and general academic vocabulary in my own communication.
		I can communicate meaning using extended speech and/or gesture.	I can vary the types of sentences I use in my spoken language.	I can express issues and ideas clearly using area of learning and experience/discipline-specific vocabulary and examples.	I have experienced a range of area of learning and experience/discipline-specific and general academic vocabulary, and can use them in my own communication.	I can use sophisticated idiomatic language and appropriate register in a range of contexts.
			Welsh-medium statement: I can identify the sounds that often change at the beginning of words and apply those changes in some mutable contexts, e.e. <i>yn gryflym, digon o le</i> .	Welsh-medium statement: I can identify when a word has undergone mutation, and can apply those same changes in many obligatory contexts, including: <ul style="list-style-type: none"> soft mutation after 'ei' masculine, e.g. <i>ei goes ei f</i>, and after numerous prepositions soft mutation (but not ll or rh) when a noun or an adjective follows <i>yn</i>', e.g. <i>yn gryflym</i> nasal mutation after 'fy', e.g. <i>fy nghoes i</i>, and after the spatial preposition <i>yn</i>', e.g. <i>yn Nghaerffili</i> aspirate mutation after 'ei' feminine, e.g. <i>ei choes hi</i>, and for nouns with human referents. 	Welsh-medium statement: I can begin to mark feminine nouns for inanimate objects and non-human referents through mutation, e.g. <i>ysgol gynradd (ysgolion cynradd), cadair goch (cadeiriau coch)</i> .	Welsh-medium statement: I can show a continued development in my ability to mark gender through mutation where appropriate, e.g. <i>the noun itself (y gath), associated adjectives (y gath fach, lwyd)</i> , and in agreement patterns involving distant reference, e.g. <i>Cafodd y gath fach, lwyd, ei chipio o'i chynffin. Druan ohoni</i> .

Literacy Framework

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Speaking	Purpose		I can share ideas and feelings and express what I like and dislike.	I can explain information and share ideas, opinions and feelings using relevant vocabulary.	I can share, talk and write about my thoughts, feelings and opinions using a range of techniques to show impact.	I can share, talk and write about my thoughts, feelings and opinions showing empathy and respect.	I can share, talk and write about my thoughts, feelings and opinions in increasingly challenging and contentious contexts.
			I can understand and use basic concepts in language, e.g. <i>up/down, more/less, happy/sad</i> .	I can use spoken language/communicate for different purposes, e.g. <i>to explain, persuade, question and negotiate</i> .			
			I can express interest and enjoyment.				
			I can retell events or experiences in simple terms.				
	Collaborative talk		I can describe objects and events, building and extending vocabulary.	I can organise what I say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i> .	I can organise talk so that different audiences in different contexts can follow what is being said, including using formal language.	I can organise talk effectively to respond to how listeners are reacting by adapting what I say and how I say it.	I can organise talk effectively to critically evaluate and respond to what I have heard, read or seen.
			I am beginning to use appropriate language to talk about events in the past and future.				
			I am beginning to take turns in a conversation, following the topic.	I can use talk purposefully to contribute to group discussion sharing ideas and information.	I can contribute to group discussion in different roles, taking responsibility for completing the task well.	I can undertake a range of responsibilities to structure and develop group talk, including in more formal situations.	I can use a range of options and strategies to enable the group to progress and reach consensus.
				I can adopt a range of roles and manage my contributions appropriately.		I can recognise a range of options for action and reach agreement to achieve the aims of the group.	I can respond confidently to how listeners react, adapting my language in a wide range of contexts and for different purposes.
	Questioning		I am beginning to talk with my peers in the language of the setting/school.	I have experienced speaking with different people in a variety of authentic contexts.	I have experienced speaking with different people in a variety of authentic contexts.	I have experienced speaking with different people in a variety of authentic contexts.	I have experienced speaking with different people in a variety of authentic contexts.
				I can change how I communicate depending on where I am and who I am with, including formal situations.	I can explore challenging or contentious issues through a variety of authentic contexts, including sustaining a role.	I can use talk in a range of authentic contexts to explore challenging or contentious issues.	I can confidently and consistently explore challenging or contentious issues through sustaining roles in formal situations, contexts and purposes.
				I can ask and answer questions and exchange ideas and information on topics (familiar to new).	I can ask and answer questions, building on and developing the ideas of others in group discussions.	I can sustain a convincing point of view, anticipating and responding to other perspectives.	I can speak from a range of convincing perspectives to meet the demands of different situations, contexts and purposes.
			I am beginning to ask and answer questions to clarify my understanding.	I can express opinions, giving reasons, and provide appropriate answers to questions.	I can respond to others' points of view by seeking clarity, summarising and explaining what I have heard, read or seen.	I can respond to others' points of view with confidence and sensitivity, summarising and evaluating what I have heard, read or seen.	I can respond to others' points of view using a range of techniques, e.g. <i>rhetorical questions, gestures</i> . I can make informed choices to enhance my communication skills.

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Writing	Vocabulary, spelling, grammar	I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts.	I can write using an increasingly imaginative, varied and precise vocabulary.	I can use varied, appropriate and precise vocabulary including area of learning and experience/discipline-specific words for different purposes.	I have experienced a range of area of learning and experience/discipline-specific and general academic vocabulary, and can use them in my own communication.	I can use a range of discipline-specific and general academic vocabulary accurately and precisely.
		I am beginning to sequence symbols, signs or words appropriately.		I can make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity for different audiences and purposes.	I can make informed choices about vocabulary, idiomatic and figurative language, and syntax in order to express myself with fluency, accuracy and clarity.	I can use sophisticated idiomatic language and appropriate register in a range of contexts.
		I can recognise the alphabetic nature of writing and understand that written symbols have meaning.		I can use language appropriate to writing, including standard forms, <i>e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses.</i>		
		I can write from left to right.	I can use standard forms of language, including standard forms of verbs, <i>e.g. I see/he saw, I go/he went</i> , and subject-verb agreement, <i>e.g. I was/we were</i> .	I can use the standard form of a variety of words, <i>e.g. present, past and negative forms.</i>		
		I can discriminate between letters.				
		I can distinguish between upper- and lower-case letters.				
		I can form letters.	I can use my knowledge of letter sounds and patterns accurately in my spelling, including: <ul style="list-style-type: none"> • consonant–vowel–consonant • common digraphs, <i>e.g. th, ck</i> • simple roots, <i>e.g. tele, sub, fair</i> • suffixes, <i>e.g. -ly, -ation, -ous</i> • plural forms correctly in context, <i>e.g. -s, -es, -ies</i> • past tense of verbs consistently, <i>e.g. consonant doubling before -ed</i>. 	I can use my knowledge of letter sounds and patterns accurately in my spelling, including: <ul style="list-style-type: none"> • roots, <i>e.g. light, geo, appear</i> • suffixes, <i>e.g. -able, -ious/tious, -ful</i> • plural forms correctly in context, <i>e.g. -s, -es, -ies</i>. 		
		I can write words and phrases by using knowledge of letters and the sounds they represent.	I can attempt to spell more difficult words plausibly using a range of strategies, including: <ul style="list-style-type: none"> • word families • roots • morphology • graphic knowledge • phonic knowledge, <i>e.g. segmenting a word into its individual phonemes</i>. 	I can use strategies to correctly spell polysyllabic, complex and irregular words in the context of each area of learning and experience.	I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and area of learning and experience/discipline-specific words correctly.	I can use strategies to spell discipline-specific and general academic words in appropriate contexts.
		I can segment words into syllables and sounds to help me spell.	I can spell high-frequency irregular words correctly.			

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Writing	Vocabulary, spelling, grammar (continued)	I am beginning to write using familiar words and phrases.	I can write legibly.	I can write legibly and fluently.	I can write legibly and fluently.	I can understand and use formal conventions of language in a range of purposes, making effective use of reference tools and accuracy aids.
		I am beginning to form letters correctly using an appropriate grip.		I can present my work appropriately in digital contexts.	I can present my work appropriately in digital contexts using appropriate digital conventions, e.g. <i>thumbnails, language preferences</i> .	
		Welsh-medium statement: I can show awareness that some letters change at the beginning of words, e.g. <i>dau gi, y gath</i> .	Welsh-medium statement: I can identify the letters that often change at the beginning of words and apply those changes in some mutable contexts.	Welsh-medium statement: I can apply mutations in many obligatory contexts, including: <ul style="list-style-type: none"> soft mutation after 'ei' masculine, e.g. <i>ei goes ef</i>, and when nouns and adjectives follow 'yn', e.g. <i>yn gyflym</i> nasal mutation after 'fy', e.g. <i>fy nghoes i</i>, or special preposition 'yn', e.g. <i>ynng Nghaeffili</i> aspirate mutation after 'ei' feminine, e.g. <i>ei choes hi</i>, and for nouns with human referents. 	Welsh-medium statement: I can identify the use of mutations, and recognise omissions in obligatory contexts, and/or the use of the inappropriate mutation type when another type is expected.	Welsh-medium statement: I can identify the various uses of mutation and apply all three processes (soft mutation, nasal mutation and aspirate mutation) in a wide range of mutable contexts.
			Welsh-medium statement: I can form plural versions of concrete, familiar nouns.	Welsh-medium statement: I can form plurals, e.g. <i>by adding a suffix (merch>merched), changing the stem (bachgen>bechgyn), a combination of both (braich>breichiau) and removing a suffix (coeden>coed)</i> .	Welsh-medium statement: I can produce the appropriate form of plural with the appropriate vowel/diphthong change, e.g. <i>cat>ceir</i> .	Welsh-medium statement: I can show a continued development in my ability to mark gender through mutation where appropriate both on the noun, e.g. <i>the noun itself (y gath), associated adjectives (y gath fach, lwyd), and in agreement patterns involving distant reference, e.g. Cafodd y gath fach, lwyd, ei chipio o'i chynefn. Druan ohoni</i> .
			Welsh-medium statement: I can spell some words applying the appropriate vowel/y/u/I, e.g. <i>ty, llun</i> , and diphthongs, e.g. <i>coed</i> .	Welsh-medium statement: I can switch between vowels and diphthongs appropriately while modifying words for meaning changing between singular and plural or marking feminine noun gender with a feminine adjective, e.g. <i>taflen werdd, cath wen</i> .	Welsh-medium statement: I can write grammatically accurate sentences with attention to conjugated verbs, verb tense, and person correspondence and gender agreement.	Welsh-medium statement: I can write grammatically accurate sentences conjugating prepositions, and ensuring verb tense and person correspondence and gender agreement.

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Writing	Connectives and syntax		<p>I can compose single and multi-clause sentences, making choices to meet the intended audience and purpose, including:</p> <ul style="list-style-type: none"> connectives to expand a point connectives to write compound sentences connectives for causation and consequence, <i>e.g. because, after</i> starting sentences a variety of ways adjectives and adverbs. 	I can use simple, compound and complex sentence structures for emphasis and effect.	I can select and use a variety of different sentence structures (simple, compound and complex sentences) with grammatical accuracy in my writing.	I can show sustained awareness of different readers by selecting from a range of styles and structures, and adapting my use of language confidently.
				I can use an increasing range of connectives to organise my ideas in sentences, paragraphs and whole texts.	I can use a range of connectives specifically when organising my ideas in whole texts for different purposes.	I can vary sentence structures to engage and sustain the reader's interest and write with grammatical accuracy.
	Punctuation	<p>I have an awareness of how words are separated by spaces.</p> <p>I am beginning to have an awareness of how capital letters and full stops demarcate sentences.</p>	<p>I can use familiar punctuation, including capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for omission.</p> <p>I can begin to use commas to mark clauses and phrases, <i>e.g. after a fronted adverbial 'Later that morning, we visited the castle'.</i></p>	I can use a range of punctuation accurately (including apostrophe for possession) to clarify and expand meaning.	I can use the full range of punctuation accurately (including colons, semicolons and parentheses) to clarify, organise and expand meaning.	I can use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects.

Literacy Framework

Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Writing	Planning and organising for different purposes, audiences and context	I am beginning to understand that writing can be for different purposes and audiences.	I can write for different purposes and authentic audiences, real or imagined.	I can adapt my writing style and structure to suit the audience, purpose and context, e.g. <i>suitable balance between facts and viewpoints, a precise conclusion.</i>	I can adapt my writing style, choosing and using the best structures for different contexts and purposes, e.g. <i>to successfully describe, explain, persuade, discuss.</i>	I can write extended pieces which include detailed evidence and information for different purposes and audiences within and across different disciplines.
		I can respond creatively to the range of literature I hear, view or read.		I can write a comprehensive account of a topic, theme or viewpoint.	I can use summary, discussion of issues, detailed explanations and logic when covering a topic.	I can summarise confidently, adapting style and form for the reader or intended audience and purpose for writing.
		I am beginning to communicate using text, image, sound, animation and video.		I can use and adapt different structures within my writing, e.g. <i>reporting an event, investigation or experiment.</i>	I can write about my thoughts, feelings and opinions using a range of techniques, e.g. <i>emotive language, hyperbole, choice of pronouns (you, we), to show impact.</i>	I can write with maturity about my thoughts, feelings and opinions in increasingly challenging and contentious contexts.
				I can write about my thoughts, feelings and opinions, showing empathy and respect.		I can convey objectivity and impartiality on complex topics, using a range of linguistic devices.
		I can contribute to shared writing for different audiences and purposes.	I can use talk to plan writing and note down my ideas to use in writing.	I can explore different ways to plan, draft and present my work appropriately.	I can select and use appropriate strategies to plan and develop my writing for different purposes and audiences.	I can select and use appropriate strategies to plan and develop my writing for a challenging range of different purposes and audiences.
	Proofreading, editing and improving		I can organise my writing into a logical sequence, e.g. <i>write using an introduction to the topic and a conclusion, present information as a process, use ordering words.</i>	I can write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, and a precise conclusion.	I can organise and construct my writing effectively, connecting and developing my ideas for a range of different contexts.	I can organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently.
			I can begin to structure my writing using paragraphs.	I can use paragraphs and make links between them.	I can use paragraphs and sections to give coherence to longer pieces of writing.	
			I can read over my work and am beginning to use a range of familiar strategies and tools to improve my writing.	I can reflect on, edit and redraft to improve the quality of my expression, and use a range of strategies to ensure greater clarity.	I can improve writing through independent review and redrafting.	I can improve the content, structure and accuracy of my writing through critical reflection, review and editing, responding constructively to feedback.
			I can explain where and why I have made any changes or corrections.			