

COHORT	DESCRIPTION	PROVISION
A	<p>Pupils with equal age-related proficiency in Welsh and English</p> <p>Quite fluent in both languages in that they are able to switch from one language to the other as required and they are able to express themselves verbally and in writing in any of the two languages. Both languages are similar means of easy communication for them.</p>	<p>These pupils are expected to receive a bilingual education across the curriculum to foster, reinforce and extend their proficiency equally in both languages.</p>
B	<p>Pupils with appropriate proficiency in Welsh but with a need to reinforce some aspects of their language skills in English.</p> <p>Welsh is their mother-tongue and the most frequently used language as a means of conversation, reading and writing. Their English is less 'developed' and they are less confident in using it.</p>	<p>The school must provide a bilingual education with the emphasis on developing the necessary skills to enable these pupils to transfer to Cohort A in due course.</p>
C1	<p>Pupils with appropriate proficiency in English but with a need to reinforce some aspects of their language skills in Welsh.</p> <p>English is the mother-tongue of some pupils or it is the main language of the home and they return to it on a whim in both formal and informal communication. They know Welsh but their use of it is more restricted. Others in this group are ready to communicate in Welsh verbally and are aware of the basic language patterns to be able to hold a conversation and discuss day-to-day matters, but they are weak and uncertain when reading the language and lack confidence when writing.</p>	<p>When planning for pupils in this cohort, emphasis must be placed on extending their proficiency in Welsh and the three Attainment Targets. A variety of subjects should be offered bilingually and methods suggested in the section on Methodology (in the Language Policy) should be adopted. There will also be an opportunity for them to extend their skills in the Welsh language by ensuring that it is this language which receives priority in other situations such as the registration period, PSE lessons, the morning service, concerts etc.</p>
C2	<p>Pupils with appropriate proficiency in English but without the age-related skills in the Welsh language.</p> <p>Quite restricted in their use of Welsh; it is a passive language only. They have no confidence in using, or command of the language to start a conversation themselves. Their patterns and vocabulary are very restricted.</p>	<p>For these pupils a variety of subjects can be offered where emphasis is placed on oral and practical work through the medium of Welsh, along with other situations suggested above for Cohort C1.</p>
CH	<p>Pupils with low age-related proficiency in both languages.</p> <p>Their use of both languages is restricted especially when reading and writing. Without the necessary basic skills.</p>	<p>Careful and focused planning is required to ensure that these pupils develop the required language skills in both languages. Individual education plans will be a means of considering the linguistic development and special educational needs of pupils in this group.</p>