



### Range of experiences

#### Learners should be given opportunities to:

- orally rehearse for writing
- respond orally to continuous and non-continuous texts
- see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard
- increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages
- respond orally to a variety of stimuli and ideas, including written and dynamic texts, *e.g. paintings, music, film, still and moving images*
- communicate for a range of purposes, *e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
- present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of communication, *e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions*
- speak clearly, using intonation and emphasis appropriately, *e.g. recitation, oral storytelling*
- use appropriate vocabulary suitable for the situation or purpose
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

**Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.**

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

#### 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 4 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.



## Strand: Oracy

Elements	Aspects	Year 10	Year 11
		Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	present ideas and issues to meet the demands of different audiences	present ideas and issues to meet the demands of different audiences
		speak fluently, using a range of techniques, expressions and gestures	speak fluently and confidently, using a range of techniques, expressions and gestures
		confidently use formal language in a range of contexts	adapt their use of language for different purposes within a wide range of contexts
		respond to how listeners react, and adapt their use of language for different contexts and purposes	respond confidently to how listeners react, adapting their language in a wide range of contexts and different purposes
		sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i>	speak from a range of convincing perspectives to meet the demands of different situations, contexts and purposes
		<b>use formal and informal language, structuring their talk and non-verbal features to meet the demands of a range of contexts and purposes; make appropriate and effective use of standard English vocabulary and grammar ❖</b>	<b>use formal and informal language, adapting their talk and non-verbal features to meet the demands of an increasing range of contexts and purposes; make controlled and effective use of standard English vocabulary and grammar ❖</b>
		<b>confidently organise and extend their spoken language using varied syntax and adventurous vocabulary precisely (including terminology) to make sustained, well-thought-out contributions that engage listener interest ❖</b>	<b>confidently organise and extend their spoken language using varied syntax and adventurous vocabulary precisely (including terminology) to make sustained and considered contributions that engage listener interest ❖</b>
	confidently explore challenging or contentious issues through sustained role play	confidently and consistently explore challenging or contentious issues through sustained role play	
	Listening	respond to the ideas of others in thoughtful and considerate ways, seeking clarification through appropriate questioning	respond with confidence and sensitivity to the ideas of others in different situations, reflecting on information and ideas and asking relevant questions
		listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view	listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view



## Strand: Oracy

Elements	Aspects	Year 10	Year 11
		Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Collaboration and discussion	adapt talk in a range of roles, including in more formal situations, contexts and purposes, <i>e.g. speaking to larger audiences in a formal debate</i>	adapt talk in a range of roles with increasing confidence, including in more challenging and formal situations, contexts and purposes, <i>e.g. presenting a pitch to an external/unfamiliar audience</i>
		<b>develop and support their own and others' ideas with evidence; engage and respond in thoughtful ways to increasingly challenging topics and written texts</b> ❖	<b>develop and support their own and others' ideas by reasoning; seek clarification and analyse others' responses to increasingly challenging topics and written texts</b> ❖
		use a range of options and strategies to enable the group to progress and reach agreement.	use a range of options and strategies to enable the group to progress and reach consensus.

### Extension

#### Learners are able to:

- make a range of contributions to discussions in a wide range of contexts and in a range of formal and informal situations
- listen to complex information, giving relevant, cogent and engaging responses
- make effective presentations in a wide range of contexts, presenting complex information ideas and views persuasively
- independently fulfil the demands of a range of roles and move discussions forward skilfully
- confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information and feelings in an engaging and creative manner.



### 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 fiction and poetry
  - graphic novels
  - drama, including Shakespeare, and drama in performance
  - texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures
  - texts that have challenging subject matter, which broaden perspectives and extend thinking
  - texts with a variety of structures, forms, purposes, intended audiences and presentational devices
  - texts that demonstrate quality and variety in language use
  - texts that reflect individual choice of reading matter
  - texts with a variety of social, historical and cultural contexts
  - texts that extend learners' intellectual, moral and emotional understanding
  - texts with a variety of tone, e.g. *irony, parody, word play, innuendo and satire*
  - texts that show the evolving nature of the English language and the impact of technology and the media on language use and forms of communication
  - texts that present challenge
- read individually and collaboratively, e.g. *paired reading, guided group reading, shared reading*
- read for different purposes, e.g. *for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding through re-reading; to identify language devices used by the writer to analyse purpose; to identify alternative readings of a text*
- develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. *authors, poets, peers*, in written and dynamic texts.

**Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become enthusiastic, independent and reflective readers.**

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

#### 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 4 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.



## Strand: Reading

Elements	Aspects	Year 10	Year 11
		Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	use their knowledge of: <ul style="list-style-type: none"> <li>– word roots and families</li> <li>– grammar, sentence and whole-text structure</li> <li>– content and context</li> </ul> to make sense of words, sentences and whole texts	use their knowledge of: <ul style="list-style-type: none"> <li>– word roots and families</li> <li>– grammar, sentence and whole-text structure</li> <li>– content and context</li> </ul> to make sense of words, sentences and whole texts
		use a range of strategies, <i>e.g. speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting on key ideas and themes	use a range of strategies, <i>e.g. 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
		<b>evaluate the characteristics of a wide range of challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation ❖</b>	<b>confidently evaluate the characteristics of a wide range of challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation ❖</b>
		use the internet to search selectively, assessing the reliability and significance of what they find	use the internet to search selectively, assessing the reliability, significance and accuracy of what they find
Responding to what has been read	Comprehension	read and analyse a range of unseen printed and multi-modal texts with concentration and independence	read and analyse a range of unseen printed and multi-modal texts with concentration and independence
		analyse texts and subtexts, responding and conveying ideas clearly and appropriately	analyse and respond to texts and subtexts confidently, understanding and interpreting meaning
		gain a full understanding of texts using inference, deduction and analysis, understanding how the context of the text may influence the reader	gain a full understanding of texts using inference, deduction and analysis, understanding how the context of the text may influence the reader
		compare and contrast themes and issues across a range of texts and make text-to-text connections	compare and contrast themes and ideas in a range of texts confidently, exploring how they vary in purpose and effect
		independently research a wide range of sources to develop a full understanding of an unfamiliar topic or issue	independently research a wide range of sources to develop a full understanding of an increasingly complex topic or issue
		<b>make careful comparisons and connections between continuous and/or non-continuous texts, <i>e.g. through analysing theme/topic, language, technique, structure, form, character, intended effect on reader</i> ❖</b>	<b>make sustained comparisons and connections between continuous and/or non-continuous texts, <i>e.g. through evaluating theme/topic, language, technique, structure, form, character, intended effect on reader</i> ❖</b>



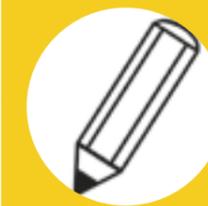
## Strand: Reading

Elements	Aspects	Year 10	Year 11
		Learners are able to:	Learners are able to:
Responding to what has been read	Response and analysis	synthesise and analyse information to gain in-depth understanding from sources which may have conflicting views	synthesise and analyse information to gain a broad and balanced understanding from sources which may have conflicting views
		understand and distinguish between facts/evidence and bias/argument, commenting on both obvious points and inferences	understand and explore in detail how texts may be interpreted differently, distinguishing between facts/evidence and bias/argument
		comment on different interpretations of issues and ideas using the text to support opinions	explore in detail different interpretations of issues and ideas using the text to support opinions
		<b>engage with and respond critically to a wide range of continuous and non-continuous texts, showing creative and sustained interpretations ❖</b>	<b>engage with and respond critically to a wide range of continuous and non-continuous texts showing imagination and originality in interpretations ❖</b>
		<b>consider what they read/view, responding orally and in writing to ideas, language and organisation/presentation, selecting textual detail to support and articulate their views ❖</b>	<b>consider what they read/view, responding orally and in writing to ideas, language and organisation/presentation, selecting textual detail to support, articulate and justify their views ❖</b>
		<b>evaluate how texts are adapted for different media, carefully considering the purpose and intended effect on reader/audience, e.g. a Shakespeare play and theatrical/film version ❖</b>	<b>evaluate how texts are adapted for different media, carefully and critically considering the purpose and intended effect on reader/audience ❖</b>
		evaluate the purpose, impact and reliability of texts.	confidently evaluate the purpose, impact and reliability of texts.

### Extension

#### Learners are able to:

- select, analyse and evaluate information, ideas, opinions, purpose, implicit meaning and/or bias within a wide range of texts
- demonstrate a secure overview of challenging texts when gathering information, ideas, arguments and opinions for different purposes
- make cogent and critical responses and show originality in analysis and interpretation
- make assured and astute responses to key ideas and themes and use inference, deduction and analysis effectively
- summarise and synthesise information and ideas succinctly from different sources
- **respond personally, critically and persuasively to a variety of continuous and non-continuous texts, evaluating how details of language, grammar, structure and presentation engage and affect the reader ❖**
- **identify and discuss writers' perspectives in description, narration, exposition, argumentation and transactional texts choosing apt quotations; make telling comparisons and cross references that illuminate purpose and meaning. ❖**



### Range of experiences

#### Learners should be given opportunities to:

- write for a variety of purposes, including to:
  - recount
  - instruct
  - inform
  - explain
  - argue/persuade
  - discuss/analyse
  - evaluate
  - narrate
  - describe
  - empathise
- write in a range of continuous and non-continuous texts in a variety of forms, e.g. *letters, diaries, articles, stories, reports, speeches, plays, scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies*
- write for a range of authentic audiences, real or imagined, e.g. *peers, younger learners, teachers, family members, publications, local politicians, historical and fictional characters*
- produce poetic writing, using imagery and poetic devices, e.g. rhyme and form
- use a wide range of written and dynamic stimuli, e.g. *stories, picture books, poems, experiences, film, paintings, music*
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. *authors, peers*.

**Learners should experience a language-rich environment where oracy, reading and writing experiences are connected.**

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

#### 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 4 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.



## Strand: Writing

Elements	Aspects	Year 10	Year 11
		Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely, showing clear awareness of the reader or intended audience and purpose for writing	write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely, confidently adapting style and form for the reader or intended audience and purpose for writing
		<b>show control, coherence and a sense of personal style when writing in continuous and non-continuous forms, e.g. use effective plot and character construction, pace, imagination and creativity, shape, detail and other devices, to achieve particular effects and firmly sustain the readers' interest ❖</b>	<b>show control, coherence and originality of style when writing in continuous and non-continuous forms, e.g. use convincing character and plot development, pace, imagination and creativity, shape, detail and other devices, to achieve particular effects and firmly sustain the readers' interest ❖</b>
		construct responses that connect and develop ideas to fully cover the topic	construct detailed responses confidently, connecting and developing ideas to ensure full coverage of topic
		plan appropriately to develop writing for a range of different purposes and audiences	plan appropriately to develop writing for a challenging range of different purposes and audiences
		use the tools and conventions of ICT creatively and appropriately to communicate effectively in a range of contexts	use the tools and conventions of ICT creatively and appropriately to communicate in a range of increasingly varied and challenging contexts
		<b>proofread their own work and the work of others with independence and confidence, editing carefully; use a wide range of peer- and self-assessment strategies to effectively evaluate and improve the text ❖</b>	<b>proofread their own work and the work of others with independence and confidence, editing carefully; use a wide range of peer- and self-assessment strategies to effectively evaluate and improve the text ❖</b>
		improve the content, structure and accuracy of their writing through independent review and editing	improve the content, structure and accuracy of their writing through independent review and editing
	Structure and organisation	write independently in an appropriate form with increasing confidence, ensuring content is organised, detailed and relevant, e.g. <i>how best to present opinions, information and explanations</i>	write independently in an appropriate form with confidence, ensuring content is organised, detailed and relevant, e.g. <i>to explain a process, convey an argument</i>
		show clear awareness of different readers by selecting from a range of styles and structures, and adapting their use of language	show sustained awareness of different readers by selecting from a range of styles and structures, and adapting their use of language confidently
		organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections	organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently



## Strand: Writing

Elements	Aspects	Year 10	Year 11
		Learners are able to:	Learners are able to:
Writing accurately	Language	use language to convey objectivity and impartiality, acknowledging that there may be more than one viewpoint, <i>e.g. arguably, it can be seen that ...</i>	convey objectivity and impartiality on complex topics using a range of linguistic devices
		use a wide range of technical terms, appropriate vocabulary, and expression for different purposes and to create different effects, <i>e.g. to persuade, inform, entertain</i>	accurately use a wide range of technical terms, appropriate vocabulary, and expression to reflect the demands of the task and create different effects, <i>e.g. summarising an argument</i>
		<b>confidently and accurately use ambitious vocabulary to convey precise meaning and create deliberate effect ❖</b>	<b>confidently and accurately use ambitious vocabulary to convey precise meaning and create deliberate effect ❖</b>
		<b>craft their writing; confidently use the standard forms of English, <i>e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖</b>	<b>craft their writing; confidently use the standard forms of English, <i>e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖</b>
		vary sentence structures to engage and sustain the readers' interest and write with grammatical accuracy	vary sentence structures to engage and sustain the readers' interest and write with grammatical accuracy
		use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects	use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects
		use a variety of strategies and resources to accurately spell an increasing range of familiar, unfamiliar and subject-specific words	use a variety of strategies and resources to accurately spell an increasing range of familiar, unfamiliar and subject-specific words
		present their handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning.	present their handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning.



### Extension

#### Learners are able to:

- write showing confident, assured control of a range of forms and styles appropriate to task and purpose
- write in an engaging manner, holding the readers' interest through logical argument, persuasive force or inspired originality
- use linguistic and structural features skilfully to sequence texts and achieve coherence
- write documents on complex subjects, concisely and clearly, logically and persuasively, including extended texts that communicate information, ideas and opinions effectively and persuasively
- use a wide range of accurate sentence structures to ensure clarity
- use an advanced vocabulary appropriately and with precision
- use correct grammar, punctuation and spelling
- **independently use a wide range of peer- and self-assessment strategies to effectively evaluate and improve their own work and that of others.** ❖