



Range of experiences

Learners should be given opportunities to:

- respond orally to continuous and non-continuous texts
- see and hear different people talk (including people with different dialects and successful speakers) and respond to what is being seen and heard
- experience and respond to a variety of stimuli and ideas, including written and dynamic texts, *e.g. a painting, music, film, still and moving images*
- communicate for a range of purposes, *e.g. argue, analyse, present, explore and consider ideas in literature and the media, question, discuss, evaluate, present factual information, explain, give and follow sets of instructions, present personal and imaginative experiences, role play and improvise*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, *e.g. drama approaches such as assuming a role, discussion and debate*
- present, talk and perform for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults
- increase their confidence in language use by drawing on their knowledge of English, Welsh and other languages
- 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*
- speak clearly, using intonation appropriately
- use formal and informal language
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers, written and dynamic texts.*

Key

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Extended skill ▲ Programme of study skill ❖

N.B.

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Strand: Oracy across the curriculum

Elements	Aspects	Year 10	Year 11	Extension
		Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> present ideas and issues to meet the demands of different audiences speak fluently, using a range of techniques, expressions and gestures use formal language in a range of contexts respond to how listeners react, and adapt their use of language for different contexts and purposes sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i> 	<ul style="list-style-type: none"> present ideas and issues to meet the demands of different audiences speak fluently and confidently, using a range of techniques, expressions and gestures use formal language in a wide range of contexts respond confidently to how listeners react, adapting their language in a wide range of contexts and for different purposes speak from a range of convincing perspectives to meet the demands of different situations, contexts and purposes 	<ul style="list-style-type: none"> select suitable styles and registers in their spoken language prioritise essential detail when communicating complex and demanding subject matter initiate, develop and sustain discussion in group work, showing understanding of complex ideas respond with flexibility to challenge assumptions and develop ideas speak and listen confidently in a range of formal and informal situations.
	Listening	<ul style="list-style-type: none"> respond to the ideas of others in thoughtful and considerate ways, seeking clarification through appropriate questioning listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view 	<ul style="list-style-type: none"> 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 	
	Collaboration and discussion	<ul style="list-style-type: none"> 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> use a range of options and strategies to enable the group to progress and reach agreement. 	<ul style="list-style-type: none"> 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> use a range of options and strategies to enable the group to progress and reach consensus. 	



Strand: Oracy across the curriculum

Elements	Aspects	Year 10	Year 11	Extension
		Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> confidently organise and extend their spoken language using varied syntax, adventurous and precise vocabulary, including terminology, and making sustained, well-thought-out contributions that engage the listener's interest ❖ structure their talk and non-verbal features to meet the demands of a range of formal and informal situations, contexts and purposes, making appropriate and effective use of standard English vocabulary and grammar ❖ 	<ul style="list-style-type: none"> confidently organise and extend their spoken language using varied syntax, adventurous and precise vocabulary, including terminology, making sustained and considered contributions that engage the listener's interest ❖ adapt their talk and non-verbal features to meet the demands of an increasing range of formal and informal situations, contexts and purposes, making controlled and effective use of standard English vocabulary and grammar ❖ 	<ul style="list-style-type: none"> select suitable styles and registers of spoken language for a range of formal and informal situations and contexts, showing accuracy ❖ confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information, ideas, views and feelings in an engaging manner ❖ initiate conversations and demonstrate sensitive listening through contributions that respond to others ❖ sustain and develop complex discussions ❖
	Collaboration and discussion	<ul style="list-style-type: none"> evaluate how they and other speakers use and adapt spoken language for a range of specific purposes and situations, including drama activities, extending their understanding of how to improve ❖ in response to increasingly challenging topics and written texts, develop and support their own and others' ideas with evidence, engaging and responding in thoughtful ways. ❖ 	<ul style="list-style-type: none"> critically evaluate and explain how they and other speakers use and adapt spoken language for a range of specific purposes and situations, including drama activities, exploring how to further improve with insight ❖ in response to increasingly challenging topics and written texts, develop and support their own and others' ideas by reasoning, seeking clarification and analysing others' ideas and assumptions. ❖ 	<ul style="list-style-type: none"> recognise and fulfil the demands of different roles, whether in formal settings, informal settings or creative activities. ❖



Range of experiences

Learners should be given opportunities to:

- become enthusiastic, independent and reflective readers
- read individually and collaboratively, *e.g. paired reading, guided group reading, shared reading*
- experience and respond to a wide range of continuous and non-continuous texts that include:
 - information, reference and other non-continuous texts including print and dynamic texts, poetry and prose with a variety of social, historical and cultural contexts
 - drama, including Shakespeare, and drama in performance
 - texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures
- read/view extracts and complete texts:
 - that extend learners' intellectual, moral and emotional understanding
 - with a diverse range of structures, forms, purposes, audiences and presentational devices
 - that show the evolving nature of the English language and the impact of technology and the media on language use and forms of communication
 - that show quality and variety in language use
 - that reflect the diversity of society in the twenty-first century
 - that reflect individual learners' personal choice of reading matter
 - with a variety of tone, *e.g. humour, parody, irony, word play, innuendo and satire*
 - that present challenges
- read for different purposes, *e.g. for personal pleasure, to identify alternative readings of a text, to retrieve, extract and synthesise information, to verify information, to identify language devices used by the writer, to deconstruct text through re-reading*
- discuss and evaluate their own and others' work
- understand how texts evolve in response to changes in society and technology.

Key

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Extended skill ▲ Programme of study skill ❖

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Elements	Aspects	Year 10	Year 11	Extension
		Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> • use their 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 • 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 on key ideas and themes • use the internet to search selectively, assessing the reliability and significance of what they find 	<ul style="list-style-type: none"> • use their 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 • 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 • use the internet to search selectively, assessing the reliability, significance and accuracy of what they find 	<ul style="list-style-type: none"> • evaluate writers' style and use of form, structure and language, consistently responding to texts with confidence • make cogent and critical responses showing originality of analysis and interpretation • demonstrate a secure overview of texts and make assured and astute responses to key ideas and themes • compare and cross-reference confidently and perceptively.
	Response and analysis	<ul style="list-style-type: none"> • compare and contrast themes and issues across a range of texts and make text-to-text connections • independently research a wide range of sources to develop a full understanding of unfamiliar topics or issues • synthesise and analyse information to gain in-depth understanding from sources which may have conflicting views • understand and distinguish between facts/evidence and bias/argument commenting on both obvious points and inferences • comment on different interpretations of issues and ideas, using the text to support opinions • evaluate the purpose, impact and reliability of texts. 	<ul style="list-style-type: none"> • independently research a wide range of sources to develop a full understanding of complex topics and unfamiliar issues • synthesise and analyse information to gain a broad and balanced understanding from sources which may have conflicting views • understand and explore in detail how texts may be interpreted differently, distinguishing between facts/evidence and bias/argument • explore different interpretations of issues and ideas in detail using the text to support opinions • confidently evaluate the purpose, impact and reliability of texts. 	



Strand: Reading across the curriculum

Elements	Aspects	Year 10	Year 11	Extension
		Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> respond enthusiastically and critically to a range of continuous texts, showing creative and sustained interpretations ❖ evaluate the characteristics of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation considering how they affect the reader ❖ articulate personal and critical responses to what they read/view, responding orally and in writing to ideas, language and presentation, selecting and using textual detail to justify their views ❖ 	<ul style="list-style-type: none"> respond enthusiastically and critically to a range of continuous texts showing imagination and originality in interpretations ❖ confidently evaluate the characteristics of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation, commenting in detail on how they affect the reader ❖ articulate personal and critical responses to what they read/view, responding orally and in writing to ideas, language and presentation, selecting and using textual detail to justify their views ❖ 	<ul style="list-style-type: none"> respond personally, critically and persuasively to a variety of continuous and non-continuous texts, developing interpretations and 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 ❖ choose apt quotations, make telling comparisons and cross-references that illuminate the purpose and meanings of texts. ❖
	Response and analysis	<ul style="list-style-type: none"> confidently compare how texts are adapted for different media, carefully considering the purpose and audience, <i>e.g. a Shakespeare play and theatrical/film version</i> ❖ make careful comparisons and connections between continuous and/or non-continuous texts, <i>e.g. through analysing theme/topic, language, technique, structure, form, character.</i> ❖ 	<ul style="list-style-type: none"> confidently evaluate how texts are adapted for different media, carefully and critically considering the effect of purpose and audience ❖ make sustained comparisons and connections between continuous and/or non-continuous texts, <i>e.g. through evaluating theme/topic, language, technique, structure, form, character.</i> ❖ 	

Key Stage 4 English Programme of Study



Strand: Writing across the curriculum

Range of experiences

Learners should be given opportunities to:

- write in response to good-quality speaking, listening and reading experiences
- write for a range of purposes, e.g. *recount, instruct, inform, explain, persuade, discuss, present data, explain and interpret results, evaluate, express opinions, convey feelings and ideas, report, empathise*
- write in a range of continuous and non-continuous texts that include description, narration, exposition, argumentation, instruction and transactional forms, e.g. *first and third person narratives, description, poetry, plays, letters, diaries, articles, guides, reports, speeches, plays, drama, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies and digital formats*
- write for a range of real or imagined audiences, e.g. *peers, younger learners, teachers, family members, publications, local politicians*
- use a wide range of written and dynamic stimuli, e.g. *stories, poems, experiences, films, paintings, dynamic texts and music*
- consider and evaluate their own work and that of others, e.g. *authors, peers*.

Key

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Strand: Writing across the curriculum

Elements	Aspects	Year 10	Year 11	Extension
		Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> • 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 • construct responses that connect and develop ideas to fully cover the topic • plan appropriately to develop writing for a range of different purposes and audiences • use the tools and conventions of ICT creatively and appropriately to communicate effectively in a range of contexts 	<ul style="list-style-type: none"> • 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 • construct detailed responses confidently, connecting and developing ideas to ensure full coverage of topic • 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 in a range of increasingly varied and challenging contexts 	<ul style="list-style-type: none"> • show confident, assured control of a range of forms and styles appropriate to task and purpose • sequence texts skilfully and coherently using a wide range of sentence structures, ambitious vocabulary and accurate punctuation and spelling • ensure content is well judged and well crafted, and is designed to firmly engage the reader's interest.
	Structure and organisation	<ul style="list-style-type: none"> • improve the content, structure and accuracy of their writing through independent review and editing • write independently in an appropriate form with increasing confidence, ensuring content is organised, detailed and relevant, <i>e.g. how best to present opinions, information and explanations</i> • show clear awareness of different readers by selecting from a range of styles and structures, and adapting their use of language • organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections 	<ul style="list-style-type: none"> • improve the content, structure and accuracy of their writing through independent review and editing • write independently in an appropriate form with confidence, ensuring content is organised, detailed and relevant, <i>e.g. to explain a process, convey an argument</i> • 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, developing and sustaining ideas coherently 	



Elements	Aspects	Year 10	Year 11	Extension
		Learners are able to:	Learners are able to:	Learners are able to:
Writing accurately	Language	<ul style="list-style-type: none"> 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> 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> 	<ul style="list-style-type: none"> convey objectivity and impartiality on complex topics using a range of linguistic devices 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> 	
	Grammar Punctuation Spelling Handwriting	<ul style="list-style-type: none"> vary sentence structures to engage and sustain the reader's 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 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. 	<ul style="list-style-type: none"> vary sentence structures to engage and sustain the reader's 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 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. 	



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		Year 10	Year 11	Extension
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> show control, coherence and a growing sense of personal style when writing in a range of continuous and non-continuous forms, using effective plot and character construction, pace, shape, detail and other devices to achieve particular effects, in order to firmly sustain the reader's interest ❖ use ambitious vocabulary appropriately and accurately to convey precise meaning and create deliberate effects ❖ confidently use a range of peer and self-assessment strategies to effectively evaluate and improve their own personal work and that of others ❖ 	<ul style="list-style-type: none"> show control, coherence and originality when writing in a wide range of continuous and non-continuous forms, using convincing character and plot development, pace, shape, detail and other devices to achieve particular effects, in order to firmly sustain the reader's interest ❖ confidently and accurately use ambitious vocabulary to convey precise meaning and create deliberate effects ❖ confidently use a range of peer and self-assessment strategies to effectively evaluate and improve their own personal work and that of others ❖ 	<ul style="list-style-type: none"> write showing confident, assured control of a range of forms and styles appropriate to task and purpose ❖ write texts that engage and hold the reader's interest through developed argument, persuasive force or inspired originality ❖ use linguistic and structural features skilfully to sequence texts and achieve coherence ❖ use a wide range of accurate sentence structures to ensure clarity; choice of vocabulary is ambitious and imaginative; grammar, punctuation and spelling is correct. ❖
	Language	<ul style="list-style-type: none"> confidently use the standard forms of English grammar, <i>e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i>, with accuracy and precision across an increasing range of continuous and non-continuous writing for different purposes and audiences. ❖ 	<ul style="list-style-type: none"> confidently and consistently use the standard forms of English grammar, <i>e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i>, with accuracy and precision across an increasing range of continuous and non-continuous writing for different purposes and audiences. ❖ 	