



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, short plays and 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
- use a wide range of written and dynamic stimuli, e.g. *stories, picture books, images, 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 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.



Strand: Writing

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:
Organising ideas and information	Meaning, purposes, readers	write for different purposes and readers choosing words for variety and interest	adapt what they write to the purpose and reader, choosing words appropriately, e.g. <i>descriptive, persuasive language</i>	write with a clear purpose, showing consideration for the reader, e.g. <i>by choosing appropriate vocabulary and presentational devices</i>	adapt writing style to suit the reader and purpose, e.g. <i>formal style for unknown reader, simple style for younger readers</i>
		use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate ❖	use the characteristic features of an increasing range of continuous and non-continuous texts in their writing, using imagination where appropriate ❖	use the characteristic features of a range of continuous and non-continuous texts in their writing, beginning to adapt their style to engage the reader, using imagination where appropriate ❖	use the characteristic features of a range of continuous and non-continuous texts creatively in their writing, adapting their style to engage the reader, using imagination where appropriate ❖
		include relevant details, information or observations in their writing	explain main idea(s) with supporting details, including observations and explanations where relevant	expand upon main idea(s) with supporting reasons, information and examples	write a comprehensive account of a topic or theme
		note down ideas to use in writing	gather ideas to plan writing	use techniques in planning writing, e.g. <i>mindmapping, sequencing, placemat activities</i>	use a range of strategies to plan writing, e.g. <i>notes, diagrams, flowcharts</i>
		use on-screen functions, e.g. <i>font, colour, cut, paste, size</i> , to present their work in ways to interest the reader and enhance meaning	explore and use appropriately the different forms of writing on-screen to interact with others, e.g. <i>websites, e-mails, blogs</i>	explore the layout of web pages to create material using available tools	explore different ways to present work and use them appropriately, e.g. <i>moving image, slides, voice-over</i>
		proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit ❖	proofread their own work and that of others, assessing and identifying ways to improve before editing ❖	proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression ❖	proofread their own work and that of others, assess and evaluate it and make clear recommendations for improvement; edit/redraft work to show progression ❖
		review and improve sections of their work	improve writing, checking for clarity and organisation	revise and improve writing, explaining why they have made changes	reflect on, edit and redraft to improve their writing



Strand: Writing

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:
Organising ideas and information	Structure and organisation	use a basic structure for writing	use specific structures in writing, <i>e.g. tables, questionnaires</i>	use features which show the structure of the writing, <i>e.g. sub-headings, captions</i>	adapt structures in writing for different contexts, <i>e.g. reporting an event, investigation or experiment</i>
		write using an introduction to the topic and a conclusion	write an introduction, develop a series of ideas and a conclusion	write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion	write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion
		present processes, event or reports in a clear sequence	organise writing into logical sequences or sections by beginning to use paragraphs	use paragraphs, which have a main idea and related details	use paragraphs making links between them
		use visual information if relevant, <i>e.g. labelled diagrams</i>	use visual information, <i>e.g. illustrations, diagrams and graphs</i> , which is clear and relevant to the written text	use images, graphs and illustrations which are clear, relevant and appropriate	use features and layout which are constructed to present data and ideas clearly
Writing accurately	Language	use language appropriate to writing, including standard forms of English	use language appropriate to writing, including standard forms of English	use language appropriate to writing, including standard forms of English	use language appropriate to writing, including standard forms of English
		use vocabulary related to the topic or subject context	use subject-specific vocabulary independently	use appropriate vocabulary, including subject-specific words and phrases	use varied and appropriate vocabulary, including subject-specific words and phrases
		use an increasingly imaginative vocabulary ❖	choose and use words from an increasing range of imaginative vocabulary ❖	choose and use a wide range of adventurous and imaginative vocabulary with increasing precision ❖	choose and use a wide range of adventurous and imaginative vocabulary with precision ❖



Strand: Writing

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:
Writing accurately	Grammar Punctuation Spelling Handwriting	use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing ❖	begin to craft their writing using the standard forms of English, e.g. <i>nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tense</i> ❖	craft their writing by using the standard forms of English, e.g. <i>nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖	craft their writing by using the standard forms of English, e.g. <i>nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖
		start sentences in a variety of ways	vary the order of words, phrases and clauses in sentences	use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. <i>before you start ... , if you do this then ...</i>	use varied sentence structures for emphasis and effect
		use adjectives and adverbs to expand simple sentences and phrases	use adjectival and adverbial phrases to add interest and precision	use conditionals to show hypotheses or possibilities, e.g. <i>if, might, could</i>	
		use connectives for causation and consequence, e.g. <i>because, after</i>	use connectives to show links within sentences		
		use full stops, question marks, exclamation marks and commas for lists	use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. <i>it's (it is)</i>	use the full range of punctuation to guide the reader in complex sentences, e.g. <i>commas, bullet points, speech marks and apostrophes for possession</i>	use the full range of punctuation accurately to clarify meaning
		spell plural forms, e.g. <i>-s, -es, -ies</i>	use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. <i>words with more complex patterns</i>	use a variety of strategies to spell words with complex regular patterns, e.g. <i>exercise, competition</i>	use strategies to spell correctly polysyllabic, complex and irregular words
		use past tense of verbs consistently, e.g. <i>consonant doubling before -ed</i>			
		use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. <i>most common polysyllabic words</i>			
		spell all high-frequency words correctly			
produce legible handwriting and present work appropriately joining letters in some words.	produce handwriting which is clear and legible and may be cursive.	produce legible, cursive handwriting with increasing fluency.	produce fluent and legible handwriting.		



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Strand: Writing

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose	adapt presentation of material according to intended meaning and effect, <i>e.g. choice of how much detail needed to be convincing</i>	use summary, discussion of issues, detailed explanations as appropriate to purpose
		use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing, adapting style and tone to sustain the readers' interest, using imagination where appropriate ❖	use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing, adapting style and tone confidently to sustain the readers' interest, using imagination where appropriate ❖	use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing showing control, coherence and a growing sense of personal style to sustain the readers' interest, using imagination where appropriate ❖
		explain ideas fully, showing implications and consequences	make connections and/or elaborate to ensure full coverage of topic	give due weight to evidence, sources, explanations and logic when covering a topic
		plan writing making choices about the best ways to present content for effect, <i>e.g. building a case for something, selecting details that help the reader understand</i>	in planning writing make choices about content, structure, language, presentation to suit the purpose	plan appropriately to develop writing for different purposes and audiences
		use the tools and conventions of ICT to present information and data and to structure writing	choose the best ways to present writing using ICT in order to communicate clearly and effectively, <i>e.g. continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes</i>	make imaginative choices about content and presentation of writing, using ICT with discrimination
		proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear recommendations for improvement; edit/redraft to show progression ❖	proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear and astute recommendations for improvement; edit/redraft to show progression ❖	proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear and astute recommendations for improvement; edit/redraft to show progression ❖
		identify areas for improvement in their writing, edit and redraft	use criteria to identify ways to improve and then redraft	improve writing through independent review and redrafting
	Structure and organisation	adapt structures in writing for different contexts, <i>e.g. describe outcome, outline process or discuss an issue</i>	use whole-text structure to support and communicate meaning, <i>e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters</i>	choose and use whole-text structures to support meaning and communication for effect, <i>e.g. what are the best structures to successfully describe, explain, persuade?</i>



Strand: Writing

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Structure and organisation	select and organise ideas and information to give a clear and full account	select, analyse and present ideas and information convincingly or objectively	select structures to organise writing using appropriate features effectively
		use paragraphs to organise longer pieces of writing into sections	organise longer pieces of writing making links within and between paragraphs	select, interpret and evaluate ideas and information convincingly or objectively use paragraphs and sections to give coherence to longer pieces of writing
Writing accurately	Language	select and use words carefully from a wide range of adventurous and imaginative vocabulary ❖	select and use words carefully from a varied vocabulary to create effect ❖	select and use words carefully from a sophisticated vocabulary to create effect ❖
		use impersonal language to convey ideas and information, e.g. <i>the interest is calculated by ...</i> , <i>sharp scissors are necessary to ...</i>	use the third person to convey ideas and information, e.g. <i>according to experts ...</i> , <i>sources reveal that ...</i>	use language to convey objectivity and impartiality, e.g. <i>there are several different ways to look at this topic ...</i>
		use varied and appropriate vocabulary accurately, including subject-specific words and phrases	use technical terms, language and expression consistent with the subject content	use a wide range of technical terms, language and expression consistent with the subject content
	Grammar Punctuation Spelling Handwriting	craft their writing by using the standard forms of English, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses ❖	craft their writing, confidently using the standard forms of English, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses ❖	craft their writing, confidently using the standard forms of English e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses ❖
		use a wide range of sentence structures choosing connectives to make meaning clear	write with grammatical accuracy, varying the length and structure of sentences to make meaning clear	write simple, compound and complex sentences with grammatical accuracy in their writing
		use the full range of punctuation accurately to clarify meaning, e.g. <i>demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</i>	use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons, quotation marks</i>	use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons and parentheses</i>
		use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
		produce fluent and legible handwriting.	produce fluent and legible handwriting.	produce fluent and legible handwriting.