ENGLISH

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

ENGLISH
in the
National Curriculum
in Wales

Key Stages 2–4

Title of document

English in the National Curriculum in Wales

Audience

Headteachers and governing bodies of maintained schools in Wales; local education authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

Overview

This document sets out the Welsh Assembly Government's proposed changes to English in the national curriculum in Wales.

Action required

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to curriculum@beaufortresearch.co.uk Alternatively, online questionnaires are available at www.wales.gov.uk/consultations

Further information

Enquiries about this consultation should be directed to Gerard Pitt on 029 2037 5412.

Additional copies

Can be obtained from:

Tel: 029 2037 5427

Fax: 029 2037 5494

Or by visiting the Welsh Assembly Government's website www.wales.gov.uk/consultations

Address for return of comments

Curriculum Consultation
Beaufort Research
FREEPOST
Cardiff
CF10 1YS

Contents

Introduction

This document contains the proposals for English in the national curriculum in Wales. These are for consultation. The consultation lasts until 30 March 2007. It would be helpful if you would submit your views on the response questionnaire provided with the consultation pack or respond via the website at www.wales.gov.uk/consultations

Wales Curriculum 2008: The objectives

The Welsh Assembly Government intends that, from 2008, there exists in Wales:

• a single coherent framework for curriculum, assessment and qualifications 3–19 which will help schools to raise standards of achievement and widen educational opportunity

• a set of revised subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage.

The agenda for the development of this revised curriculum and assessment framework for Wales is based on the Minister's acceptance of the key recommendations in ACCAC's *Review of the school curriculum and assessment arrangements 5–16: A Report to the Welsh Assembly Government April 2004*. That report described the context for the review and the evidence that was gathered to inform ACCAC's advice.

Advisory groups for cross-phase (primary and secondary) and additional educational needs worked alongside the personal and social education and subject advisory groups to help revise the curriculum.

In revising the subject Orders, opportunities have been taken to:

• revise the Common Requirements section to clarify each subject's contribution to developing skills across the curriculum, the Curriculum Cymreig, and personal and social education

• review the use of the icons for skills and other requirements to give a fuller picture of opportunities for skills development and application

• revise the 'Access for all pupils' text to clarify breadth and depth of study, and to ensure inclusion and accessibility for all pupils, especially those with additional educational needs

• revise and rename focus statements to reflect the focus on skills development and application, and to provide an overview of what is involved in each key stage for each subject

- develop a common structure – Skills and Range – initially identifying the required skills for each subject and then the range of contexts, opportunities and activities through which these skills should be developed

- use the non-statutory skills framework to underpin the review of the subject Orders, adding text consistent with that used in the skills framework to indicate where opportunities and contexts exist to develop skills across the curriculum

- update and reduce content where necessary to ensure relevance to the twenty-first century, taking account of learners' personal development and well-being, their preparedness for citizenship, community life and employability within a bilingual Wales, and education for sustainable development and global citizenship

- add non-statutory examples where necessary to clarify key experiences and learning opportunities

- re-draft level descriptions, where necessary, to indicate clearly progression in skills relevant to each subject, and to recognise the progress of pupils who are working below Level 1

- remove references to the Key Stage 2 and 3 Programme of Study from the level descriptions

- reduce the level of prescription in the Key Stage 4 Programme of Study to allow qualifications that provide different and more inclusive pathways through each subject, giving learners greater opportunities for choice and participation.

Commentary on the proposals: key changes

The main changes to the current (2000) Order are:

- Greater consistency has been achieved between the Welsh and English Orders.

- Across Key Stages 2 and 3 a corresponding numbering of both Skills and Range has been used. The same numbering system broadly applies to Key Stage 4, though some aspects of the skills have not been repeated as there is an assumption that they will have been established at Key Stages 2 and 3.

- In all three attainment targets, content of the Language Development section has been subsumed within either the Skills or Range sections.

- With reference to the use of standard English, emphasis has been placed on a developing understanding of the appropriateness of the formal register in particular situations.

- References to media, drama and moving image have been strengthened where possible as key features for learning in the twenty-first century, increasing relevance and enhancing learners' motivation.

- Audience, range and forms are identified as being wide and flexible to accommodate the needs of the twenty-first century.

- At Key Stage 4 consistency with the Key Skill of Communication and with current definitions of Functional Skills has been achieved.

Oracy

- More explicit references to the importance of providing opportunities to listen and engage with/respond to a variety of situations have been included.

- In the Key Stage 2 Programme of Study reference is made to 'evaluate…' and 'develop understanding of how to improve…' Similar requirements appear at Key Stages 3 and 4. These skills are reflected implicitly through the level descriptions.

- In the level descriptions, standard English is first referred to at Level 4 (current Order Level 3).

Reading

- Reference to punctuation has been added to signal the importance of understanding how punctuation clarifies meaning for a reader.

- In the Skills section, talking and writing are identified explicitly as response modes in order to promote both oral and written responses to reading.

- Opportunities to read collaboratively are signalled and confirm the importance of guided and shared reading strategies.

- Use of ICT packages to promote information retrieval strategies and the collation of information is identified.

- In both key stages the Range section now identifies texts, 'that reflect the diversity of society in the twenty-first century.'

- In the level descriptions at Levels 6 and 7, explicit reference has been made to 'non-literary texts' in order to strengthen awareness of this genre in the Reading Programme of Study.

- At Level 8 the phrase, 'select, analyse and synthesise information and ideas…' makes explicit the level of achievement anticipated.

Writing

- In all key stages the sections addressing handwriting and presentation now contain explicit reference to keyboard skills and the use of ICT presentational devices.

- The Range sections are deliberately common to all key stages.

- In order to align assessment criteria more closely across the language Orders, the reference to 'organising writing into paragraphs,' appears at Level 4 as it does in the Welsh level descriptions (currently Level 5 in the English level descriptions).

- Reference to 'joined writing' is now omitted. The phrase, 'work is legible and well presented,' appears from Level 5 onwards.

- From Level 5 onwards references to punctuation use are not itemised.

Including all learners

Responsibilities on schools

Under the requirements of equal opportunities legislation covering race, gender and disability, schools in Wales have a duty towards present and prospective learners to:

- eliminate discrimination and harassment and promote positive attitudes
- promote equal opportunities and encourage participation in all areas of school life.

Every learner should develop a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan in all subjects to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic and cultural identities of all pupils and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers and provide an inclusive curriculum which will offer opportunities for **all** learners to achieve in school in preparation for further learning and life.

Schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. For learners with disabilities in particular, they should make reasonable adjustments in order to:

- improve access to the curriculum
- increase access to education and associated services
- provide information in a range of formats.

Schools should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both spoken and written English and/or Welsh through the curriculum. Schools should ensure that learners, are provided with material that is appropriate to their ability and previous education/experience, and that extends their language development and challenges them cognitively.

Learner entitlement

Schools in Wales should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities. Schools should ensure that learners' preferred systems of communication are used to maximise access to the curriculum and should recognise the value of the home language in learning. Learners should experience a variety of styles to extend their learning.

To enable **all** learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier or later phases/key stages within the curriculum. Schools should present material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working **significantly** below the expected levels at any key stage, schools should design their curriculum to meet the priority needs of their learners. Sufficient flexibility exists within the curriculum to meet the needs of all learners without the need for disapplication. Where it is not possible to cover **all** of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by using the full range of subjects as contexts for learning.

For learners working at higher levels, greater challenge should be incorporated by presenting material in ways that extend breadth and depth of study. The level of demand may also be increased through the development and application of communication, number, information and communication technology (ICT) and thinking skills across the curriculum.

Schools should choose material (to be covered in depth or in outline) that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Developing skills across the curriculum

A non-statutory Skills Framework has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop at Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Thinking

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In English, learners explore, plan, develop and reflect on ideas through speech, reading and writing, responding to their own work as well as that of others. They analyse, structure and organise their work; use language creatively; use errors and unexpected outcomes to develop their learning; use their knowledge about language to explain and predict; describe links and similarities in language; identify patterns and formulate rules; discuss their language learning and evaluate their success.

Communication

Learners develop their communication skills across the curriculum through the skills of **oracy**, **reading**, **writing** and **wider communication**.

In English, learners communicate through speaking, listening, reading and writing, developing these skills through appraisal of their own work and that of others. In doing so, they learn how to communicate effectively for a range of purposes and with a range of audiences. They deal with extended and increasingly complex language in order to develop as independent and confident users. Their communication skills in Welsh/English support and enhance the development of skills in other languages.

ICT

Learners develop their ICT skills across the curriculum by **creating, presenting, finding and developing information and ideas** and by using a wide range of equipment and software.

In English, learners develop their ICT skills by communicating and sharing information, and by using technology to research, develop and present their work.

Number

Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting results**.

In English, learners develop skills in the application of number through activities which include number rhymes, ordering events in time, gathering information in a variety of ways, including questionnaires; accessing, selecting, recording and presenting data in a variety of formats.

Curriculum Cymreig and personal and social education across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on their experiences at the Foundation Phase and promote their knowledge and understanding of Wales, and their personal and social development and well-being.

Curriculum Cymreig

Learners should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

English contributes to the Curriculum Cymreig by developing learners' understanding of the cultural identity unique to Wales. They develop awareness of the literary and linguistic heritage through the study of literary, non-literary, media and other texts, and through activities which explore issues pertinent to life in Wales, past and present.

Personal and social education

Learners should be given opportunities to promote their health and well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

English contributes to learners' personal and social education by providing opportunities to develop their understanding of social interaction through collaborative working. The exploration and reflection upon texts dealing with a range of themes can encourage the development of self-knowledge, emotional maturity and empathy with the human condition.

English at Key Stage 2

At Key Stage 2 learners build on the skills, knowledge and understanding acquired during the Foundation Phase. Progress is achieved through an integrated programme of speaking, listening, reading and writing. Learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study.

They become confident, coherent and engaging speakers, working as individuals and as members of a group. Their experiences will include opportunities to take part in drama and role-play activities. They develop as active and responsive listeners in a wide range of situations. Throughout the key stage, they experience a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers. They become competent writers, writing clearly and coherently in a range of forms and for a range of purposes. They acquire a growing understanding of the need to adapt their speech and writing to suit purpose and audience. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements.

English at Key Stage 3

At Key Stage 3 learners build on the skills, knowledge and understanding acquired at Key Stage 2. Their progress is developed within an integrated and stimulating programme of speaking, listening, reading and writing. Learners develop their skills in a range of contexts.

Oral activities ensure the development and extension of learners' abilities as listeners, viewers and speakers. They read widely for pleasure, interest and information and to develop and articulate an informed personal opinion about their reading. They are able to respond to the content and style of texts, discussing a varied selection of literature, information and media texts. Learners write in a range of forms and styles, adjusting their language to suit purpose and audience, using an appropriate level of formality. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements.

Oracy

Skills

Pupils should be given opportunities to:

1. listen and view attentively, responding to a wide range of communication

2. identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk

3. communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener

4. develop their awareness of the social conventions of conversation and discussion

5. develop their ability to use a range of sentence structures and vocabulary with precision, including terminology that allows them to discuss their work

6. develop their understanding of when it is necessary to use standard English, and use formal and informal language appropriately

7. evaluate their own and others' talk and drama activities and develop understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations.

Range

Pupils should be given opportunities to develop their oral skills through:

1. seeing and hearing different people talking, including people with different dialects

2. experiencing and responding to a variety of stimuli and ideas: visual, audio and written

3. communicating for a range of purposes, *e.g. presenting information, expressing opinions, explaining ideas, questioning, conveying feelings, persuading*

4. speaking and listening individually, in pairs, in groups and as members of a class

5. using a variety of methods to present ideas, *e.g. using ICT, drama approaches, discussion and debate*

6. presenting, talking and performing for a variety of audiences

7. increasing their confidence in language use by drawing on their knowledge of English, Welsh and other languages

8. engaging in activities that focus on words, their derivation, meanings, choice and impact.

Reading

Pupils should be given opportunities to:

1. develop phonic, graphic and grammatical knowledge, word recognition and contextual understanding within a balanced and coherent programme

2. develop their ability to read with fluency, accuracy, understanding and enjoyment

3. read in different ways for different purposes, including:
   - skimming, scanning and detailed reading
   - using prediction, inference and deduction
   - distinguishing between fact and opinion, bias and objectivity in what they read/view

4. recognise and understand the characteristics of different genres in terms of language, structure and presentation

5. consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation and organisation of image and language, being able to select evidence to support their views

6a. use a range of appropriate information retrieval strategies, *e.g. the alphabet, indexes, catalogues and ICT systems*

6b. retrieve and collate information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance

7. use the knowledge gained from reading to develop their understanding of the structure, vocabulary, grammar and punctuation of English, and of how these are used to clarify meaning

8. consider how texts change when they are adapted for different media and audiences.

Range

Pupils should be given opportunities to develop their reading/viewing skills through:

1. becoming enthusiastic and reflective readers

2. reading individually and collaboratively

3. experiencing and responding to a wide range of print and visual text that includes:
   - information, reference and other non-literary texts, including print, media, moving image and computer-based materials
   - poetry, prose and drama, both traditional and contemporary
   - texts with a Welsh dimension and texts from other cultures

4. reading/viewing extracts and complete texts:
   - with challenging subject matter that broadens perspectives and extends thinking, *e.g. environmental issues, sustainability, animal rights, healthy eating*
   - with a variety of structural and organisational features
   - that show quality and variety in language use
   - that reflect the diversity of society in the twenty-first century
   - that reflect individual pupils' personal choice of reading matter.

Writing

Skills

Pupils should be given opportunities to communicate in writing and to:

1. use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose

2. use the range of sentences structures, linking them coherently and developing the ability to use paragraphs effectively

3. use punctuation to clarify meaning including full stop, exclamation and question marks, comma, apostrophe, bullet points, speech marks

4. choose and use appropriate vocabulary

5. use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses

6. develop and use a variety of strategies to enable them to spell correctly

7. use appropriate vocabulary and terminology to consider and evaluate their own work and that of others

8. draft and improve their work, using ICT as appropriate, to:
   - plan
   - draft
   - revise
   - proof-read
   - prepare a final copy

9. present writing appropriately:
   - developing legible handwriting
   - developing use of keyboard skills
   - using appropriate features of layout and presentation, including ICT.

Range

Pupils should be given opportunities to develop their writing skills through:

1. writing for a range of purposes, *e.g. to entertain, report, inform, instruct, explain, persuade, recount, describe, imagine and to generate ideas*

2. writing for a range of real or imagined audiences

3. writing in a range of forms

4. writing in response to a wide range of stimuli: visual, audio and written.

Key Stage 3 Programme of Study

Oracy

Skills

Pupils should be given opportunities to:

1. listen and view attentively, responding to a wide range of communication

2. identify key points and follow-up ideas through probing question and comment in order to inform and moderate opinions, ideas and judgements and to learn through talk

3. communicate clearly and confidently, expressing reasoned opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener

4. extend their understanding of the social conventions of conversation and discussion

5. develop their ability to organise and extend their talk using an increasing range of sentence structures and precise and effective vocabulary, including terminology that allows them to discuss their work

6. extend their understanding of the use of standard English and their ability to recognise and use formal and informal language appropriately

7. evaluate their own and others' talk and drama activities, extending their understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations.

Range

Pupils should be given opportunities to develop their oral skills through:

1. seeing and hearing different people talking, including people with different dialects

2. experiencing and responding to a variety of stimuli and ideas: audio, visual and written

3. communicating for a range of purposes, *e.g. argument, debate, analysis, formal presentation, exploration and consideration of ideas in literature and the media*

4. speaking and listening individually, in pairs, in groups and as members of a class

5. using a variety of methods to present ideas, *e.g. using ICT, drama approaches, discussion and debate*

6. presenting, talking and performing for a variety of audiences

7. increasing their confidence in language use by drawing on their knowledge of English, Welsh and other languages

8. engaging in activities that focus on words, their derivation, meanings, choice and impact.

Reading

Skills

Pupils should be given opportunities to:

1. consolidate phonic, graphic and grammatical knowledge, word recognition and contextual understanding within a balanced and coherent programme

2. develop their ability to read with fluency, accuracy, understanding and enjoyment

3. read in different ways for different purposes, including:
   - skimming, scanning and detailed reading
   - using prediction, inference and deduction to gain meaning and enhance understanding of texts
   - distinguishing between fact and opinion, bias and objectivity and the consideration of alternative interpretations

4. recognise and understand the characteristic features of different genres in terms of language, structure and presentation

5. consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation and organisation of language in texts and be able to select evidence from text to support their views

6a. use a range of appropriate information-retrieval strategies, *e.g. the alphabet, indexes, catalogues and ICT systems*

6b. retrieve, collate and synthesise information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance

7. use the knowledge gained from reading to develop their understanding of the structure, vocabulary, grammar and punctuation of English, and of how these clarify meaning

8. consider how texts change when they are adapted for different media and audiences.

Range

Pupils should be given opportunities to develop their reading/viewing skills through:

1. becoming enthusiastic and reflective readers

2. reading individually and collaboratively

3. experiencing and responding to a wide range of print and visual text, that includes:
   - information, reference and other non-literary texts including print, media, moving image and computer-based materials
   - traditional and contemporary literature – poetry and prose
   - drama, including Shakespeare
   - texts with a Welsh dimension and texts from other cultures

4. reading/viewing extracts and complete texts:
   - that extend pupils' intellectual, moral and emotional understanding
   - with a diverse range of structures, forms, purposes, audiences and presentational devices
   - that show quality and variety in language use
   - that reflect the diversity of society in the twenty-first century
   - that reflect individual pupils' personal choice of reading matter.

Writing

Skills

Pupils should be given opportunities to communicate in writing to:

1. use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose

2. use the range of sentence structures effectively to enhance the fluency and coherence of their writing and develop their ability to use paragraphs effectively

3. use the full range of punctuation in order to clarify meaning and create effect

4. choose and use a wide range of vocabulary with increasing precision

5. use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses

6. extend their range of strategies to enable them to spell correctly

7. use appropriate vocabulary and terminology to consider and evaluate their own work and that of others

8. draft, edit and improve their work, using ICT as appropriate to:
   - plan
   - draft
   - revise
   - proof-read
   - prepare a final copy

9. present their writing appropriately:
   - using legible handwriting with fluency and, when required, speed
   - developing use of keyboard skills
   - using appropriate features of layout and presentation, including ICT.

Range

Pupils should be given opportunities to improve and extend their skills in writing through:

1. writing for a range of purposes, *e.g. empathise, create effects, analyse, inform, explain, recount, instruct, persuade, report, explore ideas and opinions*

2. writing for a range of real or imagined audiences

3. writing in a range of forms

4. writing in response to a wide range of visual, audio and written stimuli.

National curriculum outcomes

The following national curriculum outcomes are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. National curriculum outcomes 1, 2 and 3 align with the Foundation Phase outcomes 1, 2 and 3.

The national curriculum outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

Speaking and Listening

Outcome 1

Pupils understand and use objects of reference, symbols, signs or single words for familiar objects, events and feelings. They respond to simple requests which contain one or two key symbols, signs or words in familiar contexts.

Outcome 2

Pupils combine two or three key symbols, signs or words to communicate meaning to a range of familiar people. They respond to simple questions ('what?', 'where?') and follow instructions containing two or three key symbols, signs, words.

Outcome 3

Pupils use up to four key symbols, signs, words to organize their thinking and communicate information or stories to others – including some who are less familiar. They ask and answer questions ('who?', 'why?') and follow instructions which contain three or four key symbols, signs or words. Pupils take part in one to one and small group discussions and role play and listen to stories for increasing periods of time.

National curriculum outcomes

Reading

Outcome 1

Pupils listen and respond to familiar stories and rhymes. They show some understanding of how books work (e.g. turning pages). They match objects to pictures and symbols.

Outcome 2

Pupils recognise symbols or words linked to their personal interests and begin to distinguish between these and pictures. Pupils match letters and short words.

Outcome 3

Pupils follow a left-right sequence, join in rhymes and fill in gaps in familiar or repetitive narrative text. They recognise some letters of the alphabet (by shape, name or sound) and a growing number of everyday words and symbols. Pupils understand the conventions of reading and know that print carries meaning. They begin to discriminate between distinctive sounds and may link these to letter patterns.

Writing

Outcome 1

Pupils begin to understand that marks and symbols convey meaning. They make marks or symbols in their preferred mode of communication.

Outcome 2

Pupils produce some meaningful print or symbols linked to their own interests. They trace, overwrite, then copy lines and shapes and begin to produce recognisable letters or symbols often linked to their own name.

Outcome 3

Pupils group letters and leave spaces between them, as though writing words. They begin to use pictures, symbols and familiar words in sequence to communicate meaning and show a growing awareness of the different purposes of writing. They write a few familiar words, usually using upper and lower case letters appropriately.

Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate exceptional performance at Key Stage 3, a description above Level 8 is provided.

Oracy

Level 1

Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.

Level 2

Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

Level 3

Pupils talk and listen confidently in different situations, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They express an opinion simply. They are beginning to be aware of standard forms and when they are used.

Level 4

Pupils talk and listen with confidence in an increasing range of situations. Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views. They are beginning to understand how changes in vocabulary and style can improve talk. They use appropriately some of the features of standard English vocabulary and grammar.

Level 5

Pupils talk and listen confidently in a wide range of situations, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. They develop their discourse purposefully and when expressing opinions they provide reasons to support their views. They are able to evaluate talk and understand how changes in vocabulary and style can improve its quality. They begin to use standard English in formal situations.

Level 6

Pupils adapt their talk to the demands of different situations with growing confidence. By varying their vocabulary, expression and tone, they engage the interest of the listener. Pupils take an active part in discussion, using evidence to support their views. They show understanding of ideas and consider how and when to respond to others. They express opinions and can use evidence to support their views. They are able to evaluate their own and others' performance as speakers and can suggest ways to improve. They are usually fluent in their use of standard English in formal situations.

Level 7

Pupils are confident in the demands of matching their talk to different situations. They use vocabulary precisely and organise their talk to communicate clearly. They express opinions and select evidence to support their views. In discussion, pupils make significant, sensitive and thoughtful contributions, evaluating others' ideas and varying how and when they participate. They are able to evaluate the quality of participation and performance and make salient points about ways to improve. They show confident use of standard English in situations that require it.

Level 8

Pupils maintain and develop their talk coherently and purposefully in a range of situations. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They consider information from various sources and use evidence in a balanced way to justify opinion. They make a range of contributions and are able to take a leading role, showing that they have listened perceptively and are sensitive to the development of discussion. They are able to evaluate, adapt and improve talk through insightful comment and response to their own and others' participation and performance. They show confident use of standard English in a range of situations, adapting their talk as necessary.

Exceptional Performance

Pupils select and use structures, styles and registers appropriately in a range of situations, varying their vocabulary and expression confidently for a range of purposes. They initiate and sustain discussion through the sensitive use of a variety of contributions. They take a leading role in discussion and listen with concentration and understanding to varied and complex speech. They are able to recognise and evaluate features of talk and make sensitive and discerning suggestions about how to improve. They show assured and fluent use of standard English in a range of situations and for a variety of purposes.

Level descriptions

Reading

Level 1

Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound–symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-literary texts by identifying aspects they like.

Level 2

Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-literary texts. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

Level 3

Pupils read a range of texts fluently and accurately. They can use appropriate strategies in order to read independently and establish meaning. In responding to literary and non-literary texts they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

Level 4

In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information on a specific topic from more than one printed source and use it effectively.

Level 5

Pupils show understanding of a wide range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters, and select relevant words, phrases, sentences and information to support their views. They retrieve and collate information from a range of sources.

Level 6

In reading and discussing a wide range of texts, pupils select relevant words, phrases and information in order to comment on their significance and effect. They are able to identify different layers of meaning in text. They give personal responses to both literary and non-literary texts, referring to aspects of language, structure, themes and ideas in justifying their views. They summarise a range of information from different sources.

Level 7

Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to literary and non-literary texts, showing awareness of their thematic, structural and linguistic features. They select and synthesise a range of information from a variety of sources.

Level 8

Pupils' response is shown in their appreciation of and comment on a range of texts. They analyse and evaluate how writers achieve their effects through the use of linguistic, structural and presentational devices. They select, analyse and synthesise information and ideas, commenting on the ways in which they are presented in different texts.

Exceptional Performance

Pupils confidently sustain their responses to a demanding range of texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparison between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.

Level descriptions

Writing

Level 1

Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.

Level 2

Pupils' writing communicates meaning in both creative and factual forms, using appropriate and interesting vocabulary, and showing some awareness of form and the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3

Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences are used to develop ideas and words are sometimes chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is legible and work is appropriately presented.

Level 4

Pupils' writing in a range of forms is lively. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader. Opinions are stated and supported with some reasons given. Vocabulary choices are often adventurous and words are sometimes used for effect. Pupils are beginning to extend meaning and use different sentence structures. They organise their writing into paragraphs. Spelling conforms to regular patterns and is generally accurate. Full stops, capital letters and question marks are used accurately and pupils are beginning to use punctuation within the sentence, including inverted commas for speech. Handwriting is clear and legible and where appropriate, presentation is adapted according to the task.

Level 5

Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. They express opinions, supported by reasons. Vocabulary choices are imaginative and words are often used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelled correctly. A range of punctuation is generally used accurately. Work is legible and well presented.

Level 6

Pupils' writing often engages and sustains the reader's interest. They show some adaptation of style and register to different forms, including using an impersonal style where appropriate. They present information for various purposes and express opinions, developing some points in support of a point of view. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. A range of punctuation is usually used correctly to clarify meaning. Ideas are organised into effective paragraphs. Work is legible and well presented.

Level 7

Pupils' writing is confident and shows appropriate choices of style in a range of forms. Writing is coherent, sustained and developed. In literary writing, characters and settings are developed and, in non-literary writing, ideas are organised and coherent. They sustain arguments and offer convincing evidence in support of their views. A range of sentence structures and vocabulary are accurately and effectively used. Spelling is correct, including that of complex irregular words. Paragraphing and correct punctuation are used for clarity and effect. Work is legible and well presented.

Level 8

Pupils' writing shows the selection of specific features or expressions to convey particular effects and to interest the reader. Flair and originality is evident within their written work. Literary writing shows control of characters, events and settings and shows variety in structure. Non-literary writing is coherent and gives clear points of view. They structure their arguments, offering evidence consistently. The use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Writing shows a clear grasp of the effective use of punctuation and paragraphing. Work is legible and well presented.

Exceptional Performance

Pupils' writing has shape and impact and shows control of a range of styles, maintaining the interest of the reader throughout. Literary writing uses structure as well as vocabulary for a range of imaginative effects, and non-literary writing is coherent, reasoned and persuasive. A variety of grammatical constructions and punctuation is used accurately and appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole. Work is legible and well presented.

English at Key Stage 4

At Key Stage 4 learners build on the skills, knowledge and understanding acquired at Key Stage 3. Their progress continues to develop within an integrated and increasingly challenging programme of speaking, listening, reading and writing. Learners acquire, develop and use their skills in a widening range of contexts.

Learners extend their abilities as listeners, viewers and speakers, expressing ideas and opinions clearly and confidently, contributing to discussions and working collaboratively to agree actions and conclusions. They read a range of progressively more demanding texts in a variety of ways to suit the purpose of their reading. They develop their ability to retrieve and collate information, to make inferences and deductions and to respond to the style and organisation of literary, information and media texts. Learners write clearly, coherently and fluently in an increasing variety of forms and styles, adapting to a range of purposes and audiences, using an appropriate level of formality. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements.

Learning Pathways 14–19

For learners at Key Stage 4, English will be part of each individual's learning pathway. The course of study followed should be designed to encourage both the abilities of young people as learners and their desire to access future learning opportunities. In particular, the course should contribute as widely as possible to the four aspects of learning as identified in the 14–19 Learning Core.

Oracy

Skills

Pupils should be given opportunities to:

1. view and listen attentively to complex and varied information and ideas giving relevant responses

2. identify key points and follow up ideas through probing question and comment in order to find ways of negotiating consensus and compromise, where appropriate

3. communicate clearly, confidently and persuasively, when necessary, adapting talk to audience and purpose using appropriate gesture, intonation and register to engage the listener

4. take different roles in group discussion showing an understanding of the appropriate social conventions of conversation and discussion, *e.g. chair, proposer, summariser*

5. evaluate their own and others' talk, taking account of strengths and weaknesses in order to improve the quality of their talk.

Range

Pupils should be given opportunities to develop their oral skills through:

1. communicating with different people, both familiar and unfamiliar, in a range of contexts, reflecting on the ways in which talk varies according to the degree of formality

2. experiencing and responding to a variety of stimuli and ideas, audio, visual and written

3. communicating for a range of purposes, *e.g. explanation, description, narration, exploration, analysis, discussion, argument and persuasion*

4. working individually, in pairs and in groups of varying sizes

5. using a variety of methods, including role-play, to explore and present ideas.

Reading

Skills

Pupils should be given opportunities to:

1. build on the reading skills set out in the Key Stage 3 Programme of Study

2. read with enjoyment and insight, responding intellectually and imaginatively to the substance, style and quality of different texts

3. use appropriate reading strategies to:
   - read a variety of texts in order to evaluate persuasive techniques, follow the development of an argument, summarise information and evaluate its reliability, quality and presentation
   - select and collate material from a range of sources

4. recognise the distinguishing features of a range of writing and evaluate their effects

5. comment on the way literary and non-literary language varies

6. make appropriate references to text, cross-referencing and using quotation to justify opinions and conclusions

7. consider how and why texts change when they are adapted for different media and audiences.

Range

Pupils should be given opportunities to develop their reading/viewing skills through:

1. showing increasing discrimination in what they read

2. reading individually and collaboratively

3. experiencing and responding to a wide range of print and visual text that includes:
   - non-literary texts
   - media and moving image texts
   - prose, *e.g. novels, short stories, biography, autobiography*
   - plays
   - poems
   - texts from Wales, Europe and the world

4. reading/viewing texts:
   - that extend their intellectual, moral and emotional understanding
   - that are increasingly demanding in terms of linguistic, structural and presentational devices
   - that show quality and variety in language use
   - that reflect the diversity of society in the twenty-first century
   - that reflect individual pupils' personal choice of reading matter.

Writing

Pupils should be given opportunities to communicate in writing to:

1. communicate meaning clearly, adapting style to suit the audience and purpose and sustaining their writing when required

2. organise ideas coherently and confidently into sentences, paragraphs and whole texts

3. use the full range of punctuation in order to clarify meaning and create effect

4. use a wide range of vocabulary to convey meaning with clarity

5. use standard English accurately except where non-standard forms are required for effect or technical reasons

6. use accurate spelling

7. analyse and evaluate their own and others' writing

8. draft, edit and improve their writing using ICT as appropriate

9. present their writing in the way that best suits the task:
   - using legible handwriting with fluency and, when required, speed
   - using keyboard skills effectively
   - using appropriate features of layout and presentation, including ICT.

Range

Pupils should be given opportunities to improve and extend their skills in writing through:

1. writing for a range of purposes, *e.g to explore, engage, inform, explain, describe, argue, persuade, instruct, analyse, review and comment*

2. writing for a range of real and imagined audiences

3. writing in a range of forms, formal and informal

4. writing in response to a wide range of stimuli: visual, audio and written.

Notes