

Key Concepts of English

Competence

1. being clear, coherent and accurate in spoken and written communication
2. being adaptable in a widening range of familiar and unfamiliar contexts within the classroom and beyond
3. making informed choices about effective ways to communicate formally and informally.

Creativity

1. making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature
2. using creative approaches to answering questions, solving problems and developing ideas.

Critical understanding

1. engaging with ideas and texts, understanding and responding to the main issues
2. assessing the validity and significance of information and ideas from different sources.
3. exploring others' ideas and developing their own
4. analysing and evaluating spoken and written language to appreciate how meaning is shaped.

Reading

Reading for meaning

Pupils should be able to:

1. extract and interpret information, events, main points and ideas from texts
2. understand how meaning is constructed within sentences and across texts as a whole
3. select and compare information from different texts.

Speaking and listening

Pupils should be able to:

1. present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal
2. use a range of ways to structure and organise their speech to support their purposes and guide the listener
3. vary vocabulary, structures and grammar to convey meaning, including speaking standard English fluently
4. engage an audience, using a range of techniques to explore, enrich and explain their ideas
5. listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say
6. make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions
7. take different roles in organising, planning and sustaining talk in groups
8. sift, summarise and use the most important points.

Writing

Composition

Pupils should be able to:

1. write clearly and coherently, including an appropriate level of detail
2. write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader
3. adapt style and language appropriately for a range of forms, purposes and readers
4. structure their writing to support the purpose of the task and guide the reader

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5. consider what the reader needs to know and include relevant details
6. develop logical arguments and cite evidence
7. form their own view, taking into account a range of evidence and opinions
8. present material clearly, using appropriate layout, illustrations and organisation
9. use planning, drafting, editing, proofreading and self-evaluation to shape and craft their writing for maximum effect
10. summarise and take notes.

Speaking and listening

The range of speaking and listening activities should include:

1. prepared, formal presentations and debates
2. informal group or pair discussions.

The range of purposes for speaking and listening should include:

1. describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; and exploring, shaping and expressing ideas, feelings and opinions.

Writing

In their writing pupils should:

1. analyse and evaluate subject matter, supporting views and opinions with evidence
2. present ideas and views logically and persuasively
3. explain or describe information and ideas relevantly and clearly.

The forms for such writing should be drawn from different kinds of:

1. stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, plans, summaries, brochures, advertisements, editorials, articles and letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays and reports..

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Curriculum Opportunities

Speaking and listening

The curriculum should provide opportunities for pupils to:

1. engage in specific activities that develop speaking and listening skills
2. use speaking and listening to develop their reading and writing
3. evaluate and respond constructively to their own and others' performances
4. make extended contributions, individually and in groups
5. develop speaking and listening skills through work that makes cross-curricular links with other subjects.

Writing

The curriculum should provide opportunities for pupils to:

1. move beyond their current situation and take on different roles and viewpoints
2. evaluate and respond constructively to their own and others' writing
3. develop writing skills through work that makes cross-curricular links with other subjects
4. write for contexts and purposes beyond the classroom.