

## **English**

### **Breadth of study**

#### **Key Stage 1**

- During the key stage, pupils should be taught the knowledge, skills and understanding through addressing the following ranges of purposes, readers and forms of writing.
- The range of purposes for writing should include:
  - a) To communicate to others.
  - b) To create imaginary worlds.
  - c) To explore experience.
  - d) To organise and explain information.
- Pupils should be taught the value of writing for remembering and developing ideas.
- The range of readers for writing should include teachers, other adults, children and the writers themselves.
- The range of forms of writing should include narratives, poems, notes, lists, captions, records, messages, and instructions.

## **Key Stage 2**

### **SPEAKING AND LISTENING**

- During the key stage, pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes.

#### **Speaking**

- The range should include:
  - a) Reading aloud.
  - b) Presenting to different audiences.
  - c) Extended speaking for different purposes.

#### **Listening**

- The range should include opportunities for pupils to listen to:
  - a) Live talks/readings/presentations.
  - b) Recordings [for example, radio, television, film].
  - c) Others in groups.

#### **Group discussion and interaction**

- The range of purposes should include:
  - a) Investigating, selecting, and sorting.
  - b) Planning, predicting, exploring.
  - c) Explaining, reporting, evaluating.

#### **Drama activities**

- The range should include:
  - a) Improvisation and working in role.
  - b) Scripting and performing in plays.
  - c) Responding to performances.

## **READING**

During the key stage, pupils should be taught the Knowledge, skills and understanding through the following ranges of literature and non-fiction and non-literary texts.

### **Literature**

- The range should include:
  - a) A range of modern fiction by significant children's authors.
  - b) Long-established children's fiction.
  - c) A range of good-quality modern poetry.
  - d) Classic poetry.
  - e) Texts drawn from a variety of cultures and traditions.
  - f) Myths, legends and traditional stories.
  - g) Playscripts.

### **Non-fiction and non-literary texts**

- The range should include:
  - a) Diaries, autobiographies, biographies, letters
  - b) Print and ICT-based reference and information materials [for example, textbooks, reports, encyclopedias, handbooks, dictionaries, thesauruses, glossaries, CD-ROMs, internet]
  - c) Newspapers, magazines, articles, leaflets, brochures, advertisements

## **WRITING**

- During the key stage, pupils should be taught the knowledge, skills and understanding through addressing the following range of purposes, readers and forms of writing.
- The range of purposes for writing should include:
  - a) To imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader.
  - b) To inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader.
  - c) To persuade, focusing on how arguments and evidence are built up and language used to convince the reader.

d) To review and comment on what has been read, seen or heard, focusing on both the topic and the writer's view of it.

- Pupils should also be taught to use writing to help their thinking, investigating, organising and learning.
- The range of readers for writing should include teachers, the class, other children, adults, the wider community and imagined readers.
- The range of forms of writing should include narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries

## **Key Stage 3**

### **SPEAKING AND LISTENING**

- During the key stage, pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes.

#### **Speaking**

- The range of purposes should include:
  - a) Describing, narrating, explaining, arguing, persuading, entertaining and pupils should be given opportunities to make:
  - b) Extended contributions to talk in different contexts and groups.
  - c) Presentations to different audiences.

#### **Listening**

- The range should include listening to and watching:
  - a) Live talks and presentations.
  - b) Recordings [for example, radio, television, film].
  - c) Discussions in which pupils respond straight away.

#### **Group discussion and interaction**

- The range of purposes should include:
  - a) Exploring, hypothesising, debating, analysing and pupils should be given opportunities to:
  - b) Take different roles in groups [for example, roles in organising or leading discussion, supporting others, enabling focused talk].

#### **Drama activities**

- The range should include:
  - a) Improvisation and working in role
  - b) Devising, scripting and performing in plays
  - c) Discussing and reviewing their own and others' performances

## **READING**

- During the key stage, pupils should be taught the Knowledge, skills and understanding through the following ranges of literature and non-fiction and non-literary texts.

### **Literature**

- The range should include:
  - a) Plays, novels, short stories and poetry from the English literary heritage, including:
    - i) Two plays by Shakespeare, one of which should be studied in key stage 3.
    - ii) Drama by major playwrights.
    - iii) Works of fiction by two major writers published before 1914.
    - iv) Two works of fiction by major writers published after 1914.
    - v) Poetry by four major poets published before 1914.
    - vi) Poetry by four major poets published after 1914.
  - b) Recent and contemporary drama, fiction and poetry written for young people and adults.
  - c) Drama, fiction and poetry by major writers from different cultures .and traditions.

### **Non-fiction and non-literary texts**

- The range should include:
  - a) Literary non-fiction
  - b) Print and ICT-based information and reference texts.
  - c) Media and moving image texts [for example, newspapers, magazines, advertisements, television, films, videos].

## **WRITING**

- During the key stage, pupils should be taught the Knowledge, skills and understanding through addressing the following range of purposes, readers and forms of writing.
- The range of purposes for writing should include:

a) To imagine, explore and entertain, focusing on creative, aesthetic and literary uses of language. The forms for such writing should be drawn from different kinds of stories, poems, playscripts, autobiographies, screenplays, diaries.

b) To inform, explain and describe, focusing on conveying information and ideas clearly. The forms for such writing should be drawn from memos, minutes, accounts, information leaflets, prospectuses, plans, records, summaries.

c) To persuade, argue and advise, focusing on presenting a case and influencing the reader. The forms for such writing should be drawn from brochures, advertisements, editorials, articles and letters conveying opinions, campaign literature, and polemical essays.

d) To analyse, review and comment, focusing on considered and evaluative views of ideas, texts and issues. The forms for such writing should be drawn from reviews, commentaries, articles, essays, reports.

- Pupils should also be taught to use writing for thinking and learning [for example, for hypothesising, paraphrasing, summarising, noting].
- The range of readers for writing should include specific, known readers, a large, unknown readership and the pupils themselves.