

NATIONAL CURRICULUM FOR ENGLAND

ENGLISH

Spoken Language

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Articulate and justify answers, arguments and opinions
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Writing – composition

Pupils should be taught to:

- Plan their narrative writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

NORTHERN IRELAND CURRICULUM

LANGUAGE AND LITERACY

Talking and Listening

Pupils should be enabled to:

- Participate in group and class discussions for a variety of curricular purposes
- Know, understand and use the conventions of group discussion
- Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals
- Describe and talk about real experiences and imaginary situations and about people, places, events and artefacts.

Writing

Pupils should be enabled to:

- Participate in modelled, shared, guided and independent writing, including composing on-screen
- Discuss various features of layout in texts and apply these, as appropriate, within their own writing
- Express thoughts, feelings and opinions in imaginative and factual writing
- Use a variety of stylistic features to create mood and effect.

CURRICULUM FOR EXCELLENCE SCOTLAND

LITERACY AND ENGLISH

Listening and talking	<p>Tools for talking and listening</p> <ul style="list-style-type: none"> When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a
Reading	<p>Finding and using information</p> <ul style="list-style-type: none"> I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a
Writing	<p>Enjoyment and choice</p> <ul style="list-style-type: none"> I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a <p>Creating texts</p> <ul style="list-style-type: none"> I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a

NATIONAL CURRICULUM FOR WALES

ENGLISH

Oracy – developing and presenting information and ideas

Collaboration and discussion

- Contribute to group discussion, sharing ideas and information (Yr 3).
- Contribute to group discussion and help everyone take part (Yr 4).
- Contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up (Yr 5).
- Contribute purposefully to group discussion to achieve agreed outcomes (Yr 6).

Writing – Organising ideas and information

Meaning, purposes, readers

- Use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate (Yr 3).
- Use the characteristic features of an increasing range of continuous and non-continuous texts in their writing, using imagination where appropriate (Yr 4).
- 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 (Yr 5).
- 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 (Yr 6).

Organise ideas and information - Structure and organisation

- Present processes, event or reports in a clear sequence (Yr 3).
- Organise writing into logical sequences or sections by beginning to use paragraphs (Yr 4).
- Use paragraphs, which have a main idea and related details (Yr 5).
- Use paragraphs making links between them (Yr 6).

Write accurately - Language

- Use an increasingly imaginative vocabulary (Yr 3).
 - Choose and use words from an increasing range of imaginative vocabulary (Yr 4).
 - Choose and use a wide range of adventurous and imaginative vocabulary with increasing precision (Yr 5).
 - Choose and use a wide range of adventurous and imaginative vocabulary with precision (Yr 6).