

We have highlighted in red boxes on this National Curriculum document the areas of learning where our shows and their associated teacher resources can be used as a tool to assist teachers in achieving the intended outcomes.

We welcome feedback on our teacher resources which we aim to continuously improve.

# Understanding English, communication and languages

Programme of learning

(This is an extract from the National Curriculum 2009)

# Understanding English, communication and languages

## Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

## Why this area of learning is important

English, communication and languages lie at the heart of our capacity to imagine, think and create and make a crucial contribution to children's development as successful learners. Their developing use of language underpins children's achievement across the curriculum and lays the foundations for active involvement in cultural life, society, work and lifelong learning.

English is a major world language and its secure and confident use opens up many possibilities. Learning and using languages enables children to engage with different cultures and societies and further develops their understanding of how languages work.

Literature in English is rich, varied and influential. It helps children to develop their imagination, see the world through the eyes of others and read and write for pleasure.

Children learn to communicate effectively in a range of media. They become increasingly fluent and accurate in expressing their thoughts and emotions, orally and in writing. They become more skilled in generating ideas, solving problems and thinking critically and creatively.

Creating and responding to all kinds of texts, including those which combine words, images and sounds, offers access to the world of knowledge and imagination and generates lasting enthusiasm and enjoyment.

## 1. Essential knowledge

Children should build secure knowledge of the following:

- a. how language is used to express, explore and share information, ideas, thoughts and feelings
- b. the power of language and communication to engage people and influence their ideas and actions
- c. how creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects
- d. how languages work, their structures and conventions, variations in use and changes over time
- e. how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times.

## 2. Key skills

These are the skills that children need to learn to make progress:

- a. listen, read and view in order to understand and respond
- b. discuss, debate and draft in order to develop and explore ideas, themes and viewpoints
- c. speak, write and broadcast in order to present ideas and opinions
- d. evaluate, analyse and critique in order to review, refine and comment
- e. interact and collaborate in order to share understanding of what is said, read and communicated.

## 3. Cross-curricular studies<sup>1</sup>

This area of learning should provide opportunities for:

- a. children to develop and apply their literacy, numeracy and ICT skills
- b. personal, emotional and social development
- c. enhancing children's understanding of English, communication and languages through making links to other areas of learning and to wider issues of interest and importance.

## 4. Breadth of learning

a. In speaking and listening children should:

1. develop and apply speaking and listening skills<sup>2</sup> to suit a variety of audiences and for different purposes
2. tell and listen to stories and explore ideas and opinions in both formal and informal contexts
3. express themselves creatively in improvisation, role play and other drama activities
4. use digital and visual media to support communication both face-to-face and remotely.

b. In reading children should:

1. read widely for pleasure
2. develop and apply their reading skills in order to become critical readers
3. engage with an extensive range of texts<sup>3</sup>, including literature from different times and cultures<sup>4</sup>, information and reference texts, literary non-fiction<sup>5</sup>, media texts<sup>6</sup> and online social and collaborative communications
4. work with writers, playwrights and poets in and beyond the classroom.

**ns** Denotes non-statutory information.

*The explanatory text is a non-statutory part of the programme of learning.*

*Teachers will continue to find the Primary Framework for literacy a significant basis for planning teaching in this area of learning*

1. Further guidance and case studies to help teachers plan for cross-curricular studies are available on the National Curriculum website ([www.qcda.gov.uk/curriculum](http://www.qcda.gov.uk/curriculum)) from early 2010
2. This includes appropriate alternatives for children who communicate in other ways, for example sign language

3. These should include stories, poetry and drama as well as film, media and multimodal texts that combine words, images and sounds
4. Literature should include picture books, poems, plays and stories, including traditional and cultural tales, books by established authors and a wide range of classic and modern poetry
5. Literary non-fiction includes diaries, biography and autobiography
6. Media texts include websites, film, newspapers, magazines, leaflets and advertisements

c. In writing children should:

1. learn to write for a variety of purposes<sup>7</sup>, for a range of audiences<sup>8</sup> and in a range of forms<sup>9</sup>
2. develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding
3. explore writing using different media including web pages and multimodal<sup>10</sup> formats in English and in other languages.

d. By engaging with other languages<sup>11</sup>, including, where appropriate, those used in their communities, children should:

1. look at the patterns, structures and origins of languages<sup>12</sup> in order to understand how language works
2. listen to and join in with conversation in other languages and communicate about simple, everyday matters
3. understand how learning other languages can help them appreciate and understand other cultures as well as their own.

**ns** Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.



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7. Including to imagine, to explore experiences, to organise and explain information, to comment on what has been seen, read or heard, to argue, remember, persuade others and develop ideas
8. Including other children, adults, the wider community and imagined readers
9. Including stories, poems, play scripts, storyboards, lists, captions, messages, reports, reviews and commentaries
10. Multimodal texts combine two or more modes of communication (for example written, aural and visual) to create meaning. Examples include the combination of words and images in a magazine or newspaper, the combination of words, images, video clips and sound on a website or the combination of images, speech and sound in moving-image texts

11. The study of languages other than English is not statutory for children before year 3 but schools are free to offer this if they wish. Languages may include major European or world languages such as Arabic, French, German, Italian, Japanese, Mandarin, Russian, Spanish and Urdu. Schools may choose which languages they teach. Teachers will continue to find the key stage 2 Framework for Languages a support for planning teaching in this area of learning

12. Including different forms of communication, including sign languages

## 5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

EARLY <sup>13</sup>	MIDDLE	LATER
<b>ENGLISH AND COMMUNICATION – SPEAKING AND LISTENING</b>		
<p><b>E1.</b> to organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener</p> <p><b>E2.</b> to remember what they have heard and ask questions</p> <p><b>E3.</b> to reflect on how talk varies in different circumstances and for different listeners</p> <p><b>E4.</b> to recognise when to use formal language, including some features of spoken standard English</p> <p><b>E5.</b> to recognise how talk is enhanced by non-verbal communication, including gesture, eye-contact and by intonation and emphasis</p> <p><b>E6.</b> to speak clearly, take turns, make relevant contributions, give opinions and listen to different views</p> <p><b>E7.</b> to explore the imaginative use of language and the conventions of talk through role play</p>	<p><b>M1.</b> to organise and shape what they say, selecting relevant ideas and using appropriate vocabulary to interest their listeners</p> <p><b>M2.</b> to organise and adjust what they say according to listeners' needs, including the use of spoken standard English when appropriate</p> <p><b>M3.</b> to identify the main points of what has been said and ask questions to clarify meaning</p> <p><b>M4.</b> to reflect on their own and others' speech and investigate how it varies</p> <p><b>M5.</b> to take different roles and make relevant contributions in group discussion and role play</p> <p><b>M6.</b> to explain their opinions and ideas, modifying them in the light of what they have heard</p> <p><b>M7.</b> to use dialogue and discussion to build up and refine ideas collaboratively in groups</p> <p><b>M8.</b> to convey action, themes and emotions through role play and drama</p>	<p><b>L1.</b> to convey complex ideas, using different techniques for clarity and effect</p> <p><b>L2.</b> to select relevant ideas and use appropriate vocabulary to engage and maintain the interest of listeners</p> <p><b>L3.</b> to organise and adjust what they say, including the use of spoken standard English, according to the formality of the context, the needs of their listeners and any communication technology<sup>14</sup> being used</p> <p><b>L4.</b> to evaluate their own and others' speech and identify how it varies</p> <p><b>L5.</b> to sustain different roles, deal with disagreement and vary contributions in group discussion</p> <p><b>L6.</b> to extend and justify their opinions and ideas, building on what they have heard</p> <p><b>L7.</b> to use dialogue and discussion to build up and refine ideas, move groups on and reach agreement collaboratively</p> <p><b>L8.</b> to identify differences between spoken and written language, both on paper and on screen, taking account of context, purpose and audience</p>

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Early

13. Each area of learning should build on children's experiences and development in the early years foundation stage to ensure continuity of curriculum provision and their continuing progress

Later

14. Including webcams, podcasts and video

## 5. Curriculum progression continued

EARLY	MIDDLE	LATER
<b>ENGLISH AND COMMUNICATION – READING</b>		
<p><b>E8.</b> to hear, identify, segment and blend phonemes in the order in which they occur in words to decode text</p> <p><b>E9.</b> to link sounds and letter patterns using their knowledge of the alphabet and identify syllables in high-frequency and familiar words</p> <p><b>E10.</b> simple grammar, including how word order affects meaning</p> <p><b>E11.</b> to make connections between different parts of texts<sup>15</sup> and the meaning as a whole</p> <p><b>E12.</b> to use screen-based and book conventions to find information efficiently<sup>16</sup> and safely</p> <p><b>E13.</b> to recognise how writers and poets select words and use patterns of rhythm, rhyme and sound to create effects</p> <p><b>E14.</b> to identify characters and retell and enact narratives</p> <p><b>E15.</b> to identify the characteristic features of texts with different purposes</p>	<p><b>M9.</b> to focus on the meaning of the text as a whole, identifying features of text and understanding their use</p> <p><b>M10.</b> to use inference and deduction to find meaning beyond the literal</p> <p><b>M11.</b> to make connections between different parts of a text and with other texts they have read</p> <p><b>M12.</b> to skim, scan and use key word searches and other features of texts to locate and select information<sup>17</sup></p> <p><b>M13.</b> to verify the accuracy and reliability of information, distinguishing between fact and opinion</p> <p><b>M14.</b> to recognise and describe how writers and poets select words and use a variety of language forms and structures to create effects</p> <p><b>M15.</b> to recognise how authors of moving-image and multimodal texts use different combinations of words, images and sounds to create effects and make meaning</p> <p><b>M16.</b> to identify different structural and organisational features and different presentational devices<sup>18</sup>, layouts and combinations of formats and how they affect meaning</p>	<p><b>L9.</b> to use inference and deduction to understand layers of meaning</p> <p><b>L10.</b> to make connections and comparisons between different parts of a text and with other texts they have read</p> <p><b>L11.</b> to verify the accuracy and reliability of information, including from online sources, detect bias and distinguish evidence from opinion</p> <p><b>L12.</b> to search for information using ICT and other methods and make choices about the appropriateness of the information<sup>19</sup></p> <p><b>L13.</b> to evaluate techniques used by writers and poets, commenting on how effective they are</p> <p><b>L14.</b> to recognise and use some conventions for conveying meaning in moving-image and multimodal texts</p> <p><b>L15.</b> to evaluate structural and organisational features, including the use of different presentational devices<sup>20</sup>, layouts and combinations of formats, and their effects</p> <p><b>L16.</b> to evaluate ideas and themes that broaden perspectives and extend thinking</p>

ns

Early

15. Texts are defined widely and cover paper-based formats but also film, digital media and websites in English and other languages

16. Including using hyperlinks and simple menus on web pages

Middle

17. This includes the use of key words in search engines to locate and select information on the internet

18. These textual devices should cover those used in literary and non-literary written texts, film and multimodal formats

Later

19. This includes using more advanced search features, such as searching for a phrase using quotation marks, to locate information

20. These textual devices should cover those used in literary and non-literary written texts, film and multimodal formats

## 5. Curriculum progression continued

EARLY	MIDDLE	LATER
<p><b>E16.</b> to plan, discuss and review their work in order to improve it, including using ICT where appropriate</p> <p><b>E17.</b> to combine written text with illustration, moving image and sound</p> <p><b>E18.</b> to communicate with known audiences using ICT where appropriate<sup>21</sup></p> <p><b>E19.</b> to recognise and use different sentence constructions, exploring how ideas are linked within and between sentences and how nouns, verbs and adjectives are used</p> <p><b>E20.</b> how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work</p> <p><b>E21.</b> how punctuation<sup>22</sup> affects meaning, clarifies structure and represents pace and emphasis</p> <p><b>E22.</b> to segment phonemes, identify morphemes in words and recognise and apply common spelling patterns and conventions</p> <p><b>E23.</b> to form letters correctly and type accurately</p> <p><b>E24.</b> to create and shape their writing for different readers, choosing appropriate vocabulary</p>	<p><b>M17.</b> to respond critically to arguments and recognise how they are constructed</p> <p><b>M18.</b> to explore and reflect on characters, ideas and themes in narratives</p> <p><b>M19.</b> to create and shape their writing, using different techniques to interest the reader</p> <p><b>M20.</b> to select form, content and vocabulary to suit particular purposes</p> <p><b>M21.</b> to create effects by combining written text with illustration, moving image and sound</p> <p><b>M22.</b> to share ideas and collaborate with others remotely using ICT<sup>23</sup></p> <p><b>M23.</b> to plan, develop and review their work in order to improve it, understanding how language varies in different formats</p> <p><b>M24.</b> to use features of layout, presentation and organisation in print and on screen</p>	<p><b>L17.</b> to express and justify preferences by referring to the texts</p> <p><b>L18.</b> to identify the use of specialist vocabulary and structures and techniques associated with different forms and purposes of writing</p> <p><b>L19.</b> to critique views, opinions and arguments</p> <p><b>L20.</b> to reflect on viewpoints in narratives and to distinguish between those of the characters and those of the author</p> <p><b>L21.</b> to plan, create, shape and review their work, knowing when and how to improve it, including using ICT</p> <p><b>L22.</b> to select form, content, style and vocabulary to suit particular purposes and readers</p> <p><b>L23.</b> to combine written text and illustration, moving image and sound, integrating different effects to add power to the words and meanings</p> <p><b>L24.</b> to synthesise ideas using ICT by combining a variety of information from different sources</p> <p><b>L25.</b> to communicate and collaborate with others remotely and in locations beyond the school by selecting and using appropriate ICT<sup>24</sup></p>
<b>ENGLISH AND COMMUNICATION – WRITING</b>		

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Early

21. Including through the school website and email to parents or carers

22. Including full stops, commas and exclamation marks

Middle

23. Including videoconferencing and webcams

Later

24. Including forms and conventions for electronic media and communicating to unknown audiences

## 5. Curriculum progression continued

EARLY

MIDDLE

LATER

### ENGLISH AND COMMUNICATION

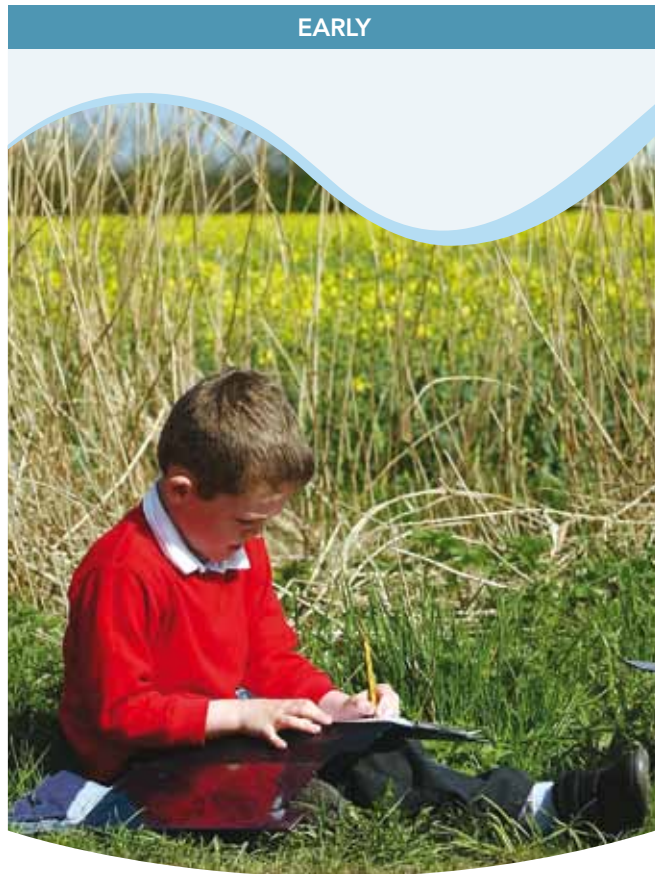
#### ENGLISH AND COMMUNICATION – WRITING (CONTINUED)



- M25.** how paragraphs, bullets, hyperlinks, screen layout and headings are used to organise and link ideas, and to use these in their own work
- M26.** to recognise and use different types of sentences, exploring how ideas are linked within and between sentences
- M27.** the function of punctuation within sentences and using it to clarify structure and represent emphasis
- M28.** to recognise and apply common spelling patterns, conventions and spell checking techniques, using knowledge of word families and the roots and origins of words
- M29.** to form and join letters fluently and correctly and type accurately

- L26.** to use features of layout, presentation and organisation effectively in written and on-screen media
- L27.** how paragraphs, bullets, hyperlinks, screen layout and headings are used to organise and link ideas, and to use these in their own work
- L28.** to explore how ideas are linked within and between sentences
- L29.** the function of punctuation within sentences and how to use it to clarify structure and development in what they write
- L30.** to recognise and apply common spelling patterns for regular and irregular words, using conventions and spell checking techniques as well as their knowledge of the origins of words and how spelling has changed over time
- L31.** to gain fluency in handwriting and keyboard use

## 5. Curriculum progression continued



EARLY

MIDDLE

LATER

### LANGUAGES

#### LANGUAGES – SPEAKING AND LISTENING

- M30.** to identify and respond to key sounds, rhymes and rhythm in the new language
- M31.** to experiment with and practise making the sounds of the new language
- M32.** to begin to assign meaning to words and sounds that are unfamiliar
- M33.** to recognise and respond to familiar words, word categories and short sentences that they hear
- M34.** to engage in conversations and ask and answer questions
- M35.** to understand simple conventions of different languages<sup>25</sup>

- L32.** to try to make sense of unfamiliar language that they hear<sup>26</sup>
- L33.** to understand the main points of what people say
- L34.** to engage in conversation, expressing their own opinions and responding to the opinions of others
- L35.** to present ideas and information to a range of audiences, selecting appropriate ways of expressing themselves

#### LANGUAGES – READING AND WRITING

- M36.** to recognise and understand familiar words, phrases and simple sentences
- M37.** to read and interpret a range of simple texts
- M38.** to select and use familiar words and phrases to convey meaning in written text

- L36.** to understand the main points and some of the details of texts they read
- L37.** to read aloud with expression and accuracy
- L38.** to recognise and apply the links between the sounds and spelling of a language
- L39.** to express ideas in sentences and short texts

ns


Middle

25. This includes ways of saying hello, goodbye and thank you and showing respect in conversation

Later

26. This includes using a range of techniques such as making analogies and interpreting from contextual and non-verbal clues

## 5. Curriculum progression continued

EARLY	MIDDLE	LATER
	<b>LANGUAGES</b>	
	<b>LANGUAGES – INTERCULTURAL UNDERSTANDING</b>	
	<p><b>M39.</b> to understand that different languages are spoken in different parts of the UK and the world</p> <p><b>M40.</b> to recognise that languages have words and features in common as well as differences</p> <p><b>M41.</b> to explore similarities and differences in everyday life, traditions and celebrations in different cultures and countries</p>	<p><b>L40.</b> to empathise with others and imagine how others may see their own way of life and culture</p> <p><b>L41.</b> to explore the origins, influences and development of words in different languages</p> <p><b>L42.</b> to compare attitudes<sup>27</sup> to different languages and reflect on the importance of respect for others</p>

ns

Later

27. Looking at how different cultures are represented, and how they represent themselves, in media and popular cultural forms