

UKLA

The United Kingdom Literacy Association

Evidence for the National Curriculum Review 2011

Developmental knowledge statements for English

The call for evidence asked respondents for

views on what you regard as the essential knowledge (eg facts, concepts, principles and fundamental operations) that pupils should be taught in each subject considered in this section, and why.

And:

*What knowledge do you regard as essential to include in the Programme of Study for **English**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCReview.DOCUMENTS@education.gsi.gov.uk*

UKLA considers that it is not desirable to offer age specific statements but it is possible to describe developmental stages as a progression. The statements set out below are appropriate for development through the primary years. They draw on teachers' direct observations of pupils as they develop reading, writing, speaking and listening alongside the use of new technologies. They also offer a sense of the kinds of reading that might be seen as a basic minimum that pupils need to know about and experience.

These should be seen as 'bare bones' statements. Pupils in many classrooms have a richer experience of literacy learning, but the statements indicate the absolute essential provision for pupils as they develop.

The research which underpins the formulation of these statements is to be found in UKLA's official response to the call for evidence.

This developmental continuum is appropriate for pupils in mainstream education. Pupils with significant special educational needs will need additional consideration.



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Speaking and listening

Pupils in the early stages of primary education should know how to:

speaking clearly and choose appropriate vocabulary
answer simple questions
explain ideas
listen to and follow instructions
comment on what others have said
notice patterns in spoken language (e.g. rhyme)
participate in group discussion
explain preferences
use talk to help thinking.

Pupils in the middle stages of primary education should know how to:

organise spoken communication
select relevant content
take their listeners into account when speaking
ask questions for clarification
comment on patterns in language
discuss other people's ideas
explain ideas
give reasons for opinions
use standard English
use talk to speculate and shape emerging ideas.

Pupils at the end of primary education should know how to:

speaking confidently in different situations
use complex grammatical structures when speaking
sustain a listener's attention
respond appropriately to other people's comments
listen actively and attentively to others
organise extended communications
select key points from what they have heard
give a sustained talk about a topic of interest
discuss and justify preferences (e.g. in reading material)
use talk to hypothesise and modify ideas.

Pupils at the end of the first stage of secondary education should know how to:

- speak confidently in most situations using a range of registers to match audience and purpose
- choose simple or more complex grammatical structures for effect
- use a range of rhetorical devices to sustain attention
- when speaking, notice and react to listeners' spoken and unspoken cues
- when listening, engage with and respond to what is being said
- plan and organise extended and more complex spoken communications (e.g. talk to accompany visual slides, but not a pre-written talk)
- select and analyse key points from a range of spoken sources
- give reasons for opinions, synthesising a range of sources
- use talk to be able to consider and select from contrasting ideas.

Writing

Pupils in the early stages of primary education should know how to:

- write all letters correctly
- use different strategies (e.g. sound -symbol relationships, phonological knowledge) for spelling
- construct simple sentences
- choose varied vocabulary
- use capital letters, full stops and question marks appropriately
- use writing to note down emerging ideas
- sequence ideas in writing
- write for particular readers
- compose short narratives and instructions on paper and on screen
- begin to represent ideas multimodally, combining words and graphics
- write for personal satisfaction.

Pupils in the middle stages of primary education should know how to:

- spell common words accurately and consistently and attempt spelling of unfamiliar words using a dictionary
- construct more complex sentences
- experiment with new vocabulary
- use jottings to capture thoughts and ideas
- plan and redraft with some help
- use a variety of punctuation marks for communicative effect
- present ideas in different forms (e.g. report, poem, diary entry) on paper and on screen
- represent ideas multimodally, combining words and graphics
- take the reader into account when writing
- write extended narratives with character and setting
- use writing to reflect on ideas
- choose a particular form of writing (e.g. poem, letter, diary entry) to express personal views.

Pupils at the end of primary education should know how to:

- select from a range of self-correcting strategies (e.g. attention to word structure) to ensure correct spelling e.g. attention to word origins
- vary sentence structure according to reader and effect
- use varied vocabulary appropriately for purpose and readership
- use a variety of jottings, diagrams, notes to generate ideas
- plan, revise and proofread independently
- use punctuation appropriately for effect
- choose appropriate forms of writing for specific purposes
- compose on paper and on screen

choose when to represent ideas multimodally, according to purpose
structure writing in different genres
sustain writing to follow ideas, opinions or arguments through to a conclusion
use writing to evaluate ideas and events
write to satisfy personal intentions.

Pupils at the end of the first stage of secondary education should know how to:

select from a range of self-correcting strategies (e.g. attention to word origins) to ensure correct spelling
evaluate and justify choices of sentence structure
select increasingly complex and technical vocabulary according to content, purpose and readership
represent ideas using a range of more complex multimodal forms both in drafting and final publication
use a wide range of punctuation for effect
choose appropriate and varied style in a range of fiction and non-fiction forms
experiment with innovative presentational devices on paper and on screen
structure increasingly complex writing in a range of different genres
sustain writing to follow sophisticated ideas, opinions or arguments through to a conclusion, maintaining awareness of purpose and audience
engage in analytic and evaluative writing
analyse own ability to write for a range of purposes and audiences, identifying strengths and areas for further development.

Reading

Pupils in the early stages of primary education should know how to:

- sound and name the letters of the alphabet
- link sound and letter patterns
- read high frequency words
- attempt to read unfamiliar words using a range of strategies
- identify key themes in narratives in books and on screen
- give an opinion about characters, events or ideas in books and on screen
- read stories and information texts in books and on screen using pictures and words
- recognise the main parts of texts (e.g. titles, chapters, episodes, endings)
- choose books for personal reading
- enjoy reading.

Pupils in the middle stages of primary education should know how to:

- use phonemic, graphic and grammatical knowledge to read with fluency and understanding
- respond to and evaluate texts using examples
- use organisational features (e.g. captions, illustrations) to find information in books and on screen
- draw together ideas and information from across a whole text
- make plausible predictions about content, character and narrative development
- compare texts, noticing similarities and differences
- discuss underlying themes and ideas making reference to the text
- identify the point of view of an author or film maker
- recognise different genres
- pursue own interests in reading
- sustain reading for personal satisfaction
- express and justify preferences for particular texts.

Pupils at the end of primary education should know how to:

- read a range of texts aloud, fluently and with expression
- express and justify opinions of the content of what is read
- use inference and deduction to read for meaning
- skim texts on paper and on screen for overall impressions and scan for specific information
- draw on a range of sources in books and on screen to research a topic
- distinguish between fact and opinion
- discuss nuances in characterisation
- read texts in books and on screen critically
- recognise how rhetorical devices are used to influence the reader/viewer

identify and discuss how authors create atmosphere, character and narrative interest
comment on the structure of a range of types of text (poetry, plays, novels, information)
respond critically to issues presented in texts
articulate a personal response to a range of text types, identifying the effect of the text on the reader
make discriminating choices about what to read.

Pupils at the end of the first stage of secondary education should know how to:

read an increasingly demanding range of texts aloud, with fluency, expression and understanding
evaluate, justify opinions and articulate responses to the content of what is read, using evidence from the text
confidently use increasingly subtle inference and deduction to read for meaning
skim and scan a range of varied and increasingly complex texts on paper and on screen for overall impressions and to extract specific information
select and draw on a range of sources in books and on screen to research a topic
distinguish between fact and opinion and differing points of view
discuss nuances in increasingly complex characterisation
read texts in books and on screen critically, and justify views
recognise and critically evaluate how a wide range of rhetorical devices are used to influence the reader/viewer
identify, discuss and evaluate how authors use particular literary devices to create atmosphere, character and narrative interest
evaluate the structure of a range of types of text (poetry, plays, novels, information)
respond critically to issues presented in a range of increasingly complex texts
articulate a personal response to a range of text types, identifying the effect of the text on the reader and relating this to literary devices employed
explain decisions about reading choices and preferences.

In addition:

Pupils should be introduced to a range of reading material of different kinds at different stages of their education which raise issues, prompt reflection and challenge thinking. As basic provision:

Pupils in the early stages of primary education should experience:

quality picturebooks where the words and pictures complement each other, each mode adding to meaning
well-designed information books with illustrations that also give information
traditional tales, fairy tales, myths and legends in books and in films
stories from a range of cultures
a range of poetry
plays about topics relevant to young readers
non-fiction texts of different kinds: narrative and non-narrative
comics, newspapers and magazines
reference books
Non-linear texts (web pages and hyper-links).

In addition, pupils in the middle stages of primary education should experience:

quality multimodal texts (books, films, internet materials)
information texts of all kinds, including the internet, documentary films and television
traditional and modern international texts
pre-20th century narratives
quality texts from 20th and 21st centuries including domestic narratives, stories about animals, fantasy stories, historical narratives
poetry from different ages and of different types
plays in books, as audio recordings, on television or film
comics and graphic novels, interest magazines
recounts, reports, instructions and explanations
thesauruses and atlases.

In addition, pupils at the end of primary education should experience:

complex picturebooks and narratives in graphic form
pre-20th century 'classic texts' written for children in a range forms (books, films and audio recordings)
quality texts from 20th and 21st centuries which offer enjoyment, interest, interpretation and critical analysis
books, films and poetry intended to amuse and divert
poetry 'classics' as well as contemporary poetry
diaries and journals
international narratives and information texts
a range of newspapers and internet sites
discursive and persuasive texts in books, on screen and as leaflets etc.
encyclopaedias, travel guides.

In addition, pupils at the end of the first stage of secondary education should experience:

multimodal texts including comics, graphic novels, websites and films
pre-20th century classic fiction, poetry and plays, written for children as well as adults, as whole texts in their original forms as well as alongside other versions
20th and 21st century literary fiction, poetry and plays, for children as well as adults, written in English across a variety of cultures
literary informational texts, past and present, by young people and adults, in print and on screen, including diaries, journals, biographies, autobiographies, exploration, history, the environment and the natural world
non-literary informational texts, past and present, in print and on screen, including manuals, guides and online encyclopaedias
argumentative, discursive and persuasive texts from newspapers, magazines, television and the internet
independently selected literary, non-literary informational and multimodal texts.