



### Range of experiences

#### Learners should be given opportunities to:

- orally rehearse for writing
- respond orally to continuous and non-continuous texts
- see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard
- increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages
- respond orally to a variety of stimuli and ideas, including written and dynamic texts, *e.g. paintings, music, film, still and moving images*
- communicate for a range of purposes, *e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
- present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of communication, *e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions*
- speak clearly, using intonation and emphasis appropriately, *e.g. recitation, oral storytelling*
- use appropriate vocabulary suitable for the situation or purpose
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

**Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.**

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

#### Key

Within the table, text taken from the LNF will appear as normal text. Text that is a specific English Programme of Study skill will appear as bold. These skills are further identified by the following icon.

**Programme of study skill** ❖ When combined with the LNF statements, these skills form the Key Stage 2 English Programme of Study.

#### N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.



## Strand: Oracy

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	explain information and ideas using relevant vocabulary	explain information and ideas using supportive resources, e.g. <i>on-screen and web-based materials</i>	explain information and ideas, exploring and using ways to be convincing, e.g. <i>use of vocabulary, gesture, visual aids</i>	express issues and ideas clearly, using specialist vocabulary and examples
		organise what they say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i>	organise talk so that different audiences can follow what is being said, e.g. <i>giving background information, providing a brief summary of main points</i>	speak clearly, using formal language and projecting voice effectively to a large audience, e.g. <i>event for parents/carers, presentation to visitors</i>	
		use language appropriate to more formal situations, e.g. <i>during an assembly, talking to a visitor</i>	adapt talk, showing understanding of the differences between informal talk with friends and more extended talk with a wider group		express issues and ideas clearly, using specialist vocabulary and examples
		use language appropriate to more formal situations, e.g. <i>during an assembly, talking to a visitor</i>			express issues and ideas clearly, using specialist vocabulary and examples
		begin to develop their understanding of when it is appropriate to use standard English and begin to use formal and informal language ❖	develop their understanding of when it is appropriate to use standard English and use formal and informal language ❖	understand when it is appropriate to use standard English and use formal and informal language ❖	extend their understanding of the use of standard English and their ability to recognise and use formal and informal language appropriately ❖
		develop their ability to use a range of syntax structures in terms of vocabulary and terminology in their talk ❖	use a range of syntax structures, vocabulary and terminology in their talk ❖	develop their ability to use a wide range of syntax structures, vocabulary and terminology in their talk ❖	use a wide range of syntax structures, vocabulary and terminology in their talk with precision ❖
		keep in role and support others in role play	explore different situations through role play	explore issues and themes through role play	explore challenging or contentious issues through sustained role play



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Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Listening	listen carefully and make connections between what they are learning and what they already know	listen carefully to presentations and show understanding of main points	listen carefully to presentations using techniques to remember the main points, <i>e.g. making notes, summarising</i>	listen carefully to presentations and show understanding of the speakers' conclusions or opinions
		check understanding by asking relevant questions or making relevant comments	after listening, respond, giving views on what the speaker has said	listen to others, asking questions and responding to both the content and the speakers' viewpoints	respond to others with questions and comments which focus on reasons, implications and next steps
	Collaboration and discussion	contribute to group discussion, sharing ideas and information	contribute to group discussion and help everyone take part	contribute to group discussion, taking some responsibility for completing the task well, <i>e.g. introducing relevant ideas, summing up</i>	contribute purposefully to group discussion to achieve agreed outcomes
		<b>express basic opinions about topics and written texts, <i>e.g. discuss topics that are within their scope of experience, discuss a character in a story</i> ❖</b>	<b>express opinions about topics and written texts, <i>e.g. topics that affect their school, what they think about the ending of a story</i> ❖</b>	<b>express opinions about topics and written texts and include some supporting reasons ❖</b>	<b>express opinions clearly about topics and written texts and include supporting reasons ❖</b>
		use talk purposefully to complete a task in a group.	help a group to reach agreement, <i>e.g. considering reasons or consequences, keeping focus on the topic.</i>	build on and develop the ideas of others in group discussions, <i>e.g. by asking questions to explore further, offering more ideas.</i>	follow up points in group discussions, showing agreement or disagreement giving reasons.



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## Strand: Oracy

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, <i>e.g. expression, tone of voice, volume</i>	present topics and ideas coherently, using techniques effectively, <i>e.g. a clear structure, anecdote to illustrate, plausible conclusions</i>	present ideas and issues convincingly using a range of techniques for impact, <i>e.g. rhetorical questions, appeals to listeners, gestures</i>
		respond to listeners' questions and comments constructively and in detail	respond to others' views positively and appropriately when challenged	respond to how listeners are reacting by adapting what they say and how they say it
		<b>extend their understanding of the use of standard English and their ability to recognise and use formal and informal language appropriately ❖</b>	<b>extend their understanding of the use of standard and non-standard English and, with increasing confidence, use language appropriately in formal and informal situations ❖</b>	<b>extend their understanding of the use of standard and non-standard English and confidently use language appropriately and fluently in formal and informal situations ❖</b>
		<b>develop the ability to organise and extend their talk using an increasing range of syntax structures and precise and effective vocabulary (including terminology) that allows them to engage listener interest ❖</b>	<b>organise and extend their spoken language using a wide range of syntax structures and precise and effective vocabulary (including terminology), making significant, well-thought-out contributions to engage listener interest ❖</b>	<b>confidently organise and extend their spoken language using a wide range of syntax structures and precise and effective vocabulary (including terminology), making significant, well-thought-out contributions to engage listener interest ❖</b>
		argue a convincing case using subject knowledge effectively, <i>e.g. in role or debate</i>	defend a point of view with information and reasons, <i>e.g. in role or debate</i>	sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i>
	Listening	respond thoughtfully to others' ideas, asking pertinent questions	respond positively and thoughtfully to new ideas and alternative points of view	consider the relevance and significance of information and ideas presented to them
		listen to explanations of processes, sequences or points of view and identify the main points in order	listen to information and ideas (on-screen or live) and identify how evidence is used, <i>e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration</i>	listen to information and ideas and identify how they are presented to promote a particular view point, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i>



## Strand: Oracy

Elements	Aspects	Year 7	Year 8	Year 9
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Developing and presenting information and ideas	Collaboration and discussion	make a range of contributions to discussions, e.g. leading, encouraging and supporting others	take a range of roles, e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults	take a range of roles in group discussion with greater autonomy, including in more formal situations, e.g. chair, scribe
		<b>express opinions clearly about topics and written texts, supporting with reasons and some evidence</b> ❖	<b>express opinions clearly about topics and written texts, reasoning and supporting with relevant evidence</b> ❖	<b>express opinions confidently about topics and written texts, reasoning and supporting their own and others' ideas with relevant evidence</b> ❖
		reach consensus and agree actions in groups, e.g. agreeing a plan, weighing up reasons and evidence.	discuss opposing viewpoints and negotiate ways forward.	recognise a range of options for action and reach agreement to achieve the aims of the group.