

Curriculum Intent. English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

	Learning outcomes	Assessment criteria
1	<p>Component 1: Speaking, Listening and Communicating - Texts should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.</p>	<p>Entry 1 E1.1 Say the names of the letters of the alphabet E1.2 Identify and extract the main information from short statements and explanations E1.3 Follow single-step instructions, asking for them to be repeated if necessary E1.4 Make requests and ask straightforward questions using appropriate terms and registers E1.5 Respond to questions about specific information E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic</p> <p>Entry 2 E2.1 Identify and extract the main information and detail from short explanations E2.2 Make requests and ask clear questions appropriately in different contexts E2.3 Respond appropriately to straightforward questions E2.4 Follow the gist of discussions E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic</p> <p>Entry 3 E3.1 Identify and extract relevant information and detail in straightforward explanations E3.2 Make requests and ask concise questions using appropriate language in different contexts E3.3 Communicate information and opinions clearly on a range of topics E3.4 Respond appropriately to questions on a range of straightforward topics E3.5 Follow and understand the main points of discussions E3.6 Make relevant contributions to group discussions about straightforward topics E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p> <p>Level 1 L1.1 Identify relevant information and lines of argument in explanations or presentations L1.2 Make requests and ask relevant questions to obtain specific information in different contexts L1.3 Respond effectively to detailed questions L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 Express opinions and arguments and support them with evidence L1.6 Follow and understand discussions and make contributions relevant to</p>

		<p>the situation and the subject</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p>
2	<p>Component 2: Reading - Texts should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.</p>	<p>Entry 1 E1.8 Read correctly words designated for Entry Level 1 (see Annexe B) E1.9 Read simple sentences containing one clause E1.10 Understand a short piece of text on a simple subject</p> <p>Entry 2 E2.7 Read correctly words designated for Entry Level 2 (see Annexe C) E2.8 Understand the main points in texts E2.9 Understand organisational markers in short, straightforward texts E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) E2.11 Read and understand sentences with more than one clause E2.12 Use illustrations, images and captions to locate information</p> <p>Entry 3 E3.8 Read correctly words designated for Entry Level 3 (see Annexe D) E3.9 Identify, understand and extract the main points and ideas in and from texts E3.10 Identify different purposes of straightforward texts E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p> <p>Level 1 L1.9 Identify and understand the main points, ideas and details in texts L1.10 Compare information, ideas and opinions in different texts L1.11 Identify meanings in texts and distinguish between fact and opinion L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts L1.15 Infer from images meanings not explicit in the accompanying text L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) L1.17 Read and understand a range of specialist words in context L1.18 Use knowledge of punctuation to aid understanding of straightforward texts</p>
3	<p>Component 3: Writing - Texts should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.</p>	<p>Entry 1 E1.11 Punctuate simple sentences with a capital letter and a full stop E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns E1.13 Use lower-case letters when there is no reason to use capital letters E1.14 Write the letters of the alphabet in sequence and in both upper and lower case E1.15 Spell correctly words designated for Entry Level 1 (see Annexe B) E1.16 Communicate information in words, phrases and simple sentences</p> <p>Entry 2 E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) E2.14 Form regular plurals E2.15 Use the first and second letters to sequence words in alphabetical</p>

order

E2.16 Spell correctly words designated for Entry Level 2 (see Annexe C)

E2.17 Communicate information in words, phrases and simple sentences

E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)

E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses

E2.20 Use adjectives and simple linking words in the appropriate way

Entry 3

E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)

E3.14 Form irregular plurals

E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)

E3.16 Use the first, second and third place letters to sequence words in alphabetical order

E3.17 Spell correctly words designated for Entry Level 3 (see Annexe D)

E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)

E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified)

E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

E3.21 Write in compound sentences and paragraphs where appropriate

E3.22 Use language appropriate for purpose and audience

Level 1

L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)

L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)

L1.21 Spell words used most often in work, study and daily life, including specialist words

L1.22 Communicate information, ideas and opinions clearly, coherently and accurately

L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience

L1.24 Use format, structure and language appropriate for audience and purpose

L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate