

# Programme of Study for English at Key Stage 2

# 2

KEY STAGE

Programme of Study  
ENGLISH

## TALKING AND LISTENING

### Introduction

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.

English should be considered in an holistic way, taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Talking and listening should sometimes be ends in themselves while at other times they may arise as preparation for and/or responses to reading and writing.

In order to promote and support the development of talking and listening, teachers should continue to create a classroom atmosphere in which pupils feel relaxed, accepted and affirmed. The classroom should be one in which talking and listening are central and where pupils' talk is valued.

The range of stimuli for talking and listening should come from a variety of sources. It should include pupils' own written work and that of their peers and teachers, as well as work from their own and other cultures. Pupils should be encouraged to see that tentative and exploratory talk is part of learning, that talking and listening matter, are work and are entertaining and enjoyable. They should present their ideas in ways which require an increasing awareness of audience and purpose.

Talking and listening skills are unique personal qualities of individuals and play a role in the interpersonal and social skills which all of us bring to life, learning and work. Pupils should also experience the fun of language. They should be supported in valuing their own and others' dialects and accents and in using, in appropriate contexts, the forms of speech which come to them naturally.

### Presentation of the Programme of Study

This programme of study will consolidate and extend the experiences of the earlier programme. While the requirements of the programme of study have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete.

### Progression

As pupils leave one key stage and enter another, teachers should take account of the attainment of pupils in talking and listening. The opportunities provided by teachers should enable pupils to progress throughout the key stage.

The progression statements below provide an outline framework to assist teachers in planning progression through the key stage. The statements identify progression opportunities from

Level 2 to Level 5. For those pupils working at Level 1 within Key Stage 2, teachers may refer to the progression statements within Key Stage 1 and for those pupils working at Level 6, teachers may refer to the progression statements within Key Stage 3. The progression statements are not a discrete checklist but are inter-related and interactive characteristics of attainment.

Within the context of this programme of study, pupils should progress:

- **from** engaging in conversation **towards** talking with confidence and listening with concentration;
- **from** using an appropriate vocabulary to express their ideas **towards** structuring and justifying their ideas;
- **from** showing an awareness of audience and purpose **towards** varying register appropriately;
- **from** including relevant details in their talk **towards** beginning to discuss their own and others' contributions in talk;
- **from** developing a role to some extent **towards** creating and developing a role in particular situations and for specific purposes.

### **Contribution to the Educational (Cross-curricular) Themes**

The English curriculum should, where appropriate, provide opportunities for pupils to use talking and listening to explore and reflect on the content and issues associated with the cross-curricular themes.

Pupils should have opportunities as individuals or in groups to:

- talk about how they have changed and matured from Key Stage 1, the factors which have influenced their self esteem, their awareness of their relationship with others at home, at school and in the community and the qualities and behaviour they associate with good health and good relationships (CH, EMU, HE);
- engage in role-play, simulations, decision-making and conflict situations and talk about how appropriate decisions, choices and actions should be arrived at and their consequences for others (EMU);
- develop and apply their knowledge, understanding and skills of information technology and, in particular, to record and listen to their own speech and that of others, *for example, on an audio tape or video tape (IT)*.

### **Context**

Pupils should have opportunities, arising from classroom and first-hand experience, to develop their talking and listening in a variety of contexts, taking account of:

- **time**, *for example, speaking first or second;*
- **place**, *for example, talking in playground and talking in class;*
- **circumstances**, *for example, accusing someone or being accused;*

and including

- working as individuals, *for example, talk to others in the classroom about an amusing incident which occurred at home, in school or with friends;*
- interacting with teacher during lessons;
- engaging in role-play and drama;
- participating in formal and informal discussions;
- interacting with other pupils in and out of the classroom.

## **Audience**

The audience in most situations will arise from the context for the task. The range of audiences should include:

- the teacher;
- a partner when working in pairs, *for example, explain the outcomes of a mathematical investigation;*
- members of a group, *for example, a group discussion on environmental issues;*
- members of a class;
- the wider school community;
- visitors to the school;
- people encountered on school visits, *for example, a curator in the museum.*

## **Purpose**

Pupils should engage in talking and listening for a variety of purposes, including:

- taking part in conversations and discussions, *for example, discuss the behaviour and personal qualities of a character in preparation for drama or writing;*
- discussing their work and personal interests with the teacher and other pupils;
- discussing topics involving attitudes, opinions and beliefs, *for example, discuss some aspects of disagreement between themselves and others and some ways in which these may be resolved;*
- preparing, asking and responding to questions, *for example, as a group activity, compose a missing chapter for the class novel and dramatise it for the rest of the class;*
- formulating, giving and responding to directions or instructions, *for example, clarify what is meant during a discussion on the environment.*

## **Talking and Listening Activities**

Pupils should have opportunities to engage in a range of talking and listening activities, including:

- a listening and responding to a range of fiction, poetry, drama, media texts, visual and audio-visual materials, *for example, discuss the behaviour and attitudes of a character in a story;*

- b improvising a scene based on experience, imagination, literature, media and curricular topics;
- c listening to live and media presentations for a specific purpose and discussing these with the teacher;
- d telling, retelling and interpreting stories based on memories, personal experiences, literature, imagination and the content of the curriculum, *for example, create their own school news bulletin, share their response to a book or poem they have read;*
- e describing and talking about real and imaginary experiences and about people, places, things or events, *for example, describe their feelings about a person whom they met during their holidays, tell about a dream they have had;*
- f taking part in group and class discussions for a variety of curricular purposes, sharing, responding to and evaluating ideas, arguments and points of view, using evidence or reasoning and justifying opinions, actions or proposals, *for example, discuss a number of ways of solving a problem in mathematics, giving and asking for reasons when trying to reach a conclusion in a group activity in science and technology;*
- g reading aloud a text which they have prepared, *for example, read a story which requires different voices for different characters;*
- h preparing and giving a short oral presentation to a familiar group or the class on personal interests or curricular topics and showing an awareness of audience, *for example, present to a group their ideas or information about an animal insect or bird, as part of a study on wildlife, using audio or visual media where appropriate;*
- i preparing and using questionnaires to seek information, views and feelings, *for example, plan and carry out an interview with adults well known to them for a history topic;*
- j talking with people in the community, *for example, during educational visits or visitors to the classroom;*
- k talking about the way they behave in groups, *for example, take turns as speakers, listen to other people's views, encourage others to participate in group discussions, and reflect on the roles within the group;*
- l showing an appreciation of a wide range of colloquial expressions.

### Expected Outcomes

In the context of these activities, pupils should develop the ability to:

- a express thoughts and feelings;
- b present ideas and information;
- c observe the conventions of discussion;
- d share and co-operate in pairs or group activities, *for example, take part in a group prediction activity based on their class novel;*
- e read aloud, inflecting appropriately, to emphasise the meaning of what is read;
- f use appropriate quality of speech and voice, speaking audibly and clearly, and begin to vary the register according to the purpose and audience;
- g comment on their own and others' talk.

## READING

### Introduction

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.

English should be considered in an holistic way, taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Reading may be an end in itself and it may also be used as preparation for talking, listening and writing.

Reading should be an enjoyable experience. It is a dynamic, creative and active process involving the reader making meaning from texts. The classroom should signal that reading is a valued activity and should create an attractive environment where pupils may read on their own or with others. It should provide an atmosphere in which pupils feel relaxed, accepted and affirmed and in which they succeed as readers.

Teachers-as-readers are a major source of encouragement to pupils-as-readers: it provides an enriching experience and increases motivation. When teachers share opportunities for silent reading with their classes, they become powerful examples of the link between reading for learning and reading for enjoyment. All pupils need support and confirmation reinforced by positive reading experiences and positive images of reading for pleasure.

Teachers should continue to encourage pupils to enjoy reading and provide opportunities to extend the range of their reading experiences. Enjoyable learning is fostered in a reading environment where curiosity is aroused, interest is generated and a sense of achievement is assured. Teachers can build on pupils' enthusiasm by offering a range of texts. This will help pupils to develop their own tastes and preferences and encourage a willingness to encounter new kinds of texts while becoming increasingly independent readers.

For those pupils for whom the process of reading does not run smoothly, any additional help with the techniques of decoding should always be placed in a meaningful context. It is invaluable to listen to pupils reading in order to provide each pupil with additional cues and strategies to be employed, to encourage pupils to correct their own errors and to promote understanding and enjoyment of the text.

Through listening, looking and talking, pupils should acquire significant concepts about the nature of print and the activity of reading. Listening to stories, engaging in shared reading and handling a range of picture, story and information texts will give pupils a wide range of experience.

Through a combination of shared reading, guided reading and independent reading, each pupil should:

- acquire a growing vocabulary of phrases and words which can be recognised on sight;
- use word identification strategies to cope with unfamiliar words in new texts.

## Presentation of the Programme of Study

This programme of study will consolidate and extend the experiences of the earlier programme. While the requirements of the programme of study have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete.

## Progression

As pupils leave one key stage and enter another, teachers should take account of the attainment of pupils in reading. The opportunities provided by teachers should enable pupils to progress throughout the key stage.

The progression statements below provide an outline framework to assist teachers in planning progression through the key stage. The statements identify progression opportunities from Level 2 to Level 5. For those pupils working at Level 1 within Key Stage 2, teachers may refer to the progression statements within Key Stage 1 and for those pupils working at Level 6, teachers may refer to the progression statements within Key Stage 3. The progression statements are not a discrete checklist but are inter-related and interactive characteristics of attainment.

Within the context of this programme of study, pupils should progress:

- **from** reading with some independence **towards** reading independently;
- **from** reading aloud with some independence **towards** reading aloud, inflecting appropriately to assist meaning;
- **from** beginning to explore and appreciate meaning in a range of texts **towards** recognising and expressing explicit and some implicit meanings and attitudes in a range of texts;
- **from** showing some understanding of the way texts are structured **towards** an awareness of the writers' intentions and use of language and structure;
- **from** using alphabetical knowledge in personal word books **towards** retrieving and collating information from a range of sources;
- **from** beginning to give a personal response **towards** supporting such a response with reference to text(s).

## Contribution to the Educational (Cross-curricular) Themes

The English curriculum should, where appropriate, provide opportunities for pupils to use reading to explore and reflect on the content and issues associated with the cross-curricular themes.

Through reading, pupils should have opportunities to:

- read about people from other cultures, religion, race or social backgrounds (CH, EMU, HE);
- develop, where appropriate, and apply their knowledge, skills and understanding of information technology, search for and find information using a computer (IT).

## Context

Pupils should have opportunities, arising from classroom and first-hand experience, to develop their reading in a variety of contexts, including working:

- as individuals – silently and aloud;
- in pairs – engaged in shared and paired reading;
- as members of a group;
- as members of a class.

## Range

Pupils should have opportunities to engage with a range of texts, including:

- stories;
- their own and others' written work;
- poems and songs;
- plays;
- **non-fiction materials**, *for example, guide-books, textbooks, brochures, information leaflets, magazines, dictionaries, thesauri, atlases and encyclopaedias, teletext and other databases;*
- audio, visual and audio-visual materials.

The range should take account of the work of local/Irish authors.

## Purpose

Pupils should have opportunities to read for a variety of purposes, including reading:

- for their own amusement and enjoyment;
- to explore aspects of the different areas of study and cross-curricular themes;
- for information;
- to acquire and develop the skills necessary to locate information efficiently within texts, *for example, use search reading to contribute information to a poster presentation on healthy eating, use a search on a computer database to discover information about past residents in the local area;*
- to learn about themselves and others, *for example, learn about other places and people in the wider world.*

## Audience

Pupils should read for a variety of audiences, including:

- themselves;
- the teacher;
- parents;

- adults whom they know well;
- other pupils.

## Reading Activities

Pupils should have opportunities to engage in a wide range of reading activities, including:

- listening to and understanding a range of texts, including those presented on tape, radio and/or television;
- participating in shared reading experiences;
- exploring stories and other texts with the teacher, using drama, art and discussion to focus on distinctive features, *for example, explore characters, places at home and in the wider world, objects, events and ideas;*
- recreating stories and other texts through individual and group dramatisation, *for example, develop characters from stories using evidence from their reading;*
- reading aloud to the class or teacher from familiar texts, including those composed by themselves, using inflection to assist meaning;
- discussing and interpreting the texts they have read;
- representing stories and information texts in a range of visual forms and diagrams, *for example, a labelled diagram in science and technology, a travel brochure for their area, planning and presenting a local news bulletin from information given;*
- discussing features of language, *for example, words, phrases and sentences, and noting how words are spelled and constructed;*
- justifying their responses logically, by inference, deduction and reference to evidence within the text, *for example, compare and contrast two characters in a story or history text;*
- discussing and considering aspects of stories, *for example, themes, characters, plots, places, objects and events, paying attention to what is written and how it is expressed and beginning to make use of a vocabulary to discuss their reading;*
- discussing texts, exploring the ways in which word meanings can be manipulated in order to persuade or amuse the reader or engage attention, *for example, puns, jokes, slogans, advertisements and word puzzles;*
- reconsidering their initial response to texts in the light of insight and information which emerge subsequently from their reading.

## Expected Outcomes

In the context of these activities, pupils should develop the ability to:

- respond with sensitivity to what they read;
- discuss the intentions of the writer;
- extend the range of their reading within and beyond the school environment and develop their own preferences;

- d keep records of some of the books they have read and comment on them occasionally to the teacher and others;
- e use the library and other resources, making effective use of organisational information to locate, select, evaluate and communicate information relevant to a particular task, *for example, a classification system, a catalogue, sub-headings, list of contents and indexes*;
- f begin to be aware of how different media present information, ideas and events in different ways, *for example, compare accounts in different newspapers of the same event*;
- g learn that different reading purposes require a variety of reading skills, *for example, reviewing, recalling, skimming and scanning*;
- h use a range of strategies to identify unfamiliar words in texts;
- i place themselves in someone else's position and extend their capacity for sympathy and empathy;
- j speculate on situations read about, predict what may happen or consider what might have happened had circumstances been different;
- k model their own writing on forms they have encountered in reading;
- l begin to think about how texts can be adapted to suit younger readers.

## WRITING

### Introduction

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to the context, purpose, reader and audience. The use of technological aids to produce written work is acceptable for those pupils who are dependent on such aids.

English should be considered in an holistic way, taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Pupils should realise that writing carries meaning and is a process that is valuable in itself but may also be undertaken in response to reading or as a result of talking and listening.

Writing should be an enjoyable experience. To foster this aspect, the classroom atmosphere should be one in which pupils feel relaxed, accepted and affirmed and in which they succeed as writers.

The process of writing involves the compositional aspect and the secretarial aspect. The compositional aspect includes the selection, ordering and organisation of ideas and the expression of feelings and beliefs while the secretarial aspect involves spelling, syntax, punctuation and handwriting. Whilst the meaning may be obscured if the secretarial aspect is neglected, ideas, expression and form are fundamental to writing.

The communication of meaning is central to writing. Success depends on the pupil having a clear understanding of the task in which they are engaged. Pupils must know why they are writing and for whom.

The pupil should be encouraged to appreciate that the writing process involves:

- decision-making – when the context (precise purpose and intended readership) is established;
- planning – when initial thoughts and a framework are recorded and sequenced;
- drafting – when initial thoughts are developed, evaluated and reshaped by expansion, addition or amendment.

Pupils should recognise that not all writing goes through all of these stages. Whilst it is not always appropriate to rework a piece of writing, opportunities should be given for drafting and redrafting, both independently and in groups. Successful drafting is dependent on the support, advice and encouragement offered by the teacher.

Pupils should be able to see their teacher writing and to share the writing process and the final outcome. They should have frequent and varied opportunities to write from their own experience for an agreed purpose and for a known readership. They should be helped to experience the enjoyment that comes from an increasing competence in their craft. They should be adding to their understanding of their own and others' writing and acquiring the vocabulary to express that understanding. Pupils should recognise the differences between spoken and written language. They should experience positive responses from their teacher to their writing, in conference when appropriate, and should be encouraged to develop a sense of pride in their accomplishments.

The classroom environment should actively facilitate writing. Pupils should have access to:

- a variety of writing tools, including word processors;
- dictionaries;
- thesauri.

Every opportunity should be taken to provide a readership for a pupil's work:

- on display boards;
- in corridors;
- in booklets;
- in class and school magazines or newspapers;
- in anthologies;
- through external competitions.

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### **Progression**

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Within the context of this programme of study, pupils should progress:

- **from** writing with help where separate ideas are identified **towards** writing which is varied and interesting, conveying meaning clearly;
- **from** using basic vocabulary **towards** using more imaginative vocabulary;
- **from** writing with a sense of simple structure and organisation **towards** writing with clarity in a range of forms showing an awareness of audience;
- **from** spelling common and familiar words in a recognisable way **towards** spelling more complex words correctly;

- **from** using upper and lower case letters **towards** handwriting which is well-formed, swift and legible;
- **from** writing sentences punctuated with basic accuracy **towards** increasing proficiency in the use of syntax and punctuation.

### **Contribution to the Educational (Cross-curricular) Themes**

The English curriculum should, where appropriate, provide opportunities for pupils to use writing to explore and reflect on the content and issues associated with the cross-curricular themes.

Through writing, pupils should have opportunities to:

- discuss and write about issues of similarity and difference. Consider and write about issues arising from stereotypical images (CH, EMU);
- develop, where appropriate, and apply their knowledge, skills and understanding of **information technology**, *for example, use a word-processor to create and, with help, redraft, assemble text and graphics for a variety of purposes and audiences (IT).*

### **Planning**

Pupils should be encouraged, when it is appropriate to the task, to plan their written work. Such planning may be done through:

- discussion with the teacher;
- discussion with other pupils;
- gathering and organising ideas;
- preparing an outline;
- making notes.

### **Purpose**

Pupils should have opportunities to write for a variety of purposes, including:

- their own amusement and enjoyment;

and to

- **express their thoughts, feelings and imaginings**, *for example, compose a poem about their feelings on a special occasion;*
- **inform and explain**, *for example, write up the outcomes of a simple experiment;*
- describe;
- narrate;
- **report**, *for example, write a news report about a local event;*
- persuade;

- interpret data;
- express a point of view;
- give instructions.

## Context

Writing will arise from a variety of experiences and contexts, including:

- first-hand experience;
- responses to their reading;
- aspects of the various areas of study and cross-curricular themes if appropriate, *for example, drama, audio-visual and visual aids, television and radio, artefacts, visitors to the classroom, visits, entry to external competitions, software packages.*

## Audience

Pupils should know for whom they are writing and be aware of the needs of the particular audience. Pupils should be encouraged to demonstrate a sense of readership and write for a range of audiences, including:

- themselves;
- teachers;
- parents;
- adults whom they know well;
- peers;
- pupils in their own and other schools;
- audiences from outside the school.

## Range

Pupils should have opportunities to write in different forms and to develop control of the different conventions (layout, sequencing and structure) demanded by these forms. Their writing should include:

- stories, based on personal experience and books they have read or stories they have heard;
- creative and imaginative writing;
- diaries;
- poems;
- comic strips;
- letters;
- notes;

- descriptions;
- dialogues;
- reports;
- instructions.

Pupils should have opportunities to:

- a experiment with rhymes, rhythms, verse structure, all kinds of verbal play and dialect;
- b develop increasing competence in the use of the full stop, comma, question mark and exclamation mark;
- c discuss various features of layout in texts which they are reading, *for example, headlines or sub-headings and presentation of text in columns, so that they can use these features, when appropriate, within their own writing, for example, to add emphasis to key points or to create certain effects;*
- d use their knowledge of the alphabet to locate the correct spellings of words;
- e appreciate some of the differences between spoken and written language.

### **Expected Outcomes**

Pupils should have opportunities, within a meaningful context and arising out of their own work, to develop the ability to:

- a make expressive use of language when describing thoughts, feelings and imaginings;
- b present and structure ideas, information and opinions;
- c observe the different conventions and structures demanded by the various forms of writing;
- d recognise the function of the paragraph, noticing how it is used in texts that they are reading and using it in their own writing;
- e use appropriate words needed to discuss their writing, *for example, adverb, adjective, paragraph, tense, story-plan and plot;*
- f observe the conventions of writing, punctuation including grammar and syntax, *for example, use of the apostrophe to signal omission of a letter or ownership;*
- g use connectives and pronouns appropriately and avoid or reduce repetition and ambiguity in their writing;
- h spell, from memory, words that they use frequently in their writing;
- i apply strategies which enable them to spell unfamiliar words correctly;
- j locate the correct spellings of words that they need to use in their writing through dictionaries and pupils' thesauri;
- k set out and punctuate direct speech;
- l use a swift and legible style of handwriting.