Handout 1

Learning Outcomes

Elements	Strand: Oral Language
Communicating as a listener, speaker, reader, writer	*Engaging with oral language students should be able to* 1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating ○ 2. Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas ○ 3. Engage in extended and constructive discussion of their own and other students' work 4. Listen actively in order to get the gist of an account or presentation noting its main points and purpose ○ 5. Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes ○ 6. Learn from and evaluate models of oral language use to enrich their own oral language production 7. Choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process ○
Exploring and using language	8. Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way ○★ 9. Apply what they have learned about the effectiveness of spoken texts to their own use of oral language 10. Collaborate with others in order to explore and discuss understandings of spoken texts by recording, analysing, interpreting and comparing their opinions ○ 11. Engage with the world of oral language use as a pleasurable and purposeful activity ○
Understanding the content and structure of language	12. Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts ★ 13. Develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose

Elements	Strand: Reading
Communicating as a listener, speaker, reader, writer	*Engaging in reading students should be able to* 1. Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words ○★ 2. Read for a variety of purposes: learning, pleasure, research, comparison ★ 3. Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate ○★ 4. Use an appropriate critical vocabulary while responding to literary texts ★
Exploring and using language	5. Engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading ○ 6. Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure ○★ 7. Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web based event ★ 8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text ○★ 9. Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them ★
Understanding the content and structure of language	10. Know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development ○ 11. Identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect ★ 12. Understand how word choice, syntax, grammar and text structure may vary with context and purpose ★ 13. Appreciate a variety of registers and understand their use in the written context ○★

Elements	Strand: Writing
Communicating as a listener, speaker, reader, writer	*Engaging in writing students should be able to* 1. Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, re-draft, and edit their own writing as appropriate ○★ 2. Discuss their own and other students' written work constructively and with clear purpose 3. Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read ○★ 4. Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate *vocabulary*, tone and a variety of styles to achieve a chosen purpose for different audiences ○★
Exploring and using language	5. Engage with and learn from models of oral and written language use to enrich their own written work ○ 6. Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content ○★ 7. Respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images ★ 8. Write about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media or web based event ★ 9. Engage in the writing process as a private, pleasurable and purposeful activity and using a personal voice as their individual style is thoughtfully developed over the years ○★
Understanding the content and structure of language	10. Use and apply their knowledge of language structures, for example sentence structure, paragraphing, grammar, to make their writing a richer experience for themselves and the reader ★ 11. Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience ○★ 12. Demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose ★ 13. Evaluate their own writing proficiency and seek remedies for those aspects of their writing that they need to improve