

Skills and learning

English in the national curriculum for Wales

This document highlights those statements or sections in the programmes of study for English that provide explicit opportunities for

- developing thinking
- developing communication
- developing ICT
- developing number

and promoting

- Curriculum Cymreig and Wales Europe and the world
- personal and social education
- careers and the world of work.

The number and context of such opportunities are for schools to determine within their curriculum overview/curriculum planning.



Developing thinking

Schools should provide opportunities, where appropriate, for learners to develop and apply their thinking across the curriculum through the processes of planning, developing and reflecting.

In English, learners explore, plan, develop and reflect on ideas through speech, reading and writing, responding to their own work as well as that of others. They analyse, structure and organise their work; use language creatively; use errors and unexpected outcomes to develop their learning; use their knowledge about language to explain and predict; describe links and similarities in language; identify patterns and formulate rules; discuss their language learning and evaluate their success.

In English, opportunities to develop thinking apply throughout the Skills and Range sections of the programmes of study for Key Stages 2, 3 and 4.



Developing communication

Schools should provide opportunities, where appropriate, for learners to develop and apply their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

In English, learners communicate through speaking, listening, reading and writing, developing these skills through appraisal of their own work and that of others. In doing so, they learn how to communicate effectively for a range of purposes and with a range of audiences. They deal with extended and increasingly complex language in order to develop as independent and confident users. Their communication skills in Welsh/English support and enhance the development of skills in other languages.

In English, opportunities to develop communication apply throughout the Skills and Range sections of the programmes of study for Key Stages 2, 3 and 4.



Developing ICT

Schools should provide opportunities, where appropriate, for learners to develop and apply their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

In English, learners develop their ICT skills by communicating and sharing information, and by using technology to research, develop and present their work.

Key Stage 2

Skills

Reading

Pupils should be given opportunities to:

- 6a. use a range of appropriate information retrieval strategies including ICT, e.g. the alphabet, indexes and catalogues
- 6b. retrieve and collate information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance.

Writing

Pupils should be given opportunities to communicate in writing and to

8. draft and improve their work, using ICT as appropriate, to:
 - plan
 - draft
 - revise
 - proof-read
 - prepare a final copy
9. present writing appropriately:
 - using appropriate features of layout and presentation, including ICT.

Range

Oracy

Pupils should be given opportunities to develop their oral skills through:

5. using a variety of methods to present ideas, including ICT, e.g. drama approaches, discussion and debate.

Reading

Pupils should be given opportunities to develop their reading/viewing skills through:

3. experiencing and responding to a wide range of texts that include:
 - information, reference and other non-literary texts, including print, media, moving image and computer-based materials.

Key Stage 3

Skills

Reading

Pupils should be given opportunities to:

- 6a. use a range of appropriate information retrieval strategies including ICT, e.g. the alphabet, indexes and catalogues
- 6b. retrieve, collate and synthesise information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance.

Writing

Pupils should be given opportunities to communicate in writing to

8. draft, edit and improve their work, using ICT as appropriate, to:
 - plan
 - draft
 - revise
 - proof-read
 - prepare a final copy
9. present their writing appropriately:
 - using appropriate features of layout and presentation, including ICT.

Range

Oracy

Pupils should be given opportunities to develop their oral skills through:

5. using a variety of methods to present ideas, including ICT, e.g. drama approaches, discussion and debate.

Reading

Pupils should be given opportunities to develop their reading/viewing skills through:

3. experiencing and responding to a wide range of texts that include:
 - information, reference and other non-literary texts, including print, media, moving image and computer-based materials.

Key Stage 4

Skills

Writing

Pupils should be given opportunities to communicate in writing to:

8. draft, edit and improve their work, using ICT as appropriate
9. present their writing in the way that best suits the task using appropriate features of layout and presentation, including ICT.

Range

Reading

Pupils should be given opportunities to develop their reading/viewing skills through:

3. experiencing and responding to a wide range of texts that include:
 - media, moving image and computer-based materials.



Developing number

Schools should provide opportunities, where appropriate, for learners to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

In English, learners develop skills in the application of number through activities which include number rhymes, ordering events in time, gathering information in a variety of ways, including questionnaires; accessing, selecting, recording and presenting data in a variety of formats.

In English, there no explicit references to developing number.



Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)

Schools should provide opportunities, where appropriate, for learners aged 7–14 to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole.

English contributes to the Curriculum Cymreig by developing learners' understanding of the cultural identity unique to Wales. They develop awareness of the literary and linguistic heritage through the study of literary, non-literary, media and other texts, and through activities which explore issues pertinent to life in Wales, past and present.

Key Stage 2

Range

Oracy

Pupils should be given opportunities to develop their oral skills through:

7. increasing their confidence in language use by drawing on their knowledge of English, Welsh and other languages.

Reading

Pupils should be given opportunities to develop their reading/viewing skills through:

3. experiencing and responding to a wide range of texts that include:
 - texts with a Welsh dimension and texts from other cultures.

Key Stage 3

Range

Oracy

Pupils should be given opportunities to develop their oral skills through:

7. increasing their confidence in language use by drawing on their knowledge of English, Welsh and other languages.

Reading

Pupils should be given opportunities to develop their reading/viewing skills through:

3. experiencing and responding to a wide range of texts that include:
 - texts with a Welsh dimension and texts from other cultures.

Key Stage 4

Range

Reading

Pupils should be given opportunities to develop their reading/viewing skills through:

3. experiencing and responding to a wide range of texts that include:
 - texts from Wales, Europe and the world.



Personal and social education

Schools should provide opportunities, where appropriate, for learners to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

English contributes to learners' personal and social education by providing opportunities to develop their understanding of social interaction through collaborative working. The exploration and reflection upon texts dealing with a range of themes can encourage the development of self-knowledge, emotional maturity and empathy with the human condition.

Key Stage 2

Skills

Oracy

Pupils should be given opportunities to:

2. identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk
4. develop their awareness of the social conventions of conversation and discussion.

Range

Oracy

Pupils should be given opportunities to develop their oral skills through:

3. communicating for a range of purposes, e.g. presenting information, expressing opinions, explaining ideas, questioning, conveying feelings, persuading.

Reading

Pupils should be given opportunities to develop their reading/viewing skills through:

4. reading/viewing extracts and complete texts:
 - with challenging subject matter that broadens perspectives and extends thinking, e.g. environmental issues, sustainability, animal rights, healthy eating.

Key Stage 3

Skills

Oracy

Pupils should be given opportunities to:

2. identify key points and follow up ideas through probing question and comment in order to inform and moderate opinions, ideas and judgements and to learn through talk
4. extend their understanding of the social conventions of conversation and discussion.

Range

Oracy

Pupils should be given opportunities to develop their oral skills through:

3. communicating for a range of purposes, e.g. argument, debate, analysis, formal presentation, exploration and consideration of ideas in literature and the media.

Reading

Pupils should be given opportunities to develop their reading/viewing skills through:

4. reading/viewing extracts and complete texts:
 - that extend pupils' intellectual, moral and emotional understanding.

Key Stage 4

Range

Oracy

Pupils should be given opportunities to develop their oral skills through:

3. communicating for a range of purposes.

Reading

Pupils should be given opportunities to develop their reading/viewing skills through:

4. reading/viewing texts:
 - that extend their intellectual, moral and emotional understanding
 - that reflect the diversity of society in the twenty-first century.



Careers and the world of work

Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

English contributes to learners' awareness of careers and the world of work by giving them the communication skills of speaking, listening, reading and writing which enable them to function effectively in the world of work and society as a whole.

In English, there are no explicit references to careers and the world of work.