Understanding English, communication and languages

Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

Curriculum aims
This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why is this area of learning important?
English, communication and languages lie at the heart of our capacity to imagine, think, create and learn. Children develop the ability to communicate effectively and use language in order to make meaning explicit for themselves and others. Meeting, creating and responding to all kinds of texts, including those that combine words, images and sounds, offers access to the world of knowledge and generates lifelong enthusiasm and enjoyment. Literature in English is rich, varied and influential. It helps children to develop their imagination, see the world through the eyes of others and read and write for pleasure.

English is a major world language, and its secure and confident use opens many possibilities. Children develop skills in speaking, listening, reading and writing that enable them to communicate with confidence in a range of media and play a full part in life at school, at home and in the wider community. They become increasingly fluent and accurate in using languages to explore and express their thoughts and emotions, generate ideas, solve problems and think critically and creatively. Their developing use of language underpins success across the curriculum and lays the foundations for active involvement in cultural life, society, work and lifelong learning. Learning and using languages enables children to engage with different cultures and societies and further develops their understanding of how languages work.
1. Essential knowledge*
Children should build secure knowledge of the following:
   a. how language is used to express, explore and share information, ideas, thoughts and feelings
   b. the power of language and communication to engage people and influence their ideas and actions
   c. how creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects
   d. how languages work, their structures and conventions, variations in use and changes over time
   e. how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times.

2. Key skills
These are the skills that children need to learn to make progress:
   a. listen, read and view in order to understand and respond
   b. discuss, debate and draft in order to develop and explore ideas, themes and viewpoints
   c. speak, write and broadcast in order to present ideas and opinions
   d. evaluate, analyse and critique in order to review, refine and comment
   e. interact and collaborate in order to share understanding of what is said, read and communicated.

3. Breadth of learning
   a. Children should learn to develop and apply their speaking and listening skills\(^1\) to suit a variety of audiences and for different purposes. They should tell and listen to stories and explore ideas and opinions in both formal and informal contexts. They should have opportunities to express themselves creatively in improvisation, role-play and other drama activities. Children should learn to use digital and visual media to support communication both face-to-face and remotely.

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*Explanatory text:
"Teachers will continue to find the literacy framework a significant basis for planning teaching."

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1. This includes appropriate alternatives for children who communicate in other ways, for example sign language.
b. Children should read widely for pleasure and learn to become critical readers of an extensive range of texts. Their reading should include literature from different times and cultures. Non-fiction reading should include information and reference texts as well as literary non-fiction. Media texts and online social and collaborative communications should also be included. Children should work with writers, playwrights and poets in and beyond the classroom.

c. Through writing, children develop understanding that is essential to thinking and learning. They should come to see writing as an enjoyable, creative and rewarding experience. They should learn to write for a variety of purposes for a range of audiences and in a range of forms. They should explore writing using different media including web-pages and multimodal formats in English and in other languages.

d. Children should engage with other languages including, where appropriate, those used in their community. They should look at the patterns, structures and origins of languages in order to understand how language works. They should have opportunities to listen to and join in with conversation in other languages and build up a capacity to communicate on simple, everyday matters. Children should understand how learning other languages can help them appreciate and understand other cultures as well as their own.

Explanatory text:

2. These should include stories, poetry and drama as well as film, media and multimodal texts which combine words, images and sounds.

3. Literature should include picture books, poems, plays and stories including traditional and cultural tales, books by established authors, and a wide range of classic and modern poetry.

4. Literary non-fiction includes diaries, biographies and autobiographies.

5. Media texts include websites, films, newspapers, magazines, leaflets and advertisements.

6. Including to imagine, to explore experiences, to organise and explain information, to comment on what has been seen, read or heard, to argue, remember, persuade others and develop ideas.

7. Including other children, adults, the wider community, and imagined readers.

8. Including stories, poems, play scripts, storyboards, lists, captions, messages, reports, reviews and commentaries.

9. Multimodal texts combine two or more modes of communication (e.g. written, aural and visual) to create meaning. Examples include the combination of words and images in a magazine or newspaper, the combination of words, images, video clips and sound on a website or the combination of images, speech and sound in moving-image texts.

10. This may be one language or more.

11. Including different forms of communication, including sign languages.
4. Curriculum progression

The overall breadth of learning section should be used when planning curriculum progression. Children should be taught:

| E1.  | to organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener |
| E2.  | to remember what they have heard, asking questions to clarify meaning |
| E3.  | to reflect on how talk varies in different circumstances and for different listeners |
| E4.  | to recognise when to use formal language including some features of spoken standard English |
| E5.  | to recognise how talk is enhanced by non-verbal communication including gesture, eye-contact and by intonation and emphasis |
| E6.  | to speak clearly, take turns, make relevant contributions, give opinions and listen to different views |
| E7.  | to explore the imaginative use of language and the conventions of talk through role-play. |

| M1.  | to organise and shape what they say, selecting relevant ideas and using appropriate vocabulary to interest their listeners |
| M2.  | to organise and adjust what they say according to listeners' needs, including the use of spoken standard English when appropriate |
| M3.  | to identify the main points of what has been said and ask questions to clarify meaning |
| M4.  | to reflect on their own and others' speech and investigate how it varies |
| M5.  | to take different roles and make relevant contributions in group discussion and role-play |
| M6.  | to explain their opinions and ideas, modifying them in the light of what they have heard |
| M7.  | to use dialogue and discussion to build up and refine ideas collaboratively in groups |
| M8.  | to convey action, themes and emotions through role-play and drama. |

| L1.  | to convey complex ideas, using different techniques for clarity and effect |
| L2.  | to select relevant ideas and use appropriate vocabulary to engage and maintain the interest of listeners |
| L3.  | to organise and adjust what they say, including the use of spoken standard English, according to the formality of the context, the needs of their listeners and any communication technology being used |
| L4.  | to evaluate their own and others' speech and identify how it varies |
| L5.  | to sustain different roles, deal with disagreement and vary contributions in group discussion |
| L6.  | to extend and justify their opinions and ideas, building on what they have heard |
| L7.  | to use dialogue and discussion to build up and refine ideas, move groups on and reach agreement collaboratively |
| L8.  | to identify differences between spoken and written language, both on paper and on screen, taking account of context, purpose and audience. |

Explanatory text:
12. Progress in this area of learning is aligned with the National Strategies primary framework for literacy. Schools using the framework as the basis for their planning in English will be meeting the requirements for the English and communication elements of these statutory orders.

14. Each area of learning should build on children's experiences and development in the Early Years Foundation Stage to ensure continuity of curriculum provision and their continuing progress.

23. Including webcams, podcasts and video.
**English and communication – reading**

<table>
<thead>
<tr>
<th>EARLY</th>
<th>MIDDLE</th>
<th>LATER</th>
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<tbody>
<tr>
<td>M9. to focus on the meaning of the text as a whole, identifying features of text and understanding their use</td>
<td>L9. to use inference and deduction to understand layers of meaning</td>
<td>E8. to hear, identify, segment and blend phonemes in the order in which they occur in words to decode text</td>
</tr>
<tr>
<td>M10. to use inference and deduction to find meaning beyond the literal</td>
<td>L10. to make connections and comparisons between different parts of a text and with other texts they have read</td>
<td>E9. to link sounds and letter patterns using their knowledge of the alphabet and identify syllables in high-frequency and familiar words</td>
</tr>
<tr>
<td>M11. to make connections between different parts of a text and with other texts they have read</td>
<td>L11. to verify the accuracy and reliability of information, including from online sources, detect bias and distinguish evidence from opinion</td>
<td>E10. to make connections between different parts of texts and the meaning as a whole</td>
</tr>
<tr>
<td>M12. to skim, scan and use key word searches and other features of texts to locate and select information</td>
<td>L12. to search for information using ICT and other methods and make choices about the appropriateness of the information</td>
<td>E11. to use screen-based and book conventions to search for information efficiently and safely</td>
</tr>
<tr>
<td>M13. to verify the accuracy and reliability of information, distinguishing between fact and opinion</td>
<td>L13. to verify the accuracy and reliability of information, distinguishing between fact and opinion</td>
<td>E12. to make connections between different parts of texts and the meaning as a whole</td>
</tr>
<tr>
<td>M14. to recognise and describe how writers and poets select words and use a variety of language forms and structures to create effects</td>
<td>L14. to evaluate techniques used by writers and poets commenting on how effective they are</td>
<td>E13. to recognise how writers and poets select words and use patterns of rhythm, rhyme and sound to create effects</td>
</tr>
<tr>
<td>M15. to recognise how authors of moving-image and multimodal texts use different combinations of words, images and sounds to create effects and make meaning</td>
<td>L15. to evaluate structural and organisational features, including the use of different presentational devices, layouts and combinations of formats, and their effects</td>
<td>E14. to identify characters and retell and enact narratives</td>
</tr>
<tr>
<td>M16. to identify different structural and organisational features and different presentational devices, layouts and combinations of formats and how they affect meaning</td>
<td>L16. to evaluate ideas and themes that broaden perspectives and extend thinking</td>
<td>E15. to identify the characteristic features of texts with different purposes.</td>
</tr>
<tr>
<td>M17. to respond critically to arguments and recognise how they are constructed</td>
<td>L17. to express and justify preferences by referring to the texts</td>
<td>Explanatory text:</td>
</tr>
<tr>
<td>M18. to explore and reflect on characters, ideas and themes in narratives.</td>
<td>L18. to identify the use of specialist vocabulary and of structures and techniques associated with different forms and purposes of writing</td>
<td>15. Texts are defined widely and cover paper-based formats but also films, digital media and websites in English and other languages.</td>
</tr>
<tr>
<td>19. This includes the use of key words in search engines to locate and select information on the internet.</td>
<td>L20. to reflect on viewpoints in narratives and to distinguish between those of the characters and those of the author.</td>
<td>24. This includes using more advanced search features, such as searching for a phrase using quotation marks, to locate information.</td>
</tr>
</tbody>
</table>
| 20. These textual devices should cover those used in literary and non-literary written texts, films and multimodal formats. | 25. These textual devices should cover those used in literary and non-literary written texts, films and multimodal formats. | }
L21. to plan, create, shape and review their work, knowing when and how to improve it including the use of ICT

L22. to select form, content, style and vocabulary to suit particular purposes and readers

L23. to combine written text and illustration, moving image and sound, integrating different effects to add power to the words and meanings

L24. to synthesise ideas using ICT by combining a variety of information from different sources

L25. to communicate and collaborate with others remotely and in locations beyond the school by selecting and using appropriate ICT

L26. to use features of layout, presentation and organisation effectively in written and on-screen media

L27. how paragraphs, bullets, hyperlinks, screen layout and headings are used to organise and link ideas, and to use these in their own work

L28. to explore how ideas are linked within and between sentences

L29. the function of punctuation within sentences and how to use it to clarify structure and represent emphasis

L30. to recognise and apply common spelling patterns for regular and irregular words, using conventions and spellchecking techniques as well as their knowledge of the origins of words and how spelling has changed over time

L31. to gain fluency in handwriting and keyboard use.

Explanatory text:
17. Including through the school website and email to parents or carers.
18. Including full stops, commas and exclamation marks.
21. Including videoconferencing and webcams.
26. Including forms and conventions for electronic media and communicating to unknown audiences.
### Languages – speaking and listening

**EARLY**
- M30. to identify and respond to key sounds, rhymes and rhythm in the new language
- M31. to experiment with and practise making the sounds of the new language
- M32. to begin to assign meaning to words and sounds that are unfamiliar
- M33. to recognise and respond to familiar words, word categories and short sentences that they hear
- M34. to engage in conversations and ask and answer questions
- M35. to understand simple conventions of different languages

**MIDDLE**
- L32. to try to make sense of unfamiliar language that they hear
- L33. to understand the main points of what people say
- L34. to engage in conversation, expressing their own opinions and responding to the opinions of others
- L35. to present ideas and information to a range of audiences, selecting appropriate ways of expressing themselves.

**LATER**

### Languages – reading and writing

**EARLY**
- M36. to recognise and understand familiar words, phrases and simple sentences
- M37. to read and interpret a range of simple texts
- M38. to select and use familiar words and phrases to convey meaning in written text.

**MIDDLE**
- L36. to understand the main points and some of the details of texts they read
- L37. to read aloud with expression and accuracy
- L38. to recognise and apply the links between the sounds and spelling of a language
- L39. to express ideas in sentences and short texts.

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**Explanatory text:**
- The study of languages other than English is not statutory for children before Year 3 but schools are free to offer this if they wish. Even if a language or languages are not formally taught, children can be helped to notice and discuss the languages around them, look for similarities with what they already know and develop positive attitudes dispositions to language learning and language variety. Progress in this area of learning is aligned with the Key Stage 2 Framework for Languages. Schools using the Framework as the basis for their planning in Languages will be meeting the requirements for the languages element of these orders.

- This includes ways of saying hello, goodbye and thank you and showing respect in conversation.
<table>
<thead>
<tr>
<th>EARLY&lt;sup&gt;14&lt;/sup&gt;</th>
<th>MIDDLE</th>
<th>LATER</th>
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<tbody>
<tr>
<td><strong>LANGUAGES&lt;sup&gt;13&lt;/sup&gt;</strong></td>
<td>Languages – intercultural understanding</td>
<td></td>
</tr>
<tr>
<td>M39. to understand that different languages are spoken in different parts of the UK and the world</td>
<td></td>
<td>L40. to empathise with others and imagine how others may see their own way of life and culture</td>
</tr>
<tr>
<td>M40. to recognise that languages have words and features in common as well as differences</td>
<td></td>
<td>L41. to compare attitudes&lt;sup&gt;28&lt;/sup&gt; to different languages and reflect on the importance of respect for others.</td>
</tr>
<tr>
<td>M41. to explore similarities and differences in everyday life, traditions and celebrations in different cultures and countries.</td>
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</tbody>
</table>

**Explanatory text:**

28. Looking at how different cultures are represented, and how they represent themselves, in media and popular cultural forms.
5. Cross-curricular studies

a. This area of learning provides opportunities for children to develop and apply their literacy, numeracy and ICT skills. Developing children’s literacy is fundamental to English, communication and languages so that they can use these skills to access knowledge and improve their learning. ICT is a creative tool for communication, used to locate information and to create, improve and present work. Children develop their language skills in problem solving contexts.

b. This area of learning also provides opportunities for personal, emotional and social development. In particular, responding to literature and expressing their own emotions through language increases children’s self-awareness, empathy with, and understanding of others. Opportunities to listen and respond, work collaboratively, negotiate and give constructive feedback, develop children’s language skills and their ability to work well with others.

c. Children’s learning in this area is enhanced by links to other areas of learning and to wider issues of interest and importance. Making connections with children’s personal interests and issues that affect them can also enhance learning by providing opportunities to take part in activities with real purposes and audiences. Developing and applying children’s knowledge of oral and written language is integral to all learning, enabling the development of thought and understanding.