

The Cayman Islands

National Curriculum 2008

English Programme of study and attainment targets for Key Stage 1

Acknowledgements

The overview document sets out the guiding philosophy and principles of the new Cayman Islands curriculum. It guides all the subject documents and approaches to teaching and learning in the revised curriculum.

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Aims

Learning in the subject English contributes to the achievement of the curriculum aims for all young people (the 'educated Caymanian') to be able to:

- Engage with and enjoy language in all its varieties
- Understand, respond to, analyse and use oral, written, and visual language effectively in a range of contexts.

To achieve these aims, students will:

- Develop the ability to use and respond and responding to English language purposefully and effectively through reading, writing, speaking, listening, viewing, and presenting
- Develop an understanding of the grammar and conventions of English
- Develop an understanding of how language varies according to the user, audience, and purposes
- Respond personally to and think critically about a range of texts, including literary texts
- Use language skills to identify information needs, and find, use, and communicate information
- Understand and appreciate the heritages of the Cayman Islands and the Caribbean region through experiencing a broad range of texts written in English

Overview

The aim of teaching and learning in English Language is to help students perform successfully in a communication-oriented society. Students need to be able to make meaning from oral, visual and written language forms and to communicate and convey ideas, feelings and emotions. In their interpersonal relationships, language will be used to influence others and establish and maintain relationships. To make sense of the world, students are required to think imaginatively and reason logically and critically.

Language is the means by which society meets these needs. Consequently the school curriculum should strive to meet these needs, rather than focus solely on the development of the skills of reading, writing, speaking and listening as ends in themselves. It should also recognise the diversity of students' socio-cultural and language backgrounds.

It is acknowledged that language is the central tool for all learning. The better students' skills become in using their language, the more effectively they will be able to learn other subjects. Other curriculum areas also provide the context within which students learn language. The chance to discuss, read and write about a diverse range of subjects ensures

that language learning occurs naturally and effectively. While language learning is seen as a discrete curriculum area, much of its content occurs within the framework of other curriculum areas. Therefore language development is the responsibility of all teachers.

Schools need to demonstrate a commitment to a holistic approach to language learning.

The teaching and learning of English rely on some fundamental conditions being present, which can be summarised as follows:

- Effective learning of literacy involves an integration of the three broad strands of language into a holistic approach.
- Effective literacy learning involves exposure to a wide range of language resources that allow learners to interact with diverse texts, use texts functionally and analyse texts critically.
- Effective literacy learning requires students to make connections between texts, between text and themselves and between text and the world.

It should therefore be evident that language learning should be an integral part of all other curriculum areas.

How teachers should use the programme of study and attainment targets

The programme of study identifies the experiences and opportunities that students must be given to enable them to achieve the knowledge, skills and understanding specified in the attainment targets.

The strands

The English Language curriculum presents learning outcomes under three broad strands:

- i. Speaking and listening
- ii. Writing
- iii. Reading

This division into strands is a convenient way of emphasizing the outcomes for English education in schools. It does not mean that learning in each strand has to be developed independently. Each of these strands can be regarded as having an 'input' and an 'output' component. Consequently, oral language is concerned with listening and speaking, and written language comprises reading and writing.

Speaking and Listening: Of all the language skills, those of oral language are the most central to student learning. Oral language is also the way in which social interaction occurs, new relationships are developed, and cooperative ventures are planned and undertaken. In using oral language students learn how to process and organise information, think critically and explore ideas and concepts.

Students develop skills in listening in a wide variety of situations. Listening involves protocols of behaviour as well as

the ability to process and analyse the communication of others.

Students use oral language in a wide range of contexts and situations, both formal and informal, developing an awareness of the power of speech. Students should be able to listen to strong examples of good speech and are exposed to positive models of the desired language skills.

Writing: Written language expands our ability to understand our world, communicates that understanding and provides us with opportunities to organise and clarify information. Mastery in writing also provides an opportunity for students to respond to and/or challenge ideas and concepts presented to them.

Students develop an understanding of the complex writing process and gain competence in the conventions of language including spelling, grammar and punctuation. They also become skilful at communicating through writing for a variety of purposes and audiences.

Reading: Students develop a wide range of strategies for gaining meaning and enjoyment from texts. They develop an understanding of the way in which responses to texts are affected by context, and they become skilful at analysing the structure and techniques of the texts they read. Students are supported by differentiated instruction as they make the essential transition from learning to read to reading to learn.

Progression in this subject requires students to develop their skills in speaking and listening, writing and reading. They should start with activities linked to themselves and their immediate environment and move on to less familiar situations and contexts.

The attainment targets specify the knowledge, understanding and skills that students should acquire through the key stage. Levels 1-8 have been included here, although most students will be working between levels 1 and 2. Exceptionally gifted students will need to be given work from the Key Stage 2 programme of study so they can access levels 4 and above.

English programme of study for Key Stage 1

Introduction

During Key Stage 1 students learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

Teaching should ensure that work in 'speaking and listening', 'reading' and 'writing' is integrated.

Speaking

To speak clearly, fluently and confidently to different people, **students should be given opportunities to:**

- Speak with clear diction and appropriate intonation
- Choose words with precision
- Organise what they say
- Focus on the main point(s)
- Include relevant detail
- Take into account the needs of their listeners

Suggested activities:

- *Telling stories, real and imagined*
- *Reading aloud and reciting*
- *Describing events and experiences*
- *Speaking to different people, including friends, the class, teachers and other adults*

Listening

To listen, understand and respond to others, **students should be given opportunities to:**

- Remember specific points that interest them
- Make relevant comments
- Listen to others' reactions
- Sustain concentration
- Ask questions to clarify their understanding
- Identify and respond to sound patterns in language (for example, alliteration, rhyme, word play)

Suggested activities:

- *Listening to each other*
- *Listening to adults giving detailed explanations and presentations (for example, describing how a model works, reading aloud)*
- *Listening to recordings (for example, radio, television)*
- *Taking turns speaking*
- *Relating their contributions to what has gone on before*
- *Giving reasons for opinions and actions*
- *Taking different views into account*
- *Extending their ideas in the light of discussion*

Reading

To read with fluency, accuracy, understanding and enjoyment, students

should be taught to use a range of strategies to make sense of what they read.

Students should be given opportunities to:

- Hear, identify, segment and blend phonemes in words
- Sound and name the letters of the alphabet
- Link sound and letter patterns, exploring rhyme, alliteration and other sound patterns
- Identify syllables in words
- Recognise that the same sounds may have different spellings and that the same spellings may relate to different sounds
- Read on sight high-frequency words and other familiar words
- Recognise words with common spelling patterns
- Recognise specific parts of words, including prefixes, suffixes, inflectional endings, plurals
- Understand how the order of words affects meaning
- Decipher new words, and confirm or check meaning
- Work out the sense of a sentence by rereading or reading ahead
- Focus on meaning derived from the text as a whole
- Use their knowledge of book conventions, structure, sequence and presentational devices
- Draw on their background knowledge and understanding of the content
- Use the organisational features of non-fiction texts, including captions,

- illustrations, contents, index and chapters, to find information
- Understand that texts about the same topic may contain different information or present similar information in different ways
- Use reference materials for different purposes

Literature

To develop their understanding of fiction, poetry and drama, **students should be given the opportunities to:**

- Identify and describe characters, events and settings in fiction
- Use their knowledge of sequence and story language when they are retelling stories and predicting events
- Express preferences, giving reasons
- Learn, recite and act out stories and poems
- Identify patterns of rhythm, rhyme and sounds in poems and their effects
- Respond imaginatively in different ways to what they read (for example, using the characters from a story in drama, writing poems based on ones they read, showing their understanding through art or music)

Suggested activities:

- *Stories and poems with familiar settings and those based on imaginary or fantasy worlds*
- *Stories, plays and poems by significant children's authors*
- *Retellings of traditional folk and fairy stories*

- *Stories and poems from a range of cultures*
- *Stories, plays and poems with patterned and predictable language*
- *Stories and poems that are challenging in terms of length or vocabulary*
- *Texts where the use of language benefits from being read aloud and reread*

Writing

Working with the teacher and with others, in order to develop their writing, **students should be given opportunities to:**

- Use adventurous and wide-ranging vocabulary
- Sequence events and recount them in appropriate detail
- Put their ideas into sentences
- Use a clear structure to organise their writing
- Vary their writing to suit the purpose and reader
- Use the texts they read as models for their own writing and attempt unfamiliar ones
- Assemble and develop ideas on paper and on screen
- Plan and review their writing, discussing the quality of what is written
- Write extended texts, with support (for example, using the teacher as writer)
- Learn how punctuation helps a reader understand what is written
- Learn the connections between punctuation and sentence structure, intonation and emphasis
- Learn how to use capital letters, full stops, question marks and to begin to use commas

Suggested activities:

- *Write each letter of the alphabet*
- *Use their knowledge of sound-symbol relationships and phonological patterns (for example, consonant clusters and vowel phonemes)*
- *Recognise and use simple spelling patterns*
- *Write common letter strings*
- *Spell common words*
- *Spell words with common prefixes and inflectional endings*
- *Check the accuracy of their spelling, using word banks and dictionaries*
- *Use their knowledge of word families and other words*
- *Identify reasons for misspellings*

Handwriting and presentation

In order to develop a legible style, **students should be given opportunities to:**

- Hold a pencil/pen correctly
- Write from left to right and top to bottom of a page
- Start and finish letters correctly
- Form letters of regular size and shape
- Put regular spaces between letters and words
- Learn how to form lower- and upper-case letters
- Learn the importance of clear and neat presentation in order to communicate their meaning effectively

Appendix 1 Attainment targets

The learning outcomes or attainment targets are expressed at eight levels of increasing difficulty. These levels are the same for all key stages and are not age or year-group-dependent, which will make it easier to see how a student progresses as he/she moves up the year groups and from primary to secondary school.

Students learn at different rates and, therefore, individual students or groups of students of the same age could be working towards different levels within and across the key stage boundaries. By the end of a key stage, **most** students should be performing at the '**expected**' level, but some will be above this level and others will be below.

The range of levels covered by the key stage and the 'expected' levels for the end of each key stage are given in the table below:

Key Stage	Year Groups	Range of levels covered by the programme of study	Expected level at end of the Key Stage
1	1 - 3	1-3	2
2	4 - 6	2-5	4
3	7 - 9	3-7	5 or 6

Teachers will be expected to make judgements about the levels attained by each of their students, particularly at the end of a key stage. In deciding on a student's level of attainment, teachers should judge which description in the attainment targets best fits the student's performance. When doing so, each description should be considered alongside those for adjacent levels. It is not necessary for a student to have satisfied the entire range of a particular level to be awarded it.

It can be helpful to divide levels into three sub-levels to support tracking of progress and target setting.

For example:

- 3a – Represents a performance that demonstrates a good understanding of all the descriptors in level 3
- 3b – Represents understanding of the majority of level 3 descriptors
- 3c– Represents understanding at level 2a (ie the full understanding of the previous level) plus an understanding of some of the descriptors at level 3

Strand i Speaking and Listening

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<ul style="list-style-type: none"> •Students speak about matters of immediate interest. •They listen to others and usually respond appropriately. •They convey simple meanings to a range of listeners. •They speak audibly, and begin to extend their ideas or accounts by providing some detail. •They ask simple questions related to the subject being discussed. •They begin to add new vocabulary into speech. 	<ul style="list-style-type: none"> •Students show awareness of the needs of the listener by including relevant detail. •They speak clearly and use a growing vocabulary to develop and explain their ideas. •They listen carefully and respond appropriately with relevant questions/comments. •They begin to be aware that in some situations a more formal vocabulary and tone of voice are used. •They begin to show confidence in speaking particularly where the topics interest them. 	<ul style="list-style-type: none"> •Students speak confidently in different contexts, exploring and communicating ideas. •They show understanding of the main points in discussion. •They show through relevant comments and questions that they have listened carefully. •They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. •They use Standard English in some situations. 	<ul style="list-style-type: none"> •Students speak confidently in an increasing range of contexts. •They adapt their speech to the purpose. •They describe events and convey their opinions clearly. •They listen carefully; making contributions and asking questions that are responsive to others' ideas and views. •They use appropriately some of the features of Standard English vocabulary and grammar. 	<ul style="list-style-type: none"> •Students speak confidently in a wide range of contexts, including some that are of a formal nature. •They speak to engage the interest of the listener as they begin to vary their expression and vocabulary. •They pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. •They use Standard English in formal situations and apply grammar in new contexts. 	<ul style="list-style-type: none"> •Students adapt their speech to the demands of different contexts with increasing confidence. •They engage the interest of the listener through speech that shows variety of its vocabulary and expression. •They take an active part in discussion, showing understanding of ideas and sensitivity to others. •They become fluent in their use of Standard English in formal situations. 	<ul style="list-style-type: none"> •Students become confident in matching their speech to the demands of different contexts. •They use vocabulary precisely and organise their speech to communicate clearly. •They make significant contributions, evaluating others' ideas and varying how and when they participate. •They show confident use of Standard English in situations that require it. 	<ul style="list-style-type: none"> •They maintain and develop their speech purposefully in a range of contexts. •They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. •They make a range of contributions which shows that they have listened perceptively and are sensitive to the development of discussion. •They show confident use of Standard English in a range of situations, adapting as necessary.

Strand ii Reading

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<ul style="list-style-type: none"> •Students recognize familiar words in simple texts. •They understand that print conveys meaning. •They actively build background knowledge and vocabulary (including sight word vocabulary). •They use their knowledge of letters and sound symbol relationships in order to read words and to establish meaning when reading aloud. •They respond to poems, stories and non-fiction by identifying aspects they like. •They identify new words using pictures as clues. 	<ul style="list-style-type: none"> •Students accurately read simple passages. •They express opinions about major events or ideas in stories, poems and non-fiction. •They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning. •They demonstrate an awareness of basic strategies for understanding text (literal question/answer, making predictions and drawing conclusions). 	<ul style="list-style-type: none"> •Students read a range of texts fluently. •They show understanding of the main ideas in fiction and non-fiction texts. •They become aware of variations in text structure across genres. •They read independently, establishing meaning through appropriate strategies. •They respond to fiction/non-fiction, show understanding of the main points and express preference. 	<ul style="list-style-type: none"> •Students show understanding of significant ideas, themes, events and characters in responding to a range of texts. •They refer to the text when explaining their views. <p>They locate and use ideas and information.</p> <ul style="list-style-type: none"> •They identify, use and manipulate knowledge from common graphic features (charts, maps, diagrams, captions). •They determine the meaning of unfamiliar words using knowledge of common roots, suffixes and prefixes. •They independently recognize words with multiple meanings and determine which meaning is intended in the context of the sentence. •They identify the speaker in a poem or story. •They distinguish fact from opinion or fiction in text. 	<ul style="list-style-type: none"> •Students show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. •They identify key features, themes and characters and select sentences, phrases and relevant information to support their views. •They retrieve and collate information from a range of sources. •They identify the speaker in a text and recognize the difference between first and third person narration. •They demonstrate understanding of contextual vocabulary in various subjects. 	<ul style="list-style-type: none"> •Students identify different layers of meaning from a range of texts and comment on their significance and effect. •They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views. •They summarize a range of information from different sources. •They independently read materials which include traditional and contemporary literature (fiction and non-fiction), magazines, newspapers, textbooks, and electronic material. •They use knowledge of Greek and Latin affixes to understand unfamiliar vocabulary. •They use reference skills to determine pronunciations, meanings, alternate word choices, and parts of speech of words. 	<ul style="list-style-type: none"> •Students show understanding of the ways in which meaning and information are conveyed in a range of texts. •They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. •They select and synthesize a range of information from a variety of sources. 	<ul style="list-style-type: none"> •Students show appreciation of, and comment on, a range of text. •They evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. •They select and analyse information and ideas, and comment on how these are conveyed in different texts. •They identify/analyse argument, opinion and alternative interpretations, cross referencing as appropriate.

Strand iii Writing

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<ul style="list-style-type: none"> •Students communicate meaning through simple words and phrases in their writing. •They show awareness of and begin to use full stops in their reading and writing. •They form letters that are clear and accurately positioned. •They reread writing to self and others. •When spelling words, they show awareness of the sounds formed by different letters and groups of letters. 	<ul style="list-style-type: none"> •Students develop ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops. •They spell simple, monosyllabic words correctly, and where there are inaccuracies the alternative is phonetically plausible. •They use connecting words to join related ideas in a sentence. •They identify nouns, verbs and adjectives and use them in their writing. •They distinguish between complete and incomplete sentences. •They organize texts chronologically 	<ul style="list-style-type: none"> •Students organize their writing imaginatively and clearly. •They use the main features of different forms of writing appropriately, and begin to adapt these to different readers. •They use the basic grammatical structure of sentences correctly. •They spell simple mono and polysyllabic words correctly. •They accurately use punctuation to indicate sentence type. •They extend ideas logically in sequences of sentences. •They publish by presenting an edited piece of writing to others. •They identify a variety of sentence types and use them in their writing. 	<ul style="list-style-type: none"> •Students produce writing (that is lively and thoughtful) in a range of forms. •They express ideas that are often sustained and developed in interesting ways and organized appropriately for the purpose of the reader. •They spell polysyllabic words that conform to regular patterns. •They use full stops, capital letters, exclamation marks, inverted commas and question marks correctly. •They write in a style that is fluent, joined and legible and incorporates different tenses. •They develop characters and settings in narrative writing. •They choose vocabulary that is often adventurous and used for effect. 	<ul style="list-style-type: none"> •Students use writing that is varied and interesting, conveying meaning clearly in a range of forms for different readers. •They use a more formal style of writing where appropriate. •They use words precisely for effect. •They apply rules of English to spell words with complex regular patterns correctly. •They accurately use a range of punctuation, including apostrophes. •They organize simple and complex sentences into paragraphs. •They communicate meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. 	<ul style="list-style-type: none"> •Students write in a way that often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. •They spell correctly, including irregular words. •They write using clear, neat and legible handwriting. •They create effects using a range of sentence structure and vocabulary. •They use complex sentence structures and a variety of sentence types in their writing. •They use a variety of ways to organize paragraphs such as contrast and time. 	<ul style="list-style-type: none"> •Students write confidently and show appropriate choices of style in a range of forms. •They use organized and coherent ideas in nonfiction writing. •They use grammatical features and vocabulary accurately and effectively. •They spell correctly, including complex irregular words. •They present work that is legible and attractive. •They use paragraphing and correct punctuation to make the sequence of events or ideas coherent and clear to the reader. •They use correct subject-verb agreement in sentences with compound subjects. •They identify and use common subjective and objective forms of pronouns, appropriately and correctly in their own writing. 	<ul style="list-style-type: none"> •Students write in a way that shows the selection of specific features or expressions to convey particular effects and to interest the reader. •They produce narrative writing that shows control of characters, events and settings, and shows variety in structure. •They produce expository and persuasive writing that is coherent and gives clear points of view. •They use vocabulary and grammar that enables fine distinctions to be made or emphasis achieved. •They demonstrate clear understanding of punctuation, spelling, use of appropriate vocabulary and paragraphing. •They write a research paper giving credit to various sources.