

The Cayman Islands

National Curriculum 2008

English Programme of study and attainment targets for Key Stage 2

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 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 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 in 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 elements of this approach are outlined in the Teaching and Learning section of the English Language Curriculum.

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 learning of literacy involves exposure to a wide range of language resources which allow learners to interact with diverse texts, use texts functionally and analyse texts critically.
- Effective literacy learning requires students to actively 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 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. More detail is given about how to interpret them in appendix 2. Levels 1-8 have been included here, although most students will be working between levels 2 and 5. Exceptionally gifted students will need to be given work from the Key Stage 3 programme of study so they can access levels 6 and above.

English programme of study for Key Stage 2

Introduction

During Key Stage 2, students learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.

Students should be taught the grammatical constructions that are characteristic of spoken Standard English and to apply this knowledge appropriately in a range of contexts.

Speaking

To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, **students should be given opportunities to:**

- Use vocabulary and syntax that enables them to communicate more complex meanings
- Gain and maintain the interest and response of different audiences (for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects)
- Choose material that is relevant to the topic and to the listeners
- Show clear shape and organisation with an introduction and an ending
- Speak audibly and clearly, using spoken Standard English in formal contexts
- Evaluate their speech and reflect on how it varies

- Make contributions relevant to the topic and take turns in discussion
- Vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
- Qualify or justify what they think after listening to others' questions or accounts
- Deal politely with opposing points of view and enable discussion to move on
- Take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson
- Use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences

Suggested activities:

- *Reading aloud*
- *Presenting to different audiences*
- *Extended speaking for different purpose*
- *Investigating, selecting, sorting*
- *Planning, predicting, exploring*
- *Explaining, reporting, evaluating*

Listening

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

- Identify the gist of an account or key points in a discussion and evaluate what they hear
- Ask relevant questions to clarify, extend and follow up ideas
- Recall and retell important features of an argument, talk, reading, radio or television programme, film
- Identify features of language used for a specific purpose (for example, to persuade, instruct or entertain)
- Respond to others appropriately, taking into account what they say

Suggested activities:

- *Attending live talks, readings and presentations*
- *Listening to recordings (for example, radio, television, film, others in groups)*

Reading

To read with fluency, accuracy and understanding, **students should be given opportunities to:**

- Use phonemic awareness and phonic knowledge
- Use word recognition and graphic knowledge
- Use knowledge of grammatical structures

- Use contextual understanding
- Use inference and deduction
- Look for meaning beyond the literal
- Make connections between different parts of a text (for example, how stories begin and end, what has been included and omitted in information writing)
- Use their knowledge of other texts they have read

Suggested activities

- *Scan text to find information*
- *Skim for gist and overall impression*
- *Obtain specific information through detailed reading*
- *Draw on different features of texts, including print, sound and image, to obtain meaning*
- *Use organisational features and systems to find texts and information*
- *Distinguish between fact and opinion (for example, by looking at the purpose of the text, the reliability of information)*
- *Consider an argument critically*

Literature

To develop understanding and appreciation of literary texts, **students should be given opportunities to:**

- Recognise the choice, use and effect of figurative language, vocabulary and patterns of language
- Identify different ways of constructing sentences and their effects
- Identify how character and setting are created, and how plot, narrative structure and themes are developed

- Recognise the differences between author, narrator and character
- Evaluate ideas and themes that broaden perspectives and extend thinking
- Consider poetic forms and their effects
- Express preferences and support their views by reference to texts
- Respond imaginatively, drawing on the whole text and other reading
- Read stories, poems and plays aloud

Non-fiction and non-literary texts

To develop understanding and appreciation of non-fiction and non-literary texts, **students should be given opportunities to:**

- Identify the use and effect of specialist vocabulary
- Identify words associated with reason, persuasion, argument, explanation, instruction and description
- Recognise phrases and sentences that convey a formal, impersonal tone
- Identify links between ideas and sentences in non-chronological writing
- Understand the structural and organisational features of different types of text (for example, paragraphing, subheadings, links in hypertext)
- Evaluate different formats, layouts and presentational devices (for example, tables, bullet points, icons)
- Engage with challenging and demanding subject matter

Writing

Students should be given opportunities to:

- Choose form and content to suit a particular purpose (for example, notes to read or organise thinking, plans for action, poetry for pleasure)
- Broaden their vocabulary and use it in inventive ways
- Use language and style that are appropriate to the reader
- Use and adapt the features of a form of writing, drawing on their reading
- Use features of layout, presentation and organisation effectively

Suggested activities:

- *Planning - noting and developing initial ideas*
- *Drafting - developing ideas from the plan into structured written text*
- *Revising - changing and improving the draft*
- *Proofreading - checking the draft for spelling and punctuation errors, omissions and repetitions*
- *Presenting - preparing a neat, correct and clear final copy*
- *Discussing and evaluating their own and others' writing*
- *Writing legibly in both joined and printed styles with increasing fluency and speed*
- *Using different forms of handwriting for different purposes (for example, print for labelling maps or diagrams, a clear, neat hand for finished presented work, a faster script for notes)*

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 are fluent in their use of Standard English in formal situations. 	<ul style="list-style-type: none"> •Students are 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"> •Students 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 are 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. •They locate and use ideas and information. •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 appreciation of, and comment on, a range of texts. •Evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. •Select and analyse information and ideas, and comment on how these are conveyed in different texts. •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 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. •Thy 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 non-fiction 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.