

# English

Key Stage 3 Non Statutory Guidance  
for English with Media Education

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# Section 01

## Purpose of this Guidance

This guidance is part of the support and implementation package for the Revised Northern Ireland Curriculum (hereafter referred to as Northern Ireland Curriculum) already with your school that includes:

- The Statutory Curriculum at Key Stage 3: Supplementary Guidance; and
- The Curriculum Support and Implementation Box.

Both these resources and additional learning and teaching materials are also available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

English\* is part of the minimum requirement for every pupil at Key Stage 3. This guidance seeks to build on good practice and to provide heads of department with information and practical approaches to help them plan and roll-out the requirements for English in a manageable way. The guidance explains and provides interpretation of the statutory requirements for English.

There are departmental questions and activities after each section which can help you and the members of your department to reflect on and evaluate your current practice and identify actions for departmental planning.

The questions and activities follow *The 4A's Model for Planning* as documented in the booklet, *Planning for the Revised Curriculum at Key Stage 3*, in your school's Curriculum Support and Implementation Box. Working through this guidance and its accompanying activities means that your department will be well on course for rolling out the Northern Ireland Curriculum.

\* Throughout this guidance, "English" refers to "English with Media Education."



# Section 02

## English with Media Education in the Northern Ireland Curriculum

The Northern Ireland Curriculum aims to empower pupils to achieve their potential and to make informed and responsible choices and decisions throughout their lives. It is about helping all pupils prepare for life and work:

- as individuals;
- as contributors to society;
- as contributors to the economy and environment.

English has a significant role to play in this. It provides pupils with opportunities to appreciate and use language for a range of functional and creative purposes. It also promotes understanding of the nature of communication in different contexts. Pupils' ability to shape and deconstruct messages in print and digital forms will be important throughout their lives.

### Meeting Curriculum Objectives

English **develops pupils as individuals** by:

- developing pupils' ability to communicate effectively;
- helping pupils to understand how language is used to define identity and to convey ideas, feelings and experiences;
- enabling pupils to explore and respond to others' ideas and emotions imaginatively or critically;
- encouraging pupils' creative expression.

English **develops pupils as contributors to society** by:

- providing opportunities for pupils to explore how the attitudes and actions of individuals can impact on other people's lives;
- providing opportunities for pupils to consider issues that affect society, through engagement with literature and the media;
- making pupils aware of the power that media and language have to shape society.

English **develops pupils as contributors to the economy and environment** by:

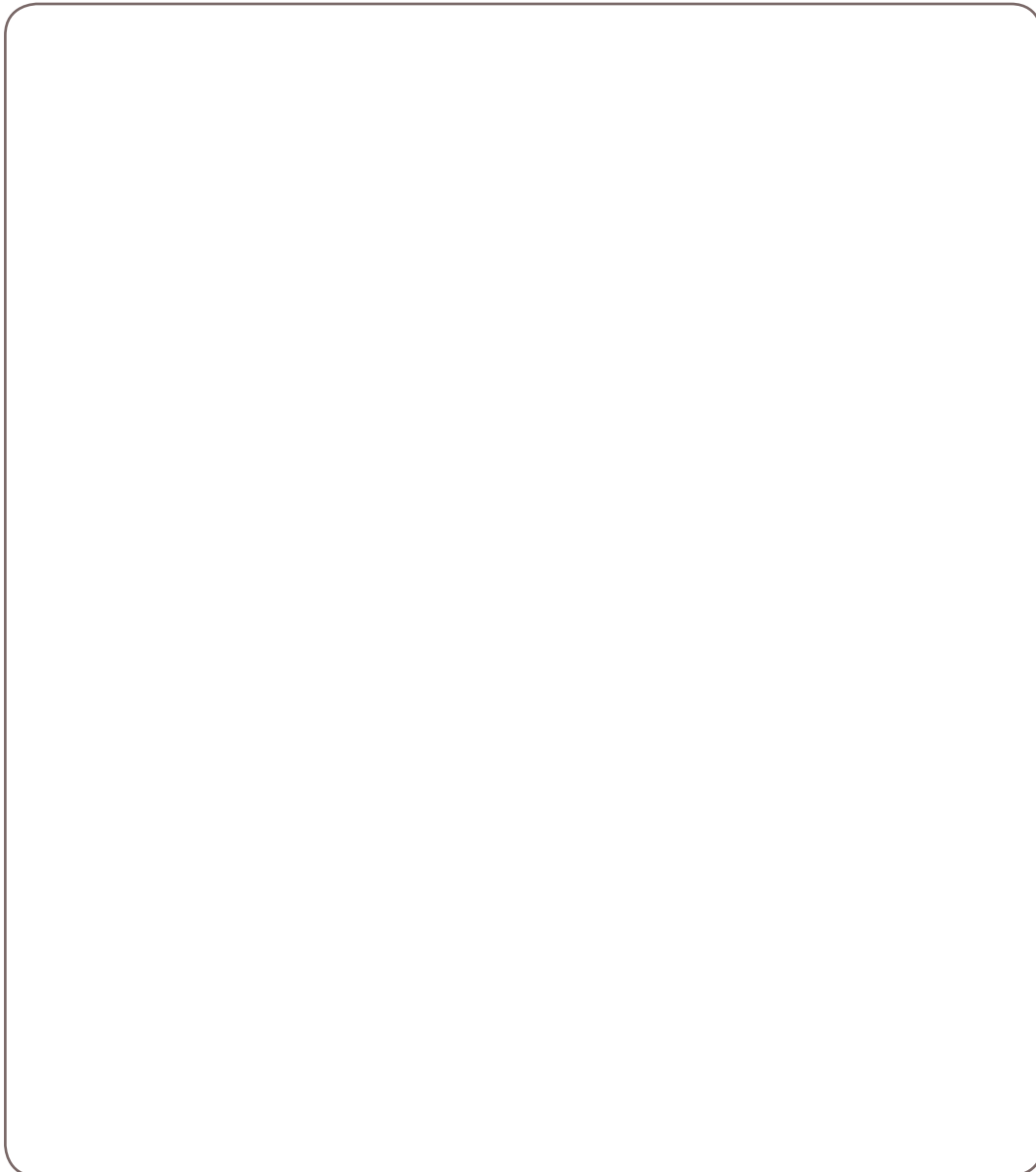
- developing pupils' communication skills as required by employers;
- giving pupils opportunities to engage with issues around employment, economics and the environment;
- making pupils aware that media and language can be used to convey messages about the economy and environment in certain ways.

## Questions for Departments

In order to contribute to the curriculum objectives during the key stage, what do we want our pupils in English to :

- know (knowledge and understanding);
- be able to do (skills);
- be like (attitudes and dispositions)?

## Action

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# Section 03

## Links to Key Stage 2 and Key Stage 4

### 3.1 Key Stage 2

The Key Stage 2 curriculum requires delivery of the same skills and capabilities as Key Stage 3 - Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities.

At Key Stage 2, English is not named as a discrete subject; it is encompassed in the "Language and Literacy" area of learning. The skills specified in Key Stage 2 Language and Literacy are essentially the same as those specified in Key Stage 3 English – pupils have opportunities to communicate effectively in spoken and written form and to engage imaginatively and critically with ideas through text.

### 3.2 Key Stage 4

The flexible framework at KS3 allows:

- teachers to establish foundations for Key Stage 4 study by providing opportunities for pupils to demonstrate deeper understanding;
- pupils to become more independent learners who will be more adept and experienced in managing their own learning.

Key Stage 3 experiences should provide a robust basis for learning at Key Stage 4. The knowledge, understanding and skills outlined in the statutory requirement for Key Stage 3 English provide a framework that enables teachers to tailor the breadth and depth of coverage to meet the needs and interests of their pupils.

At Key Stage 4, there is no statutory requirement to provide the subject of English discretely or to provide access to an examinable English syllabus. However, it is a statutory requirement that schools make provision for pupils at Key Stage 4 to develop communication skills. Five descriptors are set out for the cross-curricular skill of Communication at Key Stage 4. They are:

- communicating meaning, feelings and viewpoints in a logical and coherent manner;
- making oral and written summaries, reports and presentations, which take account of audience and purpose;
- participating in discussions, debates and interviews;
- interpreting, analysing and presenting information in oral, written and ICT formats;
- exploring and responding, both imaginatively and critically, to a variety of texts.

Schools will have the flexibility to interpret and deliver Communication in ways appropriate to their own context. However, it is likely that most schools will opt to deliver Communication at Key Stage 4 through a qualification in English.

English at Key Stage 3 provides a good foundation for a range of subjects and qualifications at Key Stage 4. These include:

- English;
- English Literature;
- Key Skills Communication;
- Journalism;
- Media Studies;
- Drama.

Details of Key Stage 4 qualifications are available on the CCEA website. At the time of writing, GCSE specifications in all subjects are currently being reviewed.

# Section 04

## Understanding the Statutory Requirements for English with Media Education

This section includes explanation of:

- The Layout of the Statutory Requirements;
- Knowledge, Understanding and Skills;
- Curriculum Objectives and Key Elements;
- Learning Outcomes;
- Thinking Skills and Personal Capabilities.

### 4.1 The Layout of the Statutory Requirements

**Objectives**  
The curriculum objectives provide the real and relevant contexts in which the knowledge, understanding and skills are developed. The objectives should be developed through the key stage.

Developing pupils' Knowledge, Understanding and Skills	<b>(Objective 1)</b> Developing pupils as Individuals	<b>(Objective 2)</b> Developing pupils as Contributors to Society	
<p>Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by:</p> <ul style="list-style-type: none"> <li>• expressing meaning, feelings and viewpoints;</li> <li>• talking, to include debate, role-play, interviews, presentations and group discussions;</li> <li>• listening actively and reporting;</li> <li>• reading and viewing for key ideas, engagement and empathy;</li> <li>• writing and presenting in different forms for different audiences and purposes;</li> <li>• participating in a range of drama;</li> <li>• interpreting visual stimuli including the moving image;</li> <li>• developing an understanding of different forms, genres and methods of communication and an understanding of how they are created;</li> <li>• developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;</li> </ul>	<p>Pupils should have opportunities to:</p> <p>Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential, for example, discuss what they would have done or how they would have felt when faced with a situation in a novel; produce a digital portfolio highlighting their personal qualities etc. (Key Element: Personal Understanding)</p> <p>Create a campaign to promote a health and safety issue such as dealing with misuse of substances. Improvise a scene demonstrating peer support or peer pressure about a health related issue. (Key Element: Personal Health)</p> <p>Explore issues related to Moral Character : Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, discuss moral choices of real-life and fictional characters; take responsibility for choices and actions. (Key Element: Moral Character)</p> <p>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings, for example, comment on a film, novel, performance or poem which has stimulated a personal insight. (Key Element: Spiritual Awareness)</p>	<p>Pupils should have opportunities to:</p> <p>Use literature, drama, poetry or the moving image to explore others' needs and rights, for example, consider the needs of a fictional character; participate in a role play involving conflicting rights etc. (Key Element: Citizenship)</p> <p>Explore how different cultures and beliefs are reflected in a range of communication methods, for example, through the moving image, drama, literature, etc. (Key Element: Cultural Awareness)</p> <p>Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, track coverage of the same issue in a range of media; design and produce own current affairs programme/news sheet for young audience etc. (Key Element: Ethical Awareness)</p>	<p>Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, track coverage of the same issue in a range of media; design and produce own current affairs programme/news sheet for young audience etc. (Key Element: Ethical Awareness)</p> <p>Develop an understanding of the impact of economics on the lives of people, debate whether you should be employed by child labour; consider the consequences of financial difficulties (Literature, Economic Awareness)</p> <p>Develop an effective communication campaign, for example, produce promotional material for a local heritage site; present the case for a local site/building; participate in a local assembly/parliament about a local issue. (Key Element: Education for Sustainable Development)</p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of English and Media Education.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> <li>• research and manage information using appropriate sources and ICT where appropriate;</li> <li>• show deeper understanding of issues and make informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate creative and effective communication through writing, speaking and listening;</li> <li>• work effectively in groups and teams, demonstrating leadership and responsibility;</li> <li>• demonstrate an understanding of the impact of economics on the lives of people, debate whether you should be employed by child labour; consider the consequences of financial difficulties (Literature, Economic Awareness)</li> <li>• demonstrate an understanding of the impact of economics on the lives of people, debate whether you should be employed by child labour; consider the consequences of financial difficulties (Literature, Economic Awareness)</li> <li>• demonstrate an understanding of the impact of economics on the lives of people, debate whether you should be employed by child labour; consider the consequences of financial difficulties (Literature, Economic Awareness)</li> <li>• demonstrate an understanding of the impact of economics on the lives of people, debate whether you should be employed by child labour; consider the consequences of financial difficulties (Literature, Economic Awareness)</li> <li>• demonstrate an understanding of the impact of economics on the lives of people, debate whether you should be employed by child labour; consider the consequences of financial difficulties (Literature, Economic Awareness)</li> <li>• demonstrate an understanding of the impact of economics on the lives of people, debate whether you should be employed by child labour; consider the consequences of financial difficulties (Literature, Economic Awareness)</li> </ul>		

**Exemplar**  
See back cover for an A3 version of the Statutory Requirements for English with additional guidance and examples

The **Knowledge, Understanding and Skills** to be developed in English during Key Stage 3.

The objectives are made up of **Key Elements**. These provide opportunities for subjects to connect with Learning for Life and Work and with other subjects.

**Learning Outcomes**  
These state the skills and capabilities that pupils should be able to demonstrate throughout the key stage in the context of English.

NB: Teachers may develop activities that combine many of the statutory requirements. Subjects highlighted in BOLD (including each of the Key Elements) are met.


## 4.2 Knowledge, Understanding and Skills

The first column in the statutory requirements for English is headed “Developing pupils’ Knowledge, Understanding and Skills.”

- In the Northern Ireland Curriculum, knowledge is promoted as a means to understanding and as a context for demonstration of skills.
- Everything in this column is a statutory requirement for the key stage as a whole; not for individual years within the key stage.
- Frequency during the key stage of the learning opportunities referred to in this column is at the discretion of individual English departments. It is intended that schools interpret and develop statutory requirements as appropriate to their own context.
- The recursive nature of English means that the bullet points in the Knowledge, Understanding and Skills column are likely to be covered a number of times in each academic year within the key stage.
- To address the recursive nature of English it may be useful, in planning, to have a more explicit focus on some bullet points in each year group. Alternatively, departmental planning documents might qualify coverage in each year group, showing progression in relation to knowledge, understanding and skills.

The table below and overleaf seeks to explain, illustrate and expand on the bullet points under knowledge, understanding and skills.

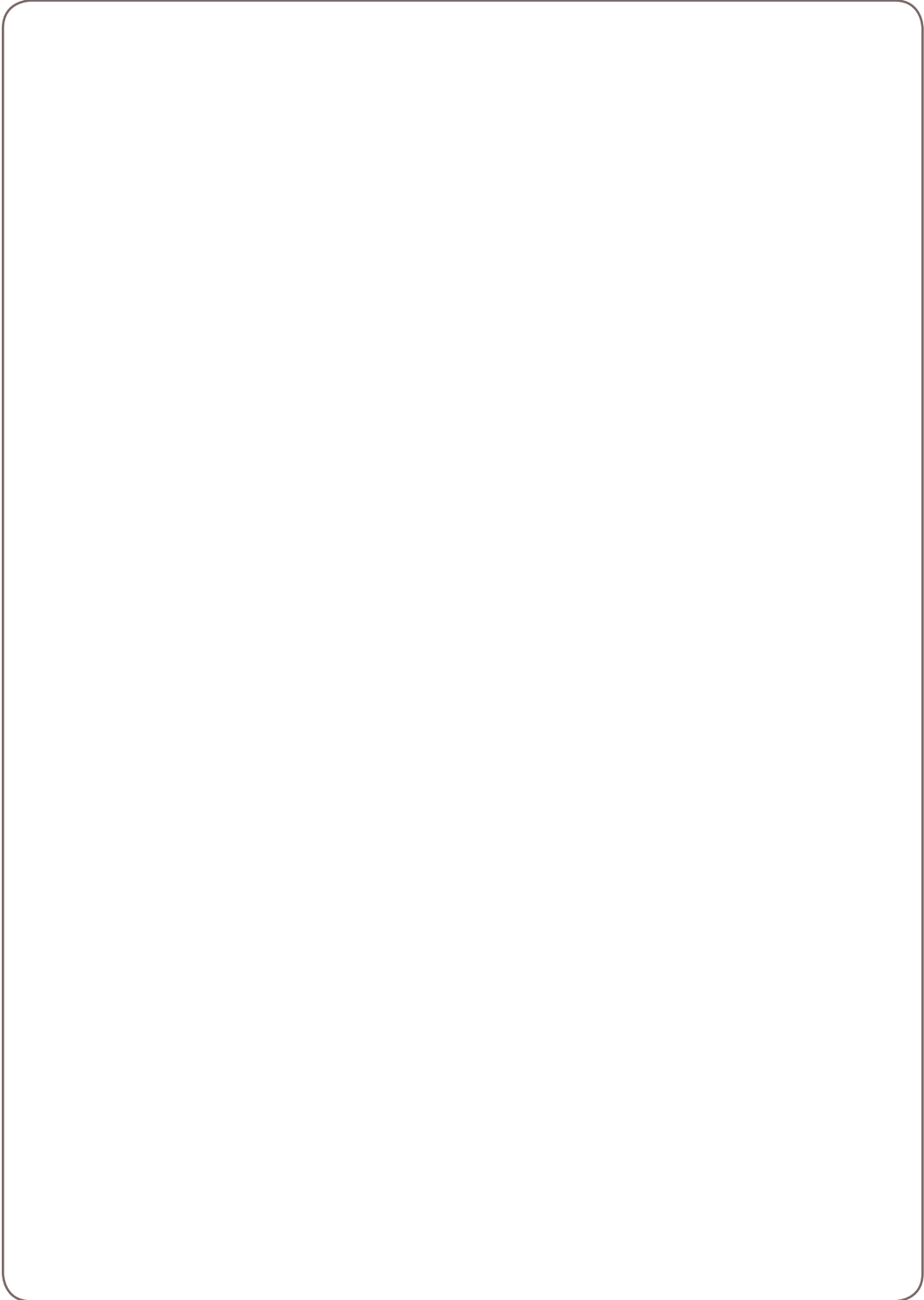
Developing pupils’ Knowledge, Understanding and Skills	Supporting notes
<p>Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multi-media which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by:</p> <ul style="list-style-type: none"> <li>• expressing meaning, feeling and viewpoints;</li> </ul>	<p>The “Knowledge, Understanding and Skills” column sets out what can be recognised as existing practice in English. In the Northern Ireland Curriculum, what is set out in this column effectively becomes one aspect of English, the other aspects of statutory requirement being the curriculum objectives and the learning outcomes. The Northern Ireland Curriculum promotes opportunities for pupils to engage with a wide and varied range of stimuli.</p> <p>Pupils should have opportunities to do this in a range of forms, contexts and media that, throughout the key stage, cover the key elements.</p>

Developing pupils' Knowledge, Understanding and Skills	Supporting notes
<ul style="list-style-type: none"> <li>• talking to include debate, role play, interviews, presentation and group discussion;</li> <li>• listening actively and reporting back;</li> <li>• reading and viewing for key ideas, enjoyment, engagement and empathy;</li> <li>• writing and presenting in different media and for different audiences and purposes;</li>   <li>• participating in a range of drama activities;</li> <li>• interpreting visual stimuli including the moving image;</li>   <li>• developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created;</li>   <li>• developing their knowledge of how language works and their accuracy in using the conventions of language , including spelling, punctuation and grammar;</li>   <li>• analysing critically their own and other texts;</li>   <li>• using a range of techniques, forms and media to convey information creatively and appropriately.</li> </ul>	<p>Although talking and listening, reading and writing are not used as headings for English in the Northern Ireland Curriculum, they are central to the activities noted in this column. The skills alluded to under the heading "Knowledge, Understanding and Skills" refer, in every area of learning, to subject-specific skills. Due to the nature of English, its skills are essentially those of communication. Talking and listening, reading and writing retain a high profile in defining the three strands of the cross-curricular skill of Communication.</p> <p>The physical, creative expression in drama activities can be used to complement the requirement to interpret visual stimuli and the moving image. Integration of visual images into lessons can engage pupils, exploit pupils' media literacy and develop their ability to question, interpret and create meaning. Use of the moving image (eg. film/ animation/digital video) is part of one of the statutory learning outcomes for English.</p> <p>Across the key stage, pupils should have opportunities to appreciate and evaluate methods of communication and the power of media, including digital technologies, in their day-to-day lives and in wider contexts.</p> <p>Knowledge about the secretarial aspects of English should be acquired so that pupils can articulate clearly and express understanding within the contexts provided by the key elements.</p> <p>Pupils' ability to identify and take responsibility for strengths and weaknesses in texts that they have created contributes to the development of Self-Management and Thinking, Problem-Solving and Decision-Making. Critical analysis of literature and other types of text is a transferable skill which can be applied in other subjects.</p> <p>In order to prepare them for life and work, pupils' ability to manipulate their own messages in different forms should be transferable to emerging media and to digital technologies used at home, within school, with their friends, families and unfamiliar audiences. The issue of how language and technologies can be misused might be addressed as part of this work.</p>

### Questions for Departments

- What is the current balance between knowledge, understanding and skills in our departmental provision?
- What are the implications for future learning and teaching at Key Stage 3?

### Action




### 4.3 Curriculum Objectives and Key Elements

The curriculum objectives are broken down into key elements. The key elements are a vehicle for ensuring that English directly connects to the curriculum objectives. The key elements can also provide a means of connecting learning in English to other subjects and to Learning for Life and Work. Using Learning for Life and Work to make connections is explored further in 5.3.

The table below shows how each curriculum objective is linked to specific key elements.

The Northern Ireland Curriculum should provide relevant learning opportunities to help each pupil develop as:		
Objective 1 An individual	Objective 2 A contributor to society	Objective 3 A contributor to the economy and the environment
<b>Key Elements</b> Personal Understanding Mutual Understanding Personal Health Moral Character Spiritual Awareness	<b>Key Elements</b> Citizenship Cultural Understanding Media Awareness Ethical Awareness	<b>Key Elements</b> Employability Economic Awareness Education for Sustainable Development

For example, developing the pupil as an individual (Curriculum Objective 1) will require a focus on the key elements of Personal Understanding, Mutual Understanding, Personal Health, Moral Character and Spiritual Awareness.

Every subject must contribute to all key elements across the key stage. Some subjects will have more naturally occurring opportunities to promote certain key elements.

The key elements that English contributes to more fully are:

- Personal Understanding;
- Mutual Understanding;
- Spiritual Awareness;
- Citizenship;
- Cultural Understanding;
- Media Awareness;
- Employability;
- Education for Sustainable Development.

Statutory contexts and activities for English in relation to the key elements are defined in the statutory requirements. Heads of English need to ensure that pupils have at least one opportunity to engage with each of the key elements in a meaningful way during the key stage.

Many of the themes explored by pupils in English will sit naturally with the key elements. For departments which currently have a theme or topic based approach at Key Stage 3 and wish to retain this approach in the Northern Ireland Curriculum, the key elements may provide useful contexts for departmental development work. The table overleaf gives examples of some of the questions which may help to explore each key element in English.

Technical aspects of English such as knowledge about spelling, punctuation and grammar are required for clear articulation and expression in all key element contexts and should be developed accordingly. Literature and media resources used in English should either **be** relevant or be approached in a way that makes them **more** relevant in some way to pupils' lives and work. Existing approaches which do not sit naturally within any of the key elements may need to be evaluated in terms of appropriateness to the Northern Ireland Curriculum.

## Developing the Key Elements through English

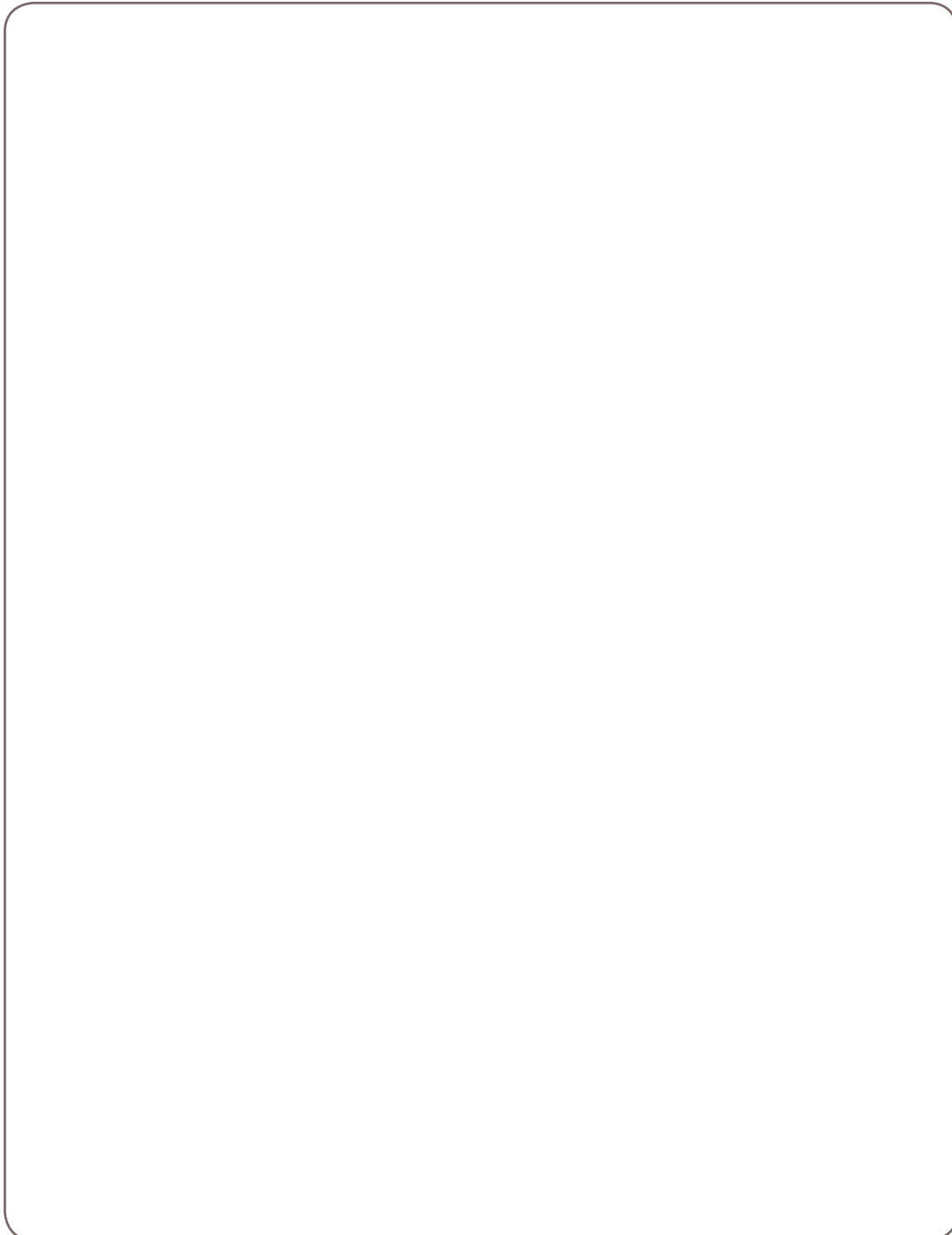
Developing pupils as .... individuals	.... contributors to society	.... contributors to the economy and environment
<p><b>Personal Understanding</b>                      Who am I?                      How do I react to people and situations, as presented in literature and the media?                      Have characters in literature had experiences like mine?                      How can I express myself using different forms and media?</p> <p><b>Mutual Understanding</b>                      Why is it important for me to empathize with people and for them to empathize with me?                      What can I learn from literature and the media about similarities and differences between people's lives?                      How does use of language shape messages and relationships?                      How can I express my understanding of others?</p> <p><b>Personal Health</b>                      What can I learn about personal health from literature and the media?                      What power does the media have to influence my personal health?                      In what ways are language and image used to convey messages about health?                      How can I use language and image to express my ideas about personal health effectively in different forms and media?</p>	<p><b>Citizenship</b>                      What can I learn from literature and the media about social issues including needs and rights?                      Why is an individual's language and behaviour important in their community?                      What impact can media reporting have on communities?                      How do language and images have the power to include and exclude people from social groups?                      How can I express my views as a citizen most effectively?                      How can my voice make a difference to society?</p> <p><b>Cultural Understanding</b>                      What can I learn from literature about other cultures?                      How do themes and experiences, as conveyed in literature, compare between cultures?                      How does the media shape our understanding of our own and other cultures?                      How can I use language to demonstrate appreciation of my own and other cultures?</p> <p><b>Media Awareness</b>                      In what ways does the media have an impact on my life?                      How are language and image manipulated in different media?                      What are the possibilities and limitations of communication using media technologies?                      How can I communicate effectively using different media?                      How can I stay safe in our media world?</p>	<p><b>Employability</b>                      What can I learn from literature and the media about the world of work?                      Why are communication skills important in the workplace?                      What skills can I develop in English that will make me employable?                      How can I demonstrate initiative and the ability to work in teams in English?</p> <p><b>Economic Awareness</b>                      What can I learn from literature and the media about how economics affect people's lives?                      How are messages based on statistics manipulated by use of language in different media?                      How are messages about the economy manipulated by use of language in different media?                      How can I effectively communicate my ideas about economic issues?</p> <p><b>Education for Sustainable Development</b>                      How can we use literary techniques such as metaphor and personification to capture the character of our natural world?                      How do literature and visual images convey the impact of man on nature?                      What can I learn from literature and the media about the importance of sustainable development?                      How can I make a message about sustainable development that will have an impact?</p>

Developing pupils as .... individuals	.... contributors to society	.... contributors to the economy and environment
<p><b>Moral Character</b>                      What can I learn from literature and the media about right and wrong?                      What influences people to behave the way they do?                      Is being a good person defined in the same way across cultures and communities?                      What power does a culture's media have to shape its moral standards?                      How can responding to language, image and the media develop my own moral character?</p> <p><b>Spiritual Awareness</b>                      How do words and images make me think about my significance in the world?                      When and why do words and images make me feel a sense of wonder?                      How do words and images help me to see beauty?                      How can I express ideas that are thought-provoking?</p>	<p><b>Ethical Awareness</b>                      What can I learn about ethical issues from the views and experiences of my peers, characters in literature and the media?                      How can language, image and media be used effectively to present views on ethical issues?                      How is language used to create bias in the presentation of ethical issues?                      How can I most effectively present my views on ethical issues?</p>	

## Questions for Departments

- What key elements do we
  - address well?
  - need to focus more on?
  - not address at all?
- Are there any key elements that we could develop with another department to connect learning?
- How could we use the curriculum objectives or key elements to move our departmental planning forward?
- What are the implications for our resources?

## Action




## 4.4 Learning Outcomes

**Learning outcomes** incorporate the skills and capabilities pupils should be able to demonstrate throughout Key Stage 3 in each subject strand. These are similar across each subject strand and promote the infusion of the **cross-curricular skills** (Communication, Using Mathematics and Using ICT) (please refer to Appendix 1 for further guidance on the cross-curricular skills). The learning outcomes also promote the infusion of **Thinking Skills and Personal Capabilities** (also refer to Appendix 2 for further guidance on Thinking Skills and Personal Capabilities).

As with all subjects, it is statutory for teachers to provide opportunities for pupils to **acquire** and **develop** the cross-curricular skills and the Thinking Skills and Personal Capabilities in English. Pupils should also be given opportunities to demonstrate their skills and application of knowledge and understanding of English to meet the learning outcomes.

### Evidence for Learning Outcomes

Evidence of the application of skills, knowledge and understanding for a learning outcome can be demonstrated at any point in the learning process. Learning outcomes can be based on process or product. They may be evidenced by teacher, pupil or peer assessment of a range of pupils' work and performance, including work generated using ICT. The nature of feedback on learning outcomes can be qualitative, quantitative, verbal or written to suit the purpose of the assessment.

### Using and Recording Evidence

The number of occasions when learning outcomes are internally recorded, the system for internal recording and the use made of internal records is at the discretion of departments in line with whole school policy. Learning outcomes can be demonstrated through formal or informal assessment, formative and /or summative assessment.

Evidence of learning outcomes can be:

- recorded informally, that is, primarily for feedback to pupils and for teacher reference;
- recorded formally, that is, in line with departmental and internal whole school assessment policy requirements;
- used to inform reporting, for example, in relation to Pupil Profile requirements.

## Skills and the Learning Outcomes

The relationship between the learning outcomes and the cross-curricular skills and Thinking Skills and Personal Capabilities is set out in the table below.

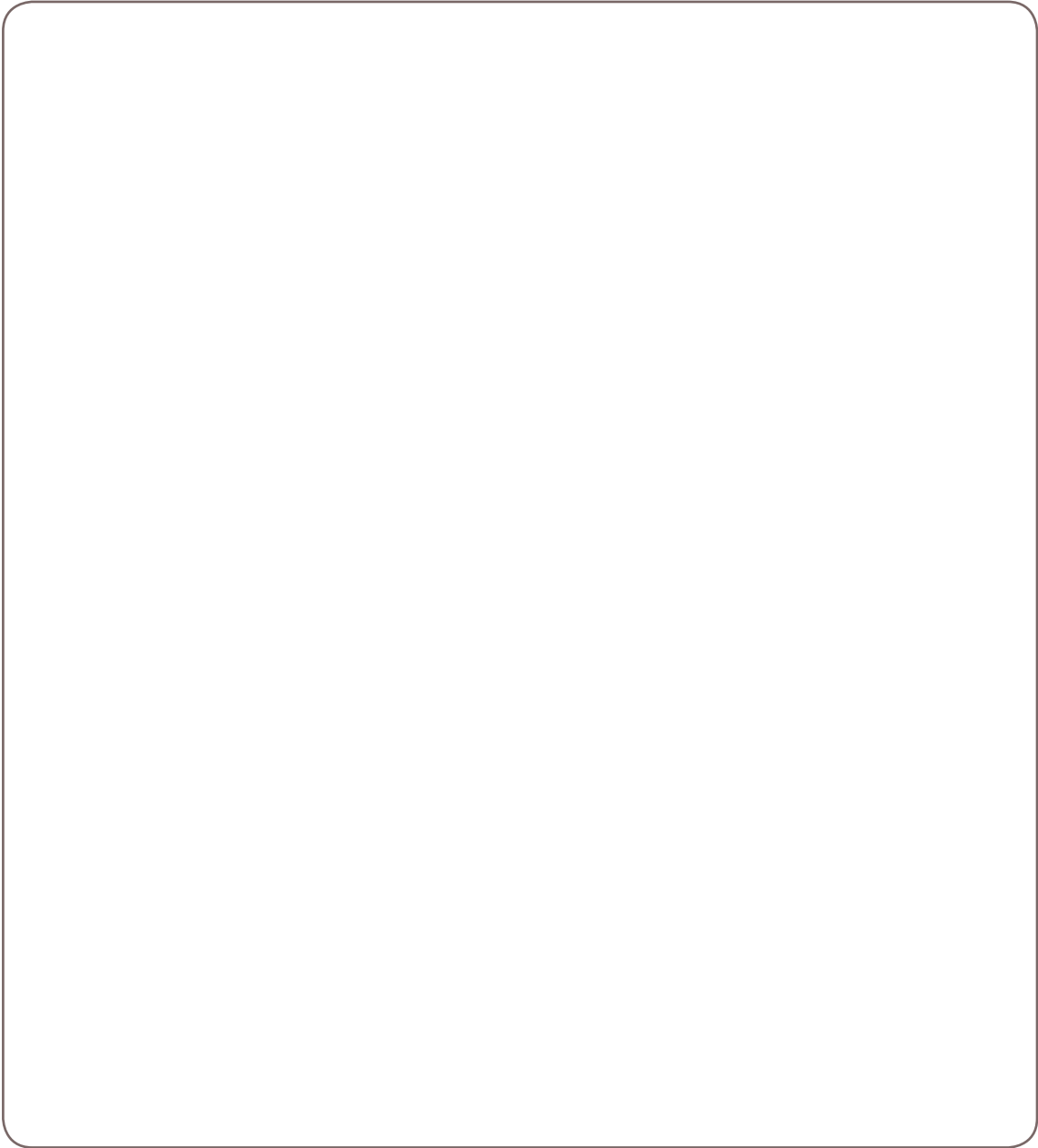
Learning Outcomes	Cross-Curricular Skills/Thinking Skills and Personal Capabilities
<b>Research and manage information effectively, including using Mathematics and using ICT where appropriate</b>	Managing Information (Communication, Using Mathematics, Using ICT)
<b>Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate</b>	Thinking, Problem-Solving, Decision- Making (Using Mathematics, Using ICT)
<b>Demonstrate creativity and initiative when developing ideas and following them through</b>	Being Creative
<b>Work effectively with others</b>	Working with Others
<b>Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance</b>	Self-Management
<b>Communicate effectively in oral, visual and written formats (including ICT and the moving image) showing clear awareness of audience, purpose and attention to accuracy</b>	Communication Using ICT

See Appendix 3 for examples of learning outcomes in English.

**Questions for Departments**

- How can we plan for learning outcomes?
- How can our existing departmental assessment policy be amended to make reference to the learning outcomes?
- Which learning outcomes will be the most challenging for our department?

**Action**

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## 4.5 Thinking Skills and Personal Capabilities

The Thinking Skills and Personal Capabilities framework consists of five overlapping sets of skills:

- Managing Information;
- Thinking, Problem-Solving, Decision-Making;
- Being Creative;
- Working with Others;
- Self-Management.

Each of the Thinking Skills and Personal Capabilities is broken down into further detail. These can facilitate lesson planning and provide criteria against which pupils' performances can be assessed and reported.

Many of the skills are not new and are already being developed across a range of subjects. This single framework aims to make the development of Thinking Skills and Personal Capabilities more structured and explicit, to encourage application across a range of contexts and to provide a common language that pupils and teachers can use to talk about their thinking and learning.

There are a number of teaching strategies that will promote the development of Thinking Skills and Personal Capabilities generally, for example setting open-ended tasks, effective questioning, talking about thinking and learning and providing meaningful opportunities for collaborative learning. Many of these activities also support the principles of 'Assessment for Learning'.

The big shift, however, is to focus on opportunities in English where a specific thinking skill or personal capability will help deepen understanding in English contexts. The English activity in turn provides opportunities for the instruction, development and practice of the thinking skill/personal capability. This promotes lessons where there is the parallel development of subject knowledge and understanding as well as the development of a particular mode of thinking. This approach is referred to as infusion; adding one thing to another to give new significance.

Planning for infusion involves, for example:

- identifying the specific skills and capabilities best developed through English and setting up activities to introduce and practice them;
- looking across a series of units of work in a particular year group and identifying where the most appropriate contexts are to introduce and develop specific skills.

This explicit approach to developing Thinking Skills and Personal Capabilities provides opportunities to observe, record, feedback and report on pupils' strengths and areas for future focus in terms of their development. It also enables pupils to transfer particular thinking skills or personal capabilities to other subject contexts. Progression in Thinking Skills and Personal Capabilities is only made through practice and application in a range of contexts and at increasing levels of challenge and demand.

Continuing Professional Development materials have been developed to promote the infusion of Thinking Skills and Personal Capabilities across the curriculum. These materials are available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

**Questions for Departments**

- How can English meaningfully develop the Thinking Skills and Personal Capabilities?
- Where are the key opportunities in English for infusion?

**Action**

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# Section 05

## Approaches to Learning and Teaching

### 5.1 Key Messages

#### Flexibility

Teachers now have the opportunity to use the statutory requirements to devise schemes and units of work in English that follow the needs and interests of pupils. This does not mean throwing out schemes of work that have been carefully developed over the years. It provides opportunities for teachers to build on those units that best engage and develop their pupils and to replace or revitalise those units that did not engage their pupils. Above and beyond the delivery of statutory requirements, provision for English is at each school's discretion.

#### Relevance

Teachers have opportunities to exploit themes and resources which address issues that are important to pupils. This might involve sourcing a poem that conveys an interesting perspective or thought-provoking message about a topical issue, or sourcing and investing in literature texts that explore issues of interest to certain age groups. It also means taking an approach to texts which explicitly draws out their relevance to pupils' lives.

#### Value Based

The key elements provide opportunities for pupils to reflect on moral, ethical, spiritual, social and cultural aspects of their lives. Exploring these areas using a range of relevant sources and experiences will help pupils to consider and shape their own values.

#### Action Orientated

There are also opportunities for pupils to be challenged about individual and collective responses and responsibilities. For example, pupils might contribute to assemblies or presentations for peers or juniors, contribute to debates or establish and be active in school council or school initiatives.

## 5.2 Assessment for Learning

'Assessment for Learning' focuses on the learning process rather than the end product and attempts, not to prove learning, but to improve it. It is formative assessment. It is a way to take stock of learning during the process and it can inform teachers on how learning is progressing.

In 'Assessment for Learning':

- there is a high emphasis on transferable learning;
- assessment becomes a much more transparent process because it is based on critical information that is shared with the learners; and
- learners are able to take responsibility for their own learning, and for aspects of assessment.

'Assessment for Learning' is not something extra or 'bolted on.' It integrates with existing classroom practice. Assessment for Learning involves the following key actions:

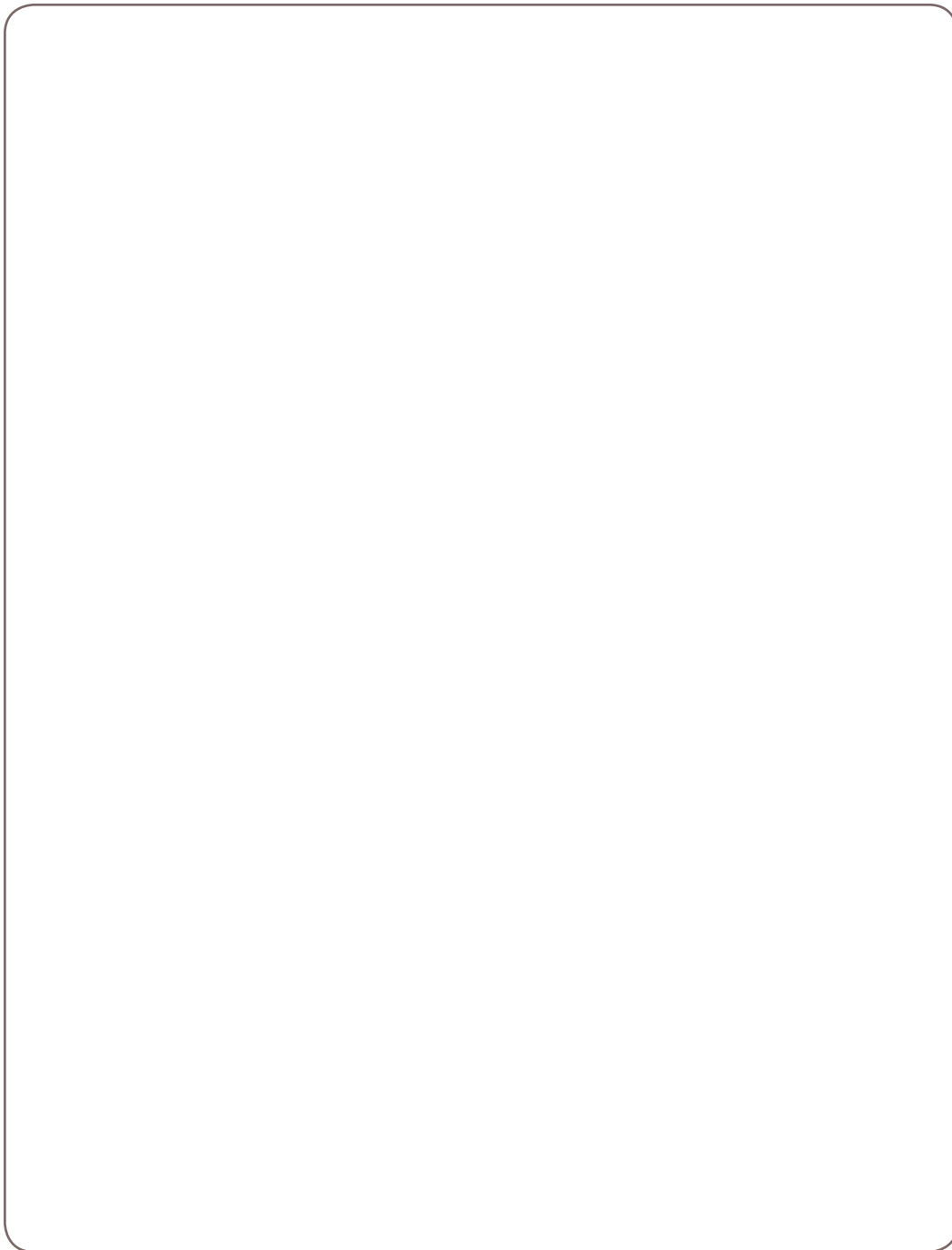
<b>Sharing learning intentions</b>	A learning intention is a description of what teachers want pupils to know, understand or be able to do by the end of an activity. It tells pupils what the focus for learning is going to be. It helps both teachers and pupils to focus on the learning rather than the activity, for example: Identify what pupils will be learning (We are learning to.....) Explain the reason for learning (We are learning this because.....)
<b>Sharing and negotiating success criteria</b>	Success criteria are statements that help pupils recognise if they have been successful in their learning. Pupils may be involved in deciding these. They summarise the processes or characteristics needed for success, and they always link directly to the learning intention. They essentially spell out the steps or ingredients required to achieve the learning intention, offering specific guidance on how to be successful.
<b>Giving feedback to pupils</b>	Quality feedback is essential for effective learning and teaching. Feedback can motivate pupils by building self-esteem and reinforcing the positive. To be truly formative the feedback must inform the next steps in the learning process. For example, when offering written feedback: 1.Find two occasions where they have achieved success (symbols can be used); 2.Identify an aspect of their work that they can immediately improve; 3.Provide them with a prompt or strategy on how to improve; 4.Give them time to make this improvement.
<b>Effective questioning</b>	Effective questioning is about asking questions in a way that elicits maximum feedback from pupils, which can then be used to evaluate, plan and extend learning, for example: • Ask better questions: ask 'open' questions or reframe questions where there is no single correct answer and pupils are rewarded for exploring options and sharing possible solutions; • Ask questions better: provide pupils with time to think; by increasing the wait time to 3 or 5 seconds between posing the question and asking for the answer, teachers can make a significant difference to the question's effectiveness.
<b>Self and peer assessment</b>	Pupil reflection promotes independent learning, communication and support in the classroom. Teachers can develop pupil reflection in the classroom through the use of peer and self-assessment and self-evaluation.

See Appendix 4 for examples of 'Assessment for Learning' practice in English. Continuing Professional Development (CPD) materials have been provided for schools to promote Assessment for Learning.

## Questions for Departments

- What are the benefits of Assessment for Learning practice in our classrooms?
- Which of the Assessment for Learning key actions are part of our existing classroom practice?
- Which do we need to give more attention to?
- How do we do this?

## Action



## 5.3 Connecting the Learning

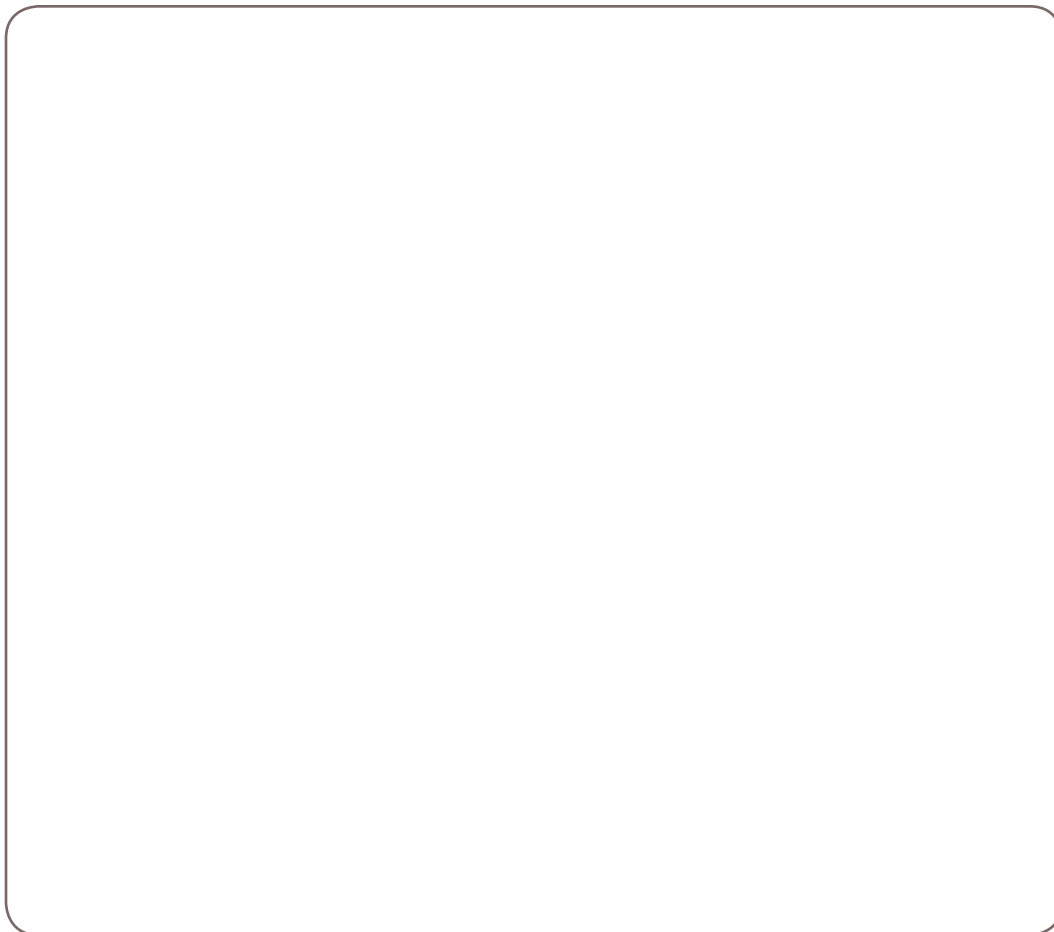
The Northern Ireland Curriculum is designed to accommodate links across the subjects. Many natural links exist although they may be under-exploited. Where these links are identified and planned for, they have the potential to make learning more meaningful, informed and purposeful. Opportunities to connect the learning can range from small and informal activities to whole school and formally planned activities. Any of the following may be used as drivers for connected learning between two or more subjects:

- Skills/Learning Outcomes;
- Key Elements;
- Themes;
- Knowledge;
- Concepts;
- Learning experiences;
- Learning for Life Work;
- Other suitable approaches.

### Questions for Departments

- Which of these could best be used as a starting point to make meaningful connections with others subjects?

### Action



See Appendix 5 for examples of how English can connect learning. (Examples of connecting learning across subjects are available in thematic units and one collaborative unit provided in the Curriculum Support and Implementation Box).

## Connecting to Learning for Life and Work

One way of beginning to make connections is to use Learning for Life and Work. The four subject strands within Learning for Life and Work (Personal Development, Local and Global Citizenship, Employability and Home Economics) contribute directly to the three curriculum objectives. The other areas of learning **also** contribute to the curriculum objectives and Learning for Life and Work.

Well planned and organised work within subjects can make a distinctive and natural contribution to Learning for Life and Work and can help to strengthen and enrich its provision as a whole. Relevant key elements within subjects can support learning related to Personal Development, Local and Global Citizenship, Employability and Home Economics.

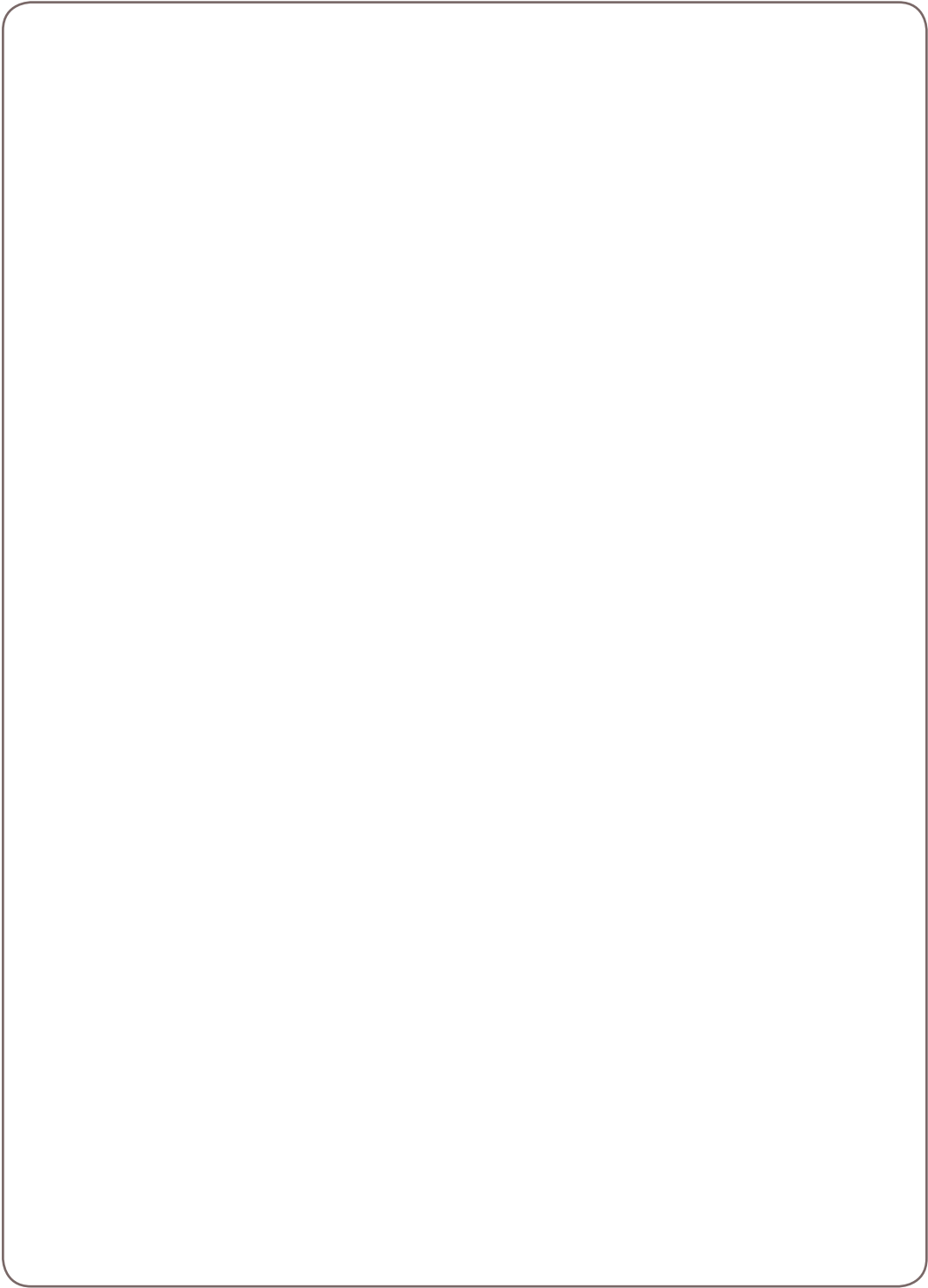
Teachers have flexibility to enhance the breadth and depth of their subject's contribution to Learning for Life and Work. Subject teachers can therefore:

- raise awareness about the Learning for Life and Work key concepts;
- develop more detailed understanding about the Learning for Life and Work key concepts within their subject context;
- explore particular Learning for Life and Work key concepts. When delivered in sufficient depth, an area of learning/subject strand can take full responsibility for meeting a particular statutory requirement for Learning for Life and Work.

### Questions for Departments

- Which aspects of our current practice promote connected learning?
- What are the issues around the management of connected learning?
- How will we know that pupils are learning to make connections?

### Action

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## 5.4 Active Learning

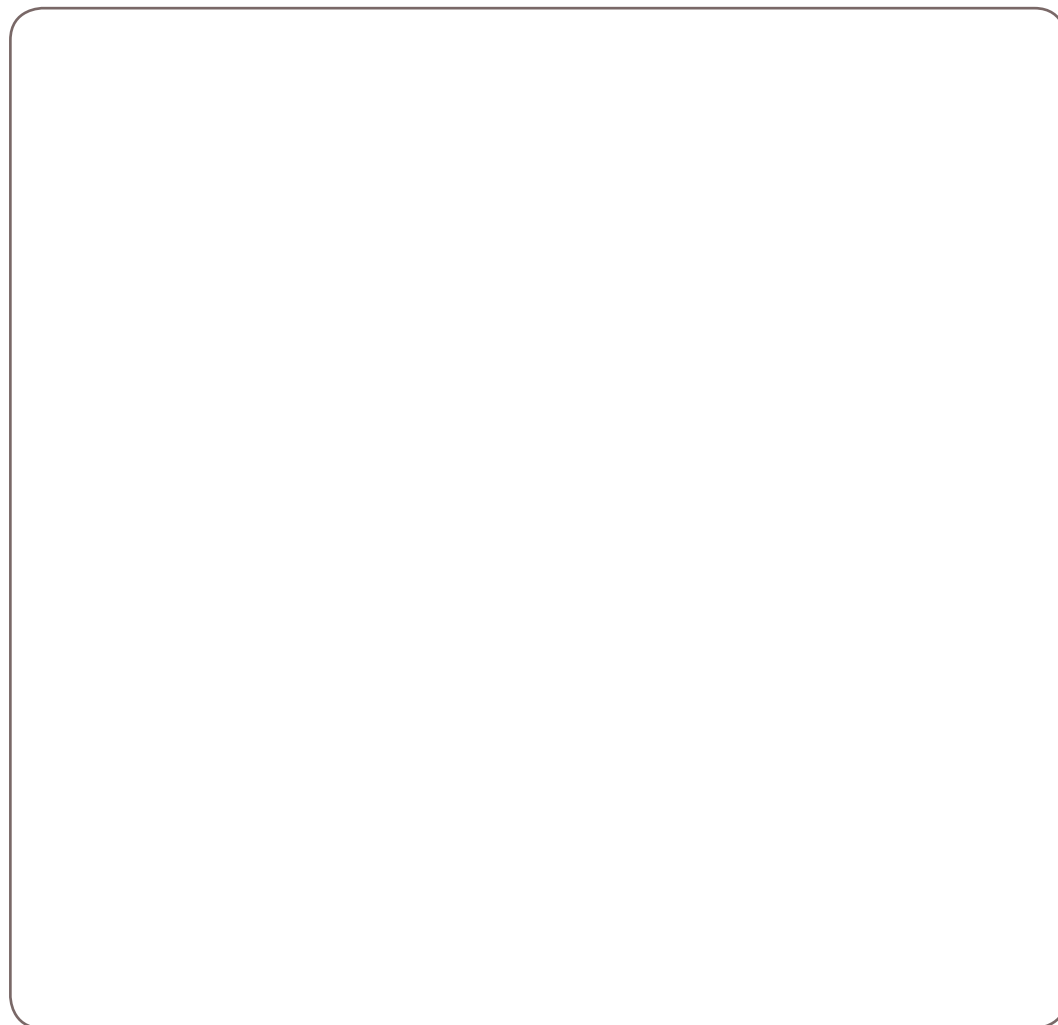
Engaging pupils more in their learning and providing them with opportunities to demonstrate thinking skills and personal capabilities requires an approach beyond traditional didactic methods.

The glossary *Active Learning and Teaching Methods for Key Stage 3* is available from [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk). This contains a wide range of active and experiential strategies to promote pupils' participation and collaboration, engagement and enjoyments, thinking and reflection.

### Questions for Departments

- What active learning strategies might work for us in the English department?
- How do the climates in our classrooms support the use of active learning?
- How can we observe, evaluate and refine our teaching strategies?
- What are the implications for classroom management?

### Action



See Appendix 6 for active learning strategies that may be useful in English.



# Section 06

## Auditing and Planning

### 6.1 Conducting a Departmental Audit

When planning to carry out a departmental audit, refer to the training materials *Planning for the Revised Curriculum at Key Stage 3*. Used in conjunction with the following guidance, departments can decide how to evaluate existing and planned provision.

Audits are a starting point for the long term planning process. There are a number of possible 'ways in' to an audit. Some of these are outlined in the table below. Further details are available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

Starting Point for Audit	Description of Process
Curriculum Objectives	<b>What</b> do we teach and <b>why</b> ? Look at how the topics currently taught address the broad curriculum objectives. The objectives provide a rationale for the topic. The key elements can provide the footholds into the objectives.
Key Elements	Check where units of work contain aspects of the key elements, or could be re-focused to suit. Check for coverage across the Key Stage. Remove excessive duplication, add material to address any omissions.
Thinking Skills and Personal Capabilities	Starting with current units of work it is possible to audit the provision of Thinking Skills and Personal Capabilities using the statements from the "From – To Progress Map". After completing an audit in this way, gaps in provision can easily be detected and it will then be possible to develop opportunities to ensure overall coverage in a year and progression across the Key Stage.
Learning Experiences	List the categories of learning experience from the 'Big Picture' document in a column. Beside each, match the units of work in your scheme which fit with the category. Assess the coverage: is there a good mixture and variety of experience planned?
'Blue Skies'	Begin with aspirations for a completely new scheme of work, and work up details so as to match planned experiences with revised curriculum requirements.

## 6.2 Long, Medium and Short Term Planning

### Long Term Planning

In producing long term plans or schemes of work for English you might think about:

- how English links with the wider curriculum objectives;
- how statutory requirements for English are met during the key stage;
- how and when to develop cross-curricular skills and the Thinking Skills and Personal Capabilities in English;
- how English can actively link with other curricular areas;
- how progression in English is defined across the key stage.

### Medium Term Planning

In planning units of work for English you might think about:

- how existing units of work in English can be evaluated;
- how knowledge, understanding and skills and aspects of the curriculum objectives are covered by each unit;
- the learning and teaching strategies and activities used;
- how existing assessment tasks in English can be adapted to incorporate learning outcomes.

### Short Term Planning

In planning an English lesson or series of lessons you might think about :

- making the learning intentions explicit to clarify what you want the pupils to know, understand and /or be able to do;
- negotiating and agreeing with pupils what success will look like;
- using a range of learning activities;
- scaffolding and prompting pupil performance;
- planning plenary activities to feed back, reflect on thinking and learning, make connections to other learning and set up next lesson(s).

# Appendices

## Appendix 1 Cross-Curricular Skills

### Communication Across the Curriculum

Communication is central to the whole curriculum. Pupils should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Pupils should be given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about communication concepts and skills to real-life meaningful contexts across the curriculum.

The modes of communication include talking and listening, reading and writing. However, effective communication also includes non-verbal modes of communication, wider literacy and the use of multimedia and ICT technologies which may combine different modes. Pupils are therefore encouraged to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

The requirements for Communication are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

#### Talking and Listening

Pupils should be enabled to:

- listen to and take part in discussions, explanations, role-plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly so that ideas can be understood by others;
- adapt ways of speaking to audience and situation;
- use non-verbal methods to express ideas and engage with the listener.

#### Reading

Pupils should be enabled to:

- read a range of texts\* for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts\*;
- use evidence from texts\* to explain opinions.

\* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

#### Writing

Pupils should be enabled to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency.

## Using Mathematics Across the Curriculum

Using Mathematics is the skill of applying mathematical concepts, processes and understanding appropriately in a variety of contexts. Ideally these should be in relevant real life situations that require a mathematical dimension.

Pupils are likely to acquire and consolidate their mathematical knowledge, concepts and skills within the area of learning for Mathematics and Numeracy. However, they should be given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum. Pupils can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions.

The requirements for Using Mathematics are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

- choose the appropriate materials, equipment and mathematics to use in a particular situation;
- use mathematical knowledge and concepts accurately;
- work systematically and check their work;
- use mathematics to solve problems and make decisions;
- develop methods and strategies, including mental mathematics;
- explore ideas, make and test predictions and think creatively;
- identify and collect information;
- read, interpret, organise and present information in mathematical formats;
- use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain way of working;
- develop financial capability;
- use ICT to solve problems and/or present their work.

## Using Information and Communications Technology Across the Curriculum

Using Information and Communications Technology (ICT) provides powerful tools and contexts to support meaningful learning and has the potential to transform and enrich pupils' learning experiences and environments across the curriculum. The creative use of ICT can empower learners to become independent, self-motivated and flexible, helping in turn to develop self-esteem and positive attitudes to learning, with which to realise their full potential. It also provides opportunities to collaborate within and beyond the classroom to pose questions, take risks and respond positively to 'what if' questions.

To help develop skills in researching, handling and communicating information pupils should have opportunities, using ICT, to engage in genuine research and purposeful tasks set in meaningful contexts. They should be encouraged to re-work information, present and exchange their ideas and translate their thinking into creative products and productions which show an awareness of audience and purpose.

The requirements for Using ICT are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills to:

### Explore

Pupils should be enabled to:

- access and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with digital tools;
- understand how to keep safe and display acceptable online behaviour.

### Express

Pupils should be enabled to:

- create, develop, present and publish ideas and information using a range of digital media;
- create information and multimedia products using a range of assets.

### Exchange

Pupils should be enabled to:

- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

### Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used;

### Exhibit

Pupils should be enabled to:

- manage and present their stored work;
- showcase their learning across the curriculum.

## Cross-Curricular Skills in English

Cross-curricular skill	Communication	Using Mathematics	Using ICT
<p><b>Purpose</b></p>	<p>To provide opportunities for pupils to acquire, develop and demonstrate the cross-curricular skill of Communication</p>	<p>To provide opportunities for pupils to acquire, develop and demonstrate the cross-curricular skill of Using Mathematics</p>	<p>To provide opportunities for pupils to acquire, develop and demonstrate the cross-curricular skill of Using ICT</p>
<p><b>Examples of processes</b></p>	<p>Discuss, present, demonstrate, ask questions, read text for information, use evidence from text to explain opinion, communicate information in a clear and organised way, present ideas in a variety of formats for different audiences and purposes, etc.</p>	<p>Use mathematical knowledge and concepts, use mathematics to solve problems and make decisions, mental mathematics, make and test predictions, data handling, using statistics, developing financial capability, etc.</p>	<p>Explore information using electronic tools, create, develop, present and publish ideas using a range of digital media, communicate electronically, etc</p>
<p><b>Examples of contexts in English</b></p>	<ul style="list-style-type: none"> <li>Engage in discussion and debate by asking questions to develop ideas.</li> <li>Story-board, act out, record, view and evaluate a scene from a literature text.</li> <li>Justify individual interpretation of a poem with reference to specific words and phrases.</li> <li>Determine how a writer conveys opinion persuasively.</li> <li>Use sensational language to produce a news report in a tabloid style.</li> <li>Use drama to interpret and present the key message in a poem for a younger audience.</li> <li>Use visual image to complement words in a text designed to market a product or service.</li> <li>Present creative ideas in a visual form for the purpose of display.</li> <li>Consider which digital technologies are appropriate for different purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of meaning conveyed through statistical or graphical information.</li> <li>Present statistics gathered in a class survey in a graphical or tabular form.</li> <li>Consider how news reports use statistics to sensationalize headlines.</li> <li>Analyse how reference to statistics is used by writers to support ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Write a blog in a style appropriate for audience.</li> <li>Plan and write a script for a class podcast.</li> <li>Use language and non-verbal strategies effectively during a Powerpoint presentation.</li> <li>Edit digital footage in a way that shapes narrative creatively.</li> <li>Consider the appeal of a website designed for teenagers.</li> <li>Access audio or audio-visual assets to explore a text or work of an author.</li> <li>Use digital assets to access different interpretations of literature or to compare and evaluate performance.</li> <li>Overlay an audio script with visual / moving image assets accessed on the internet or from software.</li> </ul>

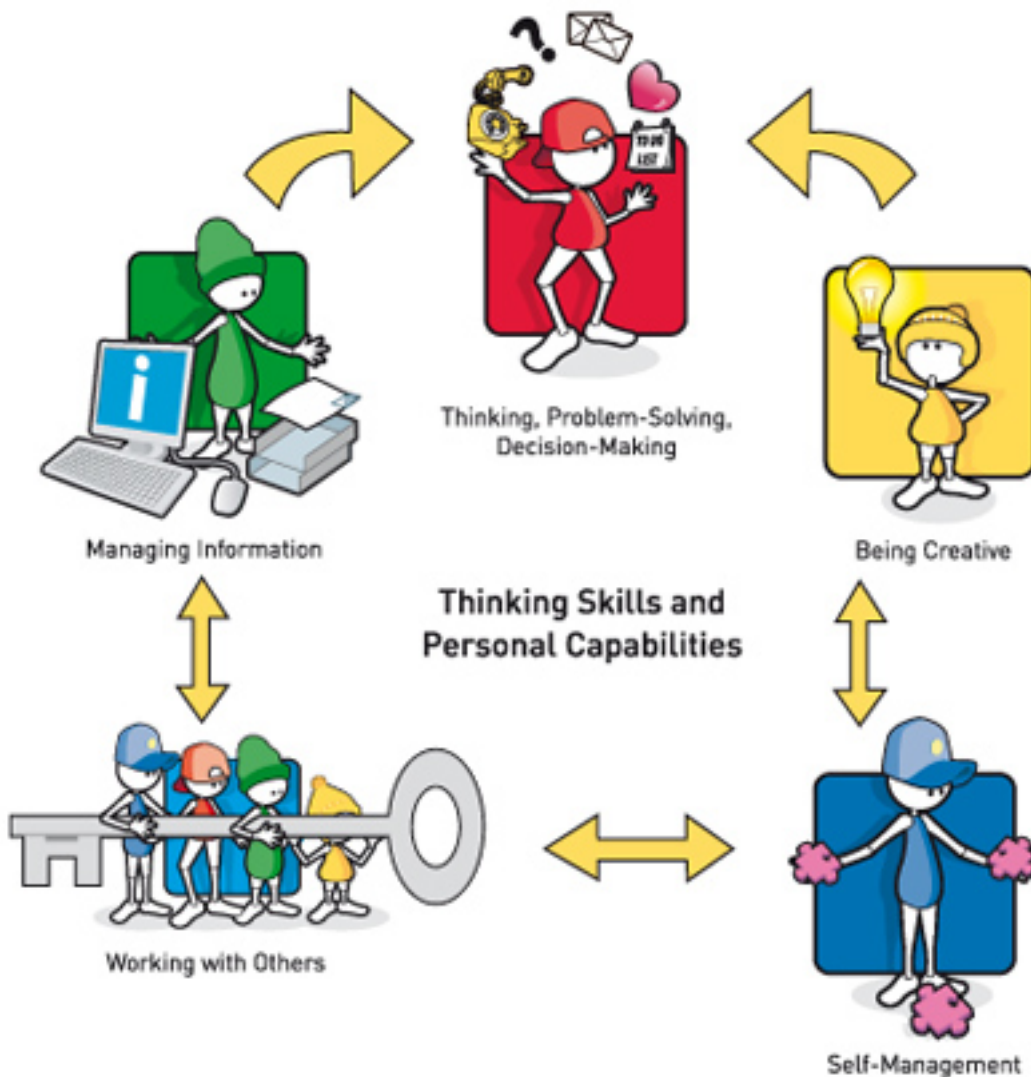
## Appendix 2

# Thinking Skills and Personal Capabilities

Thinking skills are tools that help children to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that children's self-esteem and self-confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

Teachers should help children to develop Thinking Skills and Personal Capabilities by focusing on the following areas.



# Thinking Skills and Personal Capabilities in English

Thinking skills and Personal Capabilities strands	Managing Information	Thinking, Problem-Solving and Decision-Making	Being Creative	Working with Others	Self-Management
<b>Purpose</b>	To develop learners' abilities in an information intensive environment	To engage pupils in active learning so that they can go beyond mere recall of factual information and the routine application of procedures	To encourage personal response of the learner by promoting dispositions for curiosity, exploration, experimentation and invention	To enable learners to engage in collaborative activities and to make the most of their learning when working with others	To help learners to become more self-directed so that they can manage their learning in new situations and in the longer term
<b>Examples of processes in which pupils are involved</b>	Asking, accessing, selecting, recording, integrating, communicating	Searching for meaning, deepening understanding, coping with challenges	Imagining, generating, inventing, taking risks for learning	Being collaborative, being sensitive to others' feelings, being fair and responsible	Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self
<b>Examples of contexts in English</b>	Use print and digital resources to research a non-fiction topic related to a piece of literature Structure and convey a logical argument to support an opinion Skim read texts to determine usefulness for a specific purpose Access text stored digitally and use it for a meaningful purpose Interpret information from a text which includes language, visual images and statistics	Justify choice of language and use of visuals in the design of promotional material Discuss the options available to a character in a film who is in a difficult situation Consciously use words and phrases which promote different perspectives, eg. 'Alternatively...' / 'The other way of looking at the issues is...' Predict the actions of a character in literature and think through the consequences of those actions Compare the relevance and reliability of websites	Look at a situation in literature from the perspective of a minor character Use analogy to illustrate ideas to peers Work backwards, making up questions to answers provided Create a collage for a theme using only visual images that connect to the theme in a metaphorical way Predict plot development Tell the story behind a photograph	Act as a critical friend in the process of drafting written work Plan and deliver a joint presentation Practice using words, phrases and techniques that can be used in constructive criticism, eg. 'I really liked this. You could make it even better if you...' Experiment with tone, pace, pause and volume in oral work Adopt a role as leader, questioner or summariser in group discussion Plan and take part in a formal debate Negotiate technical roles and provide mutual support in a recording process using ICT	Stay on task when using the internet for research Contribute to group discussion with sensitivity to others Learn from the ways in which characters in literature acknowledge and address their own weaknesses Consider personal strengths and weaknesses in group involvement and be aware of personal contribution to group dynamic Research and learn from the way that authors manage their writing process

## Appendix 3

# Examples of Learning Outcomes in English

The statutory nature of learning outcomes requires each of the bullet points at the bottom of the statutory requirements' page to be covered during the key stage. These bullet points make discrete reference to the cross-curricular skills and the Thinking Skills and Personal Capabilities. In practice, these skills and capabilities are not developed discretely or in relation to one particular year group; they are interdependent and recursive in nature.

It is a statutory requirement for English to help pupils develop and acquire, throughout the key stage, the skills and capabilities on which the learning outcomes are based. This means that, day-to-day, skills and capabilities need to be infused in English and taken into account in marking, feedback and formative assessment.

It is also a statutory requirement in English that pupils **demonstrate** each of the cross-curricular skills and the Thinking Skills and Personal Capabilities on which the learning outcomes are based, during the key stage. Due to this requirement, it **will** be the case, on occasions (the number of which is not specified), that each of the cross-curricular skills and the Thinking Skills and Personal Capabilities is **planned, used as a focus and referred to explicitly** in English. Planning where, when, how and how often to focus on skills and capabilities will:

- help English teachers to become familiar with statutory requirements and progression frameworks for skills and capabilities;
- raise pupils' awareness of the importance of skills and capabilities in English; and
- help English teachers to map the "focal points" for each skill and capability during the key stage.

**On these occasions, a record of the learning outcome that has been covered and the way in which it has been covered should be kept.**

Where the English department is involved in whole-school reporting to parents on skills and capabilities, the department may wish to identify particular tasks that can feed into the report.

Overleaf are three examples of how learning outcomes may be addressed in English. The purposes of the examples are:

- to illustrate that learning outcomes can be derived in different English contexts;
- to illustrate that knowledge, understanding and skills are all needed to address learning outcomes;
- to illustrate that different skills and capabilities are infused in any given task in English and that there are benefits in making them explicit.

As it is a statutory requirement for pupils to address the learning outcomes in English throughout the key stage, it may be the case that the English department or teacher has planned a task with a deliberate focus on one **particular** learning outcome out of all of those that a task touches on. In this instance, a record should be kept to the effect that a particular learning outcome has been demonstrated on a particular occasion, as planned in the English department's key stage coverage of the learning outcomes.

Feedback, including peer evaluation, which does make explicit reference to skills and capabilities will be useful to pupils as part of the Assessment for Learning cycle. It will also help teachers to become more familiar with skills and capabilities.

## Example 1

### Task:

*Pupils give a personal response to the family obligations of Shakespeare's Juliet in comparison to those of a teenage girl today.*

For this task, pupils need knowledge and understanding about the play, themes and characters from text as their starting point. Pupils' acquisition of knowledge and, consequently, understanding, is therefore tied to the skill of reading. If knowledge and understanding come from different texts or types of text and pupils are asked to compare or evaluate, pupils will also be Managing Information. If working independently to plan and develop their response, they will be demonstrating Self-Management.

What is important in this task is that teachers explain and pupils **know** that the cross-curricular skill of Communication, and that the Thinking Skills and Personal Capabilities of Managing Information and Self-Management are part of preparing and delivering an informed personal response. Pupils' ability in these skills and capabilities will be implicit in the quality of their personal response.

The assessment and feedback that the pupil's personal response is subject to should take into account the skills and capabilities employed. It is not necessary to **measure**, either quantitatively or qualitatively, the **discrete** contribution of Communication, Managing Information or Self-Management to the pupil's personal response. However, where this task forms part of the English department's planned coverage of the learning outcomes, the teacher can make a record noting that the task has focused on a particular learning outcome and the way in which the learning outcome has been covered.

## Example 2

### Task:

*Pupils take part in a class debate on the topic of global warming with the motion "Individuals must act now."*

For this task, pupils must effectively communicate feelings and opinions about the motion, engaging the audience by using appropriate language and technique. In the preparation stage, pupils will need Self-Management to show initiative, plan their research and carry out preparation in time for the debate. They may Manage Information by researching statistics to become informed for the debate. They may also demonstrate creativity in looking at issues from different perspectives and in planning thought-provoking approaches.

What is important is that teachers explain and pupils **know** that the cross-curricular skill of Communication, and that the Thinking Skills and Personal Capabilities of Self-Management, Managing Information and Being Creative are part of preparing for and taking part in the class debate. Where these skills are demonstrated in the contributions during the debate, pupils will use information effectively, be organized and be able to raise and address issues from different angles.

The assessment and feedback that the pupil's part in the debate is subject to should take into account the skills and capabilities employed. It is not necessary to **measure**, either quantitatively or qualitatively, the **discrete** contribution of Communication, Self-Management, Managing Information or creativity to the pupil's interaction in the debate. However, where this task forms part of the English department's planned coverage of the learning outcomes, the teacher can make a record noting that the task has focused on a particular learning outcome and the way in which the learning outcome has been covered.

### Example 3

**Task:**

*Pupils, using ICT, collaboratively design and produce a magazine front page for a specific target audience.*

For this task, pupils must apply their knowledge and understanding about appeal, use of language and design. The task provides pupils with an opportunity to demonstrate effective Communication skills using ICT, to demonstrate creativity, the ability to work with others and to make decisions.

What is important is that teachers explain and pupils **know** that the cross-curricular skill of Communication using ICT, and that the Thinking Skills and Personal Capabilities of Being Creative, Working with Others and Decision-Making are part of producing the magazine front page.

The assessment and feedback that the front page is subject to should take into account the skills and capabilities employed. It is not necessary to **measure**, either quantitatively or qualitatively, the **discrete** contribution of Communication using ICT, Being Creative, Working with Others or Decision-Making to the quality of the front page produced; these will be evident during the process as observed by the teacher and will be implicit in the quality of the final product. However, where this task forms part of the English department's planned coverage of the learning outcomes, the teacher can make a record noting that the task has focused on a particular learning outcome and the way in which the learning outcome has been covered.

## Appendix 4

# Assessment for Learning in English

Assessment for Learning involves an approach to learning and teaching which complements the ethos of the Northern Ireland Curriculum.

In some ways, the nature of English means that the subject already exploits aspects of Assessment for Learning. English gives due consideration to process as well as product. In Assessment for Learning, this approach applies to the process of learning itself. Talking and listening has established with pupils the importance of dialogue; Assessment for Learning promotes the benefits of a similar degree of communication between pupils and teachers. Also, through the personal and creative nature of English, teachers are used to managing emerging ideas and understanding. This management is at the centre of Assessment for Learning.

### Sharing Learning Intentions

Teachers share short and medium-term targets and longer-term goals with pupils. Day to day this means sharing learning intentions, ie. being clear at the start of a lesson, topic or activity about what will be learned and why. Effective questioning can be used to help define learning intentions with pupils.

#### Example 1

*Creative writing - rather than telling pupils what they are going to do ("Today we are going to write poetry"), tell pupils what they are going to learn and why ("Today we are going to learn how putting words together in a certain way can make us see things differently" / "We are learning this because it helps us to use our imaginations and to write in a way that other people find interesting").*

#### Example 2

*Reading a chapter of a novel with a theme on the elderly - rather than telling pupils what they are going to read ("Today we're going to read chapter 5 and find out what happens next to Mrs. Jones), tell pupils what they are going to learn from chapter 5 and why ("Today we're going to learn how people feel when they are in a difficult situation" / "Why do you think it's important for us to think about what that's like?")*

### Success criteria

Draw up success criteria, ie. agree characteristics of a successful process or product. This may help pupils to see the purpose for their work and to understand how product is dependent on process (it may not always be appropriate to share success criteria - a sense of discovery or surprise may be an essential part of the learning).

#### Example 1

*Research for a non-fiction project - identify with pupils what will make a successful project, the sequence of the steps that need to be taken to produce it and the knowledge, understanding and skills needed for each step. During the process of working on the project, check progress against success criteria and evaluate how this is likely to impact on the final product.*

### Example 2

Creating a piece of atmospheric writing - *facilitate pupils in creating success criteria, perhaps through analysis of an atmospheric text. Work backwards from the success criteria to define how each can be achieved. Discuss which aspects of language and technique need to be worked on so that pupils are in a position to use the identified techniques themselves. Work forward from addressing technique to creating the writing, checking success criteria at appropriate stages.*

## Feedback

Look constructively at the potential of verbal and written feedback. Feedback which promotes Assessment for Learning is both sensitive and practical; sensitive in encouraging achievement and effort made and practical in giving specific pointers to improvement. Engaging pupils through dialogue may help to cultivate relationships in which feedback is clearly intentioned and well received.

### Example 1

Verbal feedback in observation of written work in progress - *observe work and give more encouragement during the process, for example "You've used quite a lot of detail about the place. What would make it even better, would be if you think of some adjectives to use that would make it seem more isolated / homely..." This should be appropriate to the pupil's own ability rather than comparative with the ability of other pupils.*

### Example 2

Written feedback on pupils' written work - *use 'comment only' marking so that greater attention is given to feedback. The comments may identify where achievement has taken place, as well as how further improvement may be made.*

## Effective questioning

Encourage a culture of questions to generate and develop ideas, encourage different perspectives and work through difficulties.

### Example 1

Understanding a poem - *think of three open questions to ask a peer about the poem. Out of six questions asked in total between a pair, select one answer which gives a significant insight. Present this to the class and ask other pupils to identify the source question.*

### Example 2

Identify a writer's intentions / identify how effect has been created - *encourage pupils to adopt common prompt questions (What is this section telling me? Which words do most to get ... across? Which word has been used to...? Why? What do I associate with this word? What does this word make me see?) Promote this type of questioning (often without answer) as constructive thinking, not failure.*

## Self/Peer Assessment and Evaluation

Equip pupils to recognise success in their own learning. Draw attention to activities which demonstrate that learning has taken place. Promote the idea that progress can be evidenced by pupils, especially in relation to skills, and that it does not need to be quantified by the teacher. Use success criteria as a framework so that pupils can evaluate

from an informed position. Consider developing and collating generic success criteria for tasks so that pupils can become familiar with them.

**Example 1**

Give pupils a focus for peer observation - *tell pupils that, during observation of oral work, they are being observed for one particular aspect of the skill of Working with Others such as positive body language. Pupils may make a more conscious effort with their body language when their attention has been drawn to it as a specific focus for peer observation.*

**Example 2**

Group problem-solving task - *divide task time evenly between the problem-solving itself and a group evaluation of individuals' contributions, defining constructive approaches to problem-solving. Make pupils aware that their ability to do this demonstrates learning.*

## Appendix 5

# How English can Connect Learning

English will connect most naturally with Environment & Society, The Arts and literacy-based subjects. English can establish extensive links by theme, topic, era or a particular communication skill. It is hoped that connections across the Curriculum will be formally mapped and planned. Creative use of resources can also make connections informally.

The statutory requirements for Learning for Life and Work can be used to inform any aspect of learning and teaching in English that connects with Learning for Life and Work.

### Examples

Below are some other ways in which teachers of English can make **informal** connections across the Curriculum outside formal models of collaboration:

- provide literary resources to teachers of other subjects in order to enrich their subject;
- prepare texts from another subject by applying reading strategies and discussing them so that preliminaries of accessing the text are covered and the teacher of the source's subject can focus more on pupils' understanding the text;
- use visual resources from other subjects as stimuli for English, *eg. a human skeleton from Science to illustrate aspects of structure in story writing;*
- access printed resources from other subjects for use in English, *eg. if working on generic instructions, use Home Economics instructions to be used for the pupils' next cookery session. This provides a relevant context which is useful and raises the profile of the writing form as used in another subject;*
- use pupil-based resources as stimuli, *eg. use recording of pupils' sports performance to discuss team work;*
- make available work done in English as stimuli resources in other subjects, *eg. personification of a natural phenomenon might be used as a stimulus in Geography;*
- use other English classes, or classes in other subjects, as real audiences for English work *eg. stage short drama activities and discuss with audience to determine whether meaning has been conveyed as intended.*

## Appendix 6

# Active Learning in English

Active learning strategies can promote classroom activities which lead to understanding through participation.

- A teacher can impart knowledge but our society requires that education develops young people who are more than just knowledgeable. It is useful to pupils, in terms of initiative and prospects for life long learning, to know how to acquire knowledge and developing how to apply it independently;
- A teacher can tell pupils how English is relevant to their lives, their society and the world, but genuine understanding will only come about when pupils realise such relevances themselves;
- Pupils cannot be given skills; they can only acquire skills by being made aware of them and by being given opportunities to practise, develop and reflect on them.

A number of teaching methods which promote active learning are set out in the booklet entitled *Active Learning and Teaching Methods for Key Stage 3*, included in Curriculum Support and Implementation Box. The methods describe straightforward activities which facilitate different learning preferences and which have the potential to actively engage learners of all abilities. It is acknowledged that teachers will gradually integrate into their practice activities such as those described in the booklet.

The examples below are from *Active Learning and Teaching Methods for Key Stage 3*. The booklet gives guidance on generic approaches to active learning. The activities listed below may be particularly useful for teachers of English.

- **Four Corners / Giant Steps (p.31)**  
Encourages expression of opinion through movement.  
*This activity could be used to encourage pupils to predict plot / characters' behaviours.*
- **Clustering (p.13)**  
Encourages expression of opinion.  
*This activity could be used as preparation for debate.*
- **OPV (Other People's Views) (p.55)**  
Encourages pupils to look at issues from different perspectives.  
*This activity could be used to help pupils to see things from the perspectives of minor characters in literature.*
- **Fish Bone strategy (p.27)**  
Defining links between cause and effect.  
*This activity could be used to help pupils untangle thoughts when logic is needed to present argument effectively.*
- **Creative matrix (p.19)**  
Making unexpected connections.  
*This activity could be used to promote originality and risk-taking with language for the purposes of creative thinking and expression.*

- **Taboo (p.68)**

Helps to develop use of vocabulary.

*This activity could be used to show pupils how we are complacent with vocabulary and for pupils who talk quickly and confidently but could benefit from slowing down.*

- **No Easy Answers (p.52)**

Encourages open questions by pupils.

*This activity could be used to question the motives or behaviour of characters in literature and the media.*

- **Using photographs (p.74)**

Range of approaches.

*This range of activities could be used to consider stereotyping, to interpret language visually, to generate questions as an introduction to a lesson or to encourage creative interpretation.*

A classroom culture conducive to active learning is paramount in the successful use of the activities. Teacher confidence in structuring and managing active learning are prerequisites for its success. During planning, the potential that active learning has to motivate and engage pupils should be considered alongside issues of classroom management and implications for discipline.

## Language and Literacy: English with Media Education

The minimum content is set out below. The statutory requirements are set out in **bold** under Knowledge, Understanding and Skills in column 1, under the Curriculum Objectives and Key Elements in columns 2, 3 and 4 and in the Learning Outcomes at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
<p>Through engagement with a range of stimuli, including peers, poetry, prose, drama, non-fiction, media and multimedia, which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by:</p> <ul style="list-style-type: none"> <li>expressing meaning, feelings and viewpoints;</li> <li>talking, to include debate, role play, interviews, presentations and group discussions;</li> <li>listening actively and reporting back;</li> <li>reading and viewing for key ideas, enjoyment, engagement and empathy;</li> <li>writing and presenting in different media and for different audiences and purposes;</li> <li>participating in a range of drama activities;</li> <li>interpreting visual stimuli including the moving image;</li> <li>developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created;</li> <li>developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;</li> <li>analysing critically their own and other texts;</li> <li>using a range of techniques, forms and media to convey information creatively and appropriately.</li> </ul>	<p>Pupils should have opportunities to:</p> <p>Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential, for example, <i>discuss what they would have done or how they would have felt when faced with a situation in a novel; produce a digital portfolio highlighting their personal qualities.</i> (Key Element: Personal Understanding)</p> <p>Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion, for example, <i>in role-play, empathise with someone whose experience is different from their own.</i></p> <p>Develop the ability to use language (including body language) effectively in communicating with and relating to others, for example, <i>explore situations in which tone, choice of words, gesture and facial expression can alter meaning and impact.</i> (Key Element: Mutual Understanding)</p> <p>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings, for example, <i>comment on a film, novel, performance or poem which has stimulated a personal insight.</i> (Key Element: Spiritual Awareness)</p> <p>Explore issues related to Personal Health Consider the effectiveness of language in current health campaigns, for example, <i>explore the use of imagery and emotive language in posters, leaflets, television, etc.</i> Create a campaign to promote a health and safety issue for example, <i>misuse of substances.</i> Improvise a scene demonstrating peer support or peer pressure about a health related issue. (Key Element: Personal Health)</p> <p>Explore issues related to Moral Character Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, <i>discuss moral choices of real-life and fictional characters.</i> Take responsibility for choices and actions. (Key Element: Moral Character)</p>	<p>Pupils should have opportunities to:</p> <p>Use literature, drama, poetry or the moving image to explore others' needs and rights, for example, <i>consider the needs of a fictional character; participate in a role play involving conflicting rights.</i> (Key Element: Citizenship)</p> <p>Explore the power of a range of communication techniques to inform, entertain, influence and persuade, for example, <i>compile and justify a list of top ten television advertisements or web sites for young people; create an innovative lifestyle article or feature for young people.</i></p> <p>Consider how meanings are changed when texts are adapted to different media, for example, <i>compare and contrast a film and book version of the same story.</i> (Key Element: Media Awareness)</p> <p>Explore how different cultures and beliefs are reflected in a range of communication methods, for example, <i>investigate local oral traditions and dialects; compare and contrast how the culture and lifestyle of different countries are represented in stories, poems, images, etc.</i> (Key Element: Cultural Understanding)</p> <p>Explore issues related to Ethical Awareness Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, <i>track coverage of the same issue in a range of media; design and produce own current affairs programme or news sheet for a young audience.</i> (Key Element: Ethical Awareness)</p>	<p>Pupils should have opportunities to:</p> <p>Investigate the importance of communication skills in life/work situations, for example, <i>participate in interviews and self-marketing; develop an advertising campaign for a local company or product; investigate jobs in companies in Northern Ireland and elsewhere in which good communication is essential to business.</i> (Key Element: Employability)</p> <p>Plan and create an effective communication campaign, for example, <i>produce promotional literature with eco-friendly guidelines for a visit to a natural/cultural heritage site; present the case for preserving a local site/building; participate in a model youth assembly or parliament about a global issue.</i> (Key Element: Education for Sustainable Development)</p> <p>Explore issues related to Economic Awareness Explore the impact of economics on the lives of people, for example, <i>debate whether you should buy items produced by child labour; consider reasons and consequences of financial difficulties of a character in literature.</i> (Key Element: Economic Awareness)</p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of English with Media Education.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> <li>research and manage information effectively, including Using Mathematics and Using ICT where appropriate;</li> <li>show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;</li> <li>demonstrate creativity and initiative when developing ideas and following them through;</li> <li>work effectively with others;</li> <li>demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>communicate effectively in oral, visual and written formats (including ICT and the moving image) showing clear awareness of audience and purpose and attention to accuracy.</li> </ul>		

NB: Teachers may develop activities that combine many of the statutory requirements, provided that, across the key stage, all of the statutory aspects highlighted in **BOLD** (including each of the Key Elements) are met.

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