

Language and Literacy Progression Pathway



The Northern Ireland Curriculum sets out the statutory requirements to be taught across the 12 years of compulsory education here (ages 4 to 16). At all key stages, the curriculum has the same aim and objectives. It also emphasises developing the skills and capabilities that pupils will need for lifelong learning and for operating in society.

Aim	To empower young people to achieve their potential and to make informed and responsible decisions throughout their lives
Objectives	To develop learners as individuals and as contributors to society, the economy and the environment
Whole-curriculum skills and capabilities	Communication, Using Mathematics, Using ICT, and Thinking Skills and Personal Capabilities



Language and Literacy: English

Language and Literacy in the Curriculum

Language and Literacy is a statutory Area of Learning in the curriculum until the end of Key Stage 3. Here in Northern Ireland this learning takes place in English and/or, in Irish-medium schools and units, Irish.

Ages 4 to 11: Foundation Stage, Key Stage 1 and Key Stage 2	In the primary curriculum, Language and Literacy focuses on enabling pupils to interact effectively in the world around them, express themselves creatively and communicate confidently.
Ages 11 to 14: Key Stage 3	At Key Stage 3, Language and Literacy includes either English with Media Education or, in Irish-medium settings, Irish with Media Education.
Ages 14 to 16: Key Stage 4	While Language and Literacy is not compulsory at Key Stage 4, schools do need to offer access to at least one course that leads to a qualification in this Area of Learning.



Language and Literacy:
Irish Medium
(Coming soon)

At post-16, young people interested in a Language and Literacy qualification can choose GCE English Literature.



About this Resource

This progression pathway is for all those interested in Language and Literacy education in Northern Ireland, including teachers, parents/guardians and learners. This section illustrates progression from pre-school to post-16 by:

- reiterating the key minimum requirements for Language and Literacy in the **Northern Ireland Curriculum**;
- showing **examples of learning** relevant from pre-school to age 16; and
- highlighting **CCEA qualifications** that recognise and reward learning in Language and Literacy.

Language and Literacy

Language and Literacy helps learners to develop their communication skills, enabling them to express themselves creatively and interact effectively in the world around them. They learn to communicate clearly, appropriately and with confidence, as well as understanding the messages of others in different contexts.








The three modes of communication – Talking and Listening, Reading, and Writing – extend across all Areas of Learning. Learners should have opportunities to develop these skills through all learning experiences. They are essential for thinking, learning and interacting in personal, social and work contexts throughout life.

Literacy is key to learning and promotes enjoyment and personal growth. Learners have opportunities to appreciate and use language for a range of functional and creative purposes. They engage with peers, poetry, prose, drama, non-fiction, media and multimedia. As learners' knowledge and understanding of Language and Literacy progress, they have opportunities to appreciate and use language for a range of functional and creative purposes. They develop and deepen their understanding of the nature of communication in different contexts, and they become critical, creative and effective communicators. Learners' ability to shape and deconstruct messages in print and digital forms will be important throughout their lives.





Language and Literacy in the Northern Ireland Curriculum

Language Development	Language and Literacy			Language and Literacy: English with Media Education	Language and Literacy
<p>Pre-School <i>Age 3–4</i></p> <p>Language development is crucial to living and learning: to communicate with others, to share and express feelings, to give and obtain information, and to understand ideas and develop thoughts. Being able to understand and use language allows children to:</p> <ul style="list-style-type: none"> • make their needs, thoughts, feelings and ideas known; • interact socially as they play together; • manage their own behaviour and self-regulate their emotions; and • learn independently and collaboratively. <p><i>More about Language Development in the Curricular Guidance for Pre-School Education (see pages 23–26).</i></p> 	<p>Foundation Stage <i>Age 4–6</i></p> <p>Teachers should enable children to develop knowledge, understanding and skills in:</p> <ul style="list-style-type: none"> • Attention and Listening Skills • Phonological Awareness • Social Use of Language • Language and Thinking • An Extended Vocabulary • Reading • Writing. <p><i>More about the requirements for Language and Literacy in the Northern Ireland Curriculum (NIC) Primary (see pages 18–22).</i></p> 	<p>Key Stage 1 <i>Age 6–8</i></p> <p>Teachers should enable pupils to develop knowledge, understanding and skills in:</p> <ul style="list-style-type: none"> • Talking and Listening • Reading • Writing. <p><i>More about the requirements for Language and Literacy in the NIC Primary (see pages 53–54).</i></p>	<p>Key Stage 2 <i>Age 8–11</i></p> <p>Teachers should enable pupils to develop knowledge, understanding and skills in:</p> <ul style="list-style-type: none"> • Talking and Listening • Reading • Writing. <p><i>More about the requirements for Language and Literacy in the NIC Primary (see pages 55–56).</i></p>	<p>Key Stage 3 <i>Age 11–14</i></p> <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 developing as:</p> <ul style="list-style-type: none"> • individuals • contributors to society • contributors to the economy and the environment. <p>Pupils should demonstrate skills, application of knowledge and understanding of English with Media Education.</p> <p><i>More about the requirements for English with Media Education in The Statutory Curriculum at Key Stage 3 (KS3) (see page 33).</i></p> 	<p>Key Stage 4 <i>Age 14–16</i></p> <p><i>There is no set content for all pupils in Language and Literacy at Key Stage 4.</i></p> <p><i>However, schools must offer access to at least one course that leads to a qualification in this Area of Learning.</i></p> <p><i>More about Language and Literacy at Key Stage 4 (KS4).</i></p>
<p>Whole-Curriculum Skills and Capabilities</p> <p>Through opportunities to engage in active learning contexts across all areas of the curriculum, pupils should progressively develop:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="459 1404 739 1460">  Thinking Skills and Personal Capabilities </div> <div data-bbox="940 1404 1198 1460">  Communication </div> <div data-bbox="1321 1404 1523 1460">  Using Mathematics </div> <div data-bbox="1646 1404 2049 1460">  Using Information and Communications Technology </div> </div>					

* All settings that receive funding from the Department of Education as part of this programme should follow the curricular guidance.



Overview

Curriculum

Examples of Learning

Qualifications

Overview

Becoming Talkers and Listeners

Active Listening and Group Discussion

Individual Talk

Becoming Lifelong Readers

The Mechanics of Reading

Comprehension and Locating Information

Exploring Text

Becoming Writers

Understanding Features of Writing

Spelling, Punctuation, Grammar and Handwriting

Examples of Learning

The examples of learning in this section show one way to organise existing curriculum and qualification content. They illustrate how knowledge, skills and understanding are supported and developed as each key stage builds on the one before, prepares for the one that follows, and aims to equip learners for the challenges they will face in the real world and throughout their lives.

These examples of learning:

- illustrate curriculum connections from pre-school (3–4 years) to Key Stage 4 (14–16 years);
- show how the CCEA qualifications reflect these curriculum connections; and
- suggest qualifications that students who enjoy these aspects of learning might find interesting.

Talking/Speaking and Listening



Becoming Talkers and Listeners



Active Listening and Group Discussion



Individual Talk

Reading



Becoming Lifelong Readers



The Mechanics of Reading



Comprehension and Locating Information



Exploring Text

Writing



Becoming Writers



Understanding Features of Writing



Spelling, Punctuation, Grammar and Handwriting



Overview

Curriculum

Examples of Learning

Qualifications

Overview

Becoming Talkers and Listeners

Active Listening and Group Discussion

Individual Talk

Becoming Lifelong Readers

The Mechanics of Reading

Comprehension and Locating Information

Exploring Text

Becoming Writers

Understanding Features of Writing

Spelling, Punctuation, Grammar and Handwriting



Becoming Talkers and Listeners

Talking/Speaking and Listening

Pre-School

Age 3–4

As language develops, children need to be supported to:

- understand language (receptive language); and
- use language to convey their own messages (expressive language).

Young children learn and develop through:

- looking and listening effectively and being positioned appropriately to develop attention and listening skills;
- actively participating in stories, rhymes and songs, as well as listening and responding to music;
- having opportunities through play and routines to have fun with words, *for example exploring nonsense rhymes and playing word games*; and
- having opportunities to recall an activity or recent event, with the introduction of new vocabulary as appropriate.

Children will have the ability to:

- express thoughts, ideas and feelings with increasing confidence; and
- engage in role-play using appropriate language to express their feelings.

Curricular Guidance for Pre-School Education, pages 24–26

Foundation Stage

Age 4–6

Teachers should enable children to develop knowledge, understanding and skills in:

Attention and listening skills through:

- listening to a wide range of stories, poems, songs and music;
- following instructions;
- identifying environmental sounds;
- repeating familiar phrases/sound sequences; and
- recalling sequence and detail.

An extended vocabulary through:

- listening and responding to adults and peers;
- an immersion in the language of books, both fiction and non-fiction; and
- focused experiences to introduce or generate vocabulary.

As they progress through the Foundation Stage, children should be enabled to:

- express themselves with increasing clarity and confidence, using a growing vocabulary and more complex sentence structure; and
- understand and use social conventions in conversations and interactions.

The NIC Primary, pages 18 and 19

Key Stage 1

Age 6–8

Pupils should be enabled to:

- participate in talking and listening in every area of learning;
- listen to, respond to and explore stories, poems, songs, drama, and media texts using traditional and digital resources and recreate parts of them in a range of expressive activities;
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts; and
- tell their own stories based on personal experiences and imagination.

The NIC Primary, page 53

Key Stage 2

Age 8–11

Pupils should be enabled to:

- listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources; and
- tell, retell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum.

The NIC Primary, page 55

Key Stage 3

Age 11–14

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 creative and effective communicators by expressing meaning, feelings and viewpoints.

Pupils should be able to communicate effectively in oral and visual formats (including ICT and the moving image) showing clear awareness of audience and purpose and attention to accuracy.

The Statutory Curriculum at KS3, page 33

Key Stage 4

Age 14–16

[Entry Level English](#)

- English through Experience

[GCSE English Language](#)

- Speaking and Listening
- Studying Spoken and Written Language

Post-16

A student who enjoys this aspect of Language and Literacy may also be especially interested in [GCE English Literature](#).



Overview

Curriculum

Examples of Learning

Qualifications

Overview

Becoming Talkers and Listeners

Active Listening and Group Discussion

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Becoming Lifelong Readers

The Mechanics of Reading

Comprehension and Locating Information

Exploring Text

Becoming Writers

Understanding Features of Writing

Spelling, Punctuation, Grammar and Handwriting



Active Listening and Group Discussion

Talking/Speaking and Listening

Pre-School

Age 3–4

As language develops, children need to be supported to:

- focus their attention and listen (attention and listening);
- remember what they hear and see (auditory and visual memory); and
- use language as they socialise (pragmatics).

Young children learn and develop through:

- engaging in conversation and knowing how to take turns and respond; and
- engaging in imaginative activities, such as dressing up, role-play and drama, which provide freedom for the child to be creative and experiment with words and phrases in character.

Children will have the ability to:

- listen and engage in conversation;
- respond to simple instructions and follow directions;
- make an appropriate response or answer a question; and
- interact and participate with increasing confidence.

Curricular Guidance for Pre-School Education, pages 24–26

Foundation Stage

Age 4–6

Teachers should enable children to develop knowledge, understanding and skills in:

Social use of language through:

- observing modelled behaviours;
- understanding non-verbal signals;
- talking with adults and other children;
- initiating and joining in conversations in pairs or groups;
- working in different groupings; and
- adopting or assuming a role relevant to context.

Language and thinking through:

- asking and answering questions;
- describing;
- explaining;
- sharing their thoughts, feelings and ideas with different audiences; and
- taking part/contributing to group oral language activities.

As they progress through the Foundation Stage, children should be enabled to:

- initiate and sustain conversations with adults and peers in the classroom;
- listen with increasing attentiveness and for longer periods of time; and
- listen to and carry out increasingly complex instructions.

The NIC Primary, page 19

Key Stage 1

Age 6–8

Pupils should be enabled to:

- listen to and respond to guidance and instructions; and
- take turns at talking and listening in group and paired activities.

The NIC Primary, page 53

Key Stage 2

Age 8–11

Pupils should be enabled to:

- participate in group and class discussions for a variety of curricular purposes;
- know, understand and use the conventions of group discussion;
- share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals;
- formulate, give and respond to guidance, directions and instructions; and
- talk with people in a variety of formal and informal situations.

The NIC Primary, page 55

Key Stage 3

Age 11–14

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 creative and effective communicators by:

- talking, to include debate, role-play, interviews, presentations and group discussions; and
- listening actively and reporting back.

Pupils should be able to work effectively with others.

The Statutory Curriculum at KS3, page 33

Key Stage 4

Age 14–16

[Entry Level English](#)

- English through Experience

[GCSE English Language](#)

- Speaking and Listening
- Studying Spoken and Written Language

Post-16

A student who enjoys this aspect of Language and Literacy may also be especially interested in [GCE English Literature](#).



Overview

Curriculum

Examples of Learning

Qualifications

Overview

Becoming Talkers and Listeners

Active Listening and Group Discussion

Individual Talk

Becoming Lifelong Readers

The Mechanics of Reading

Comprehension and Locating Information

Exploring Text

Becoming Writers

Understanding Features of Writing

Spelling, Punctuation, Grammar and Handwriting



Individual Talk

Talking/Speaking and Listening

Pre-School

Age 3–4

As language develops, children need to be supported to become aware of sounds (phonological awareness).

Young children learn and develop through being assisted to develop thinking skills and build confidence in the use of language.

Children will have the ability to:

- use a growing vocabulary appropriately; and
- demonstrate increasing phonological awareness, including an awareness of rhyme, syllable and sound.

Curricular Guidance for Pre-School Education, pages 24–26

Foundation Stage

Age 4–6

Teachers should enable children to develop knowledge, understanding and skills in:

Phonological awareness through:

- responding to a steady beat;
- identifying words in phrases and sentences;
- identifying syllables;
- identifying and generating rhymes; and
- identifying and manipulating phonemes.

Language and thinking through:

- talking about experiences, pictures and stories;
- talking about their work, play and things they have made; and
- naming, recalling, sequencing and predicting.

As they progress through the Foundation Stage, children should be enabled to:

- retell stories, events or personal experiences in sequence with reasonable detail;
- answer questions to give information and demonstrate understanding;
- ask questions to find information or seek an explanation; and
- offer reasons to support opinions given.

The NIC Primary, pages 18 and 19

Key Stage 1

Age 6–8

Pupils should be enabled to:

- take part in a range of drama activities to support activity-based learning across the curriculum;
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities;
- present ideas and information with some structure and sequence;
- think about what they say and how they say it;
- speak audibly and clearly, using appropriate quality of speech and voice;
- devise and ask questions to find information in social situations and across the curriculum;
- read aloud from a variety of sources, including their own work, inflecting appropriately to emphasise meaning; and
- recognise and talk about features of spoken language, showing phonological awareness.

The NIC Primary, page 53

Key Stage 2

Age 8–11

Pupils should be enabled to:

- participate in a range of drama activities across the curriculum;
- improvise a scene based on experience, imagination, literature, media and/or curricular topics;
- describe and talk about real experiences and imaginary situations and about people, places, events and artefacts;
- prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations;
- identify and ask appropriate questions to seek information, views and feelings;
- use appropriate quality of speech and voice, speaking audibly and varying register according to the purpose and audience;
- read aloud, inflecting appropriately, to express thoughts and feelings and emphasise the meaning of what they have read; and
- recognise and discuss features of spoken language, including formal and informal language, dialect and colloquial speech.

The NIC Primary, page 55

Key Stage 3

Age 11–14

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 creative and effective communicators by participating in a range of drama activities.

Pupils should be able to demonstrate creativity and initiative when developing ideas and following them through.

The Statutory Curriculum at KS3, page 33

Key Stage 4

Age 14–16

[Entry Level English](#)

- English through Experience

[GCSE English Language](#)

- Speaking and Listening
- Studying Spoken and Written Language

Post-16

A student who enjoys this aspect of Language and Literacy may also be especially interested in [GCE English Literature](#).



Overview

Curriculum

Examples of Learning

Qualifications

Overview

Becoming Talkers and Listeners

Active Listening and Group Discussion

Individual Talk

Becoming Lifelong Readers

The Mechanics of Reading

Comprehension and Locating Information

Exploring Text

Becoming Writers

Understanding Features of Writing

Spelling, Punctuation, Grammar and Handwriting



Becoming Lifelong Readers

Reading

Pre-School

Age 3–4

Young children learn and develop through:

- having access to a range of books and reading materials throughout the day and across various areas of play;
- listening to and joining in with stories, rhymes and songs in a range of contexts that may include one-to-one situations, as well as large and small groups;
- hearing and using new words and phrases, developing imagination;
- browsing and making personal choices from a well-stocked and inviting book area with both fiction and non-fiction titles; and
- having access to appropriate ICT resources, *for example resources that allow them to listen to and enjoy stories or which enrich vocabulary.*

Children will have the ability to:

- share stories with adults and peers or enjoy them independently; and
- access and use books independently.

Curricular Guidance for Pre-School Education, pages 25 and 26

Foundation Stage

Age 4–6

Through modelled, shared and guided reading sessions, children should be enabled to:

- read with some independence;
- read a range of texts including digital texts and those composed by themselves and others;
- share a range of books with adults/other children;
- know how to handle and care for books; and
- listen to a range of stories, poems and non-fiction texts read to them by adults/other children.

As they progress through the Foundation Stage, children should be enabled to browse and choose books for a specific purpose.

The NIC Primary, pages 20 and 21

Key Stage 1

Age 6–8

Pupils should be enabled to:

- participate in modelled, shared, paired and guided reading activities;
- read, and be read to from a wide selection of poetry and prose;
- read with some independence for enjoyment and information; and
- read and share their own books of stories and poems including the use of digital resources.

The NIC Primary, page 54

Key Stage 2

Age 8–11

Pupils should be enabled to:

- participate in modelled, shared, paired and guided reading experiences;
- read, explore, understand and make use of a wide range of traditional and digital texts;
- engage in sustained, independent and silent reading for enjoyment and information; and
- extend the range of their reading and develop their own preferences.

The NIC Primary, page 56

Key Stage 3

Age 11–14

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 creative and effective communicators by reading and viewing for key ideas, enjoyment, engagement and empathy.

The Statutory Curriculum at KS3, page 33

Key Stage 4

Age 14–16

[Entry Level English](#)

- English through Poetry
- English through Drama
- English through Prose

[GCSE English Literature](#)

- The Study of Prose
- The Study of Drama and Poetry
- The Study of Shakespeare

[GCSE English Language](#)

- Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts
- Personal or Creative Writing and Reading Literary and Non-Fiction Texts

Post-16

A student who enjoys this aspect of Language and Literacy may also be especially interested in [GCE English Literature](#).



Overview

Curriculum

Examples of Learning

Qualifications

Overview

Becoming Talkers and Listeners

Active Listening and Group Discussion

Individual Talk

Becoming Lifelong Readers

The Mechanics of Reading

Comprehension and Locating Information

Exploring Text

Becoming Writers

Understanding Features of Writing

Spelling, Punctuation, Grammar and Handwriting



The Mechanics of Reading

Reading

Pre-School

Age 3–4

Young children learn and develop through:

- looking at books individually, with other children or with an adult; and
- becoming aware of environmental print.

Children will have the ability to demonstrate appropriate book handling skills.

[Curricular Guidance for Pre-School Education, pages 25 and 26](#)

Foundation Stage

Age 4–6

Through modelled, shared and guided reading sessions, children should be enabled to:

- use word structure to develop reading;
- develop auditory/visual discrimination and memory;
- understand and use some language associated with books, *for example cover, spine, author, illustrator*; and
- develop concepts of print.

As they progress through the Foundation Stage, children should be enabled to:

- understand that words are made up of sounds and syllables (phoneme awareness);
- understand that sounds are represented by letters (grapheme awareness);
- use a range of reading cues with increasing independence;
- begin to self-correct;
- read on sight some words in a range of meaningful contexts; and
- understand the purpose of and use environmental print.

[The NIC Primary, pages 20 and 21](#)

Key Stage 1

Age 6–8

Pupils should be enabled to:

- build up a sight vocabulary;
- use a range of strategies to identify unfamiliar words; and
- recognise and notice how words are constructed and spelt.

[The NIC Primary, page 54](#)

Key Stage 2

Age 8–11

Pupils should be enabled to:

- use a range of cross-checking strategies to read unfamiliar words in texts; and
- use a variety of reading skills for different reading purposes, *for example reviewing, recalling, skimming and scanning*.

[The NIC Primary, page 56](#)

Key Stage 3

Age 11–14

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 creative and effective communicators by developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created.

[The Statutory Curriculum at KS3, page 33](#)

Key Stage 4

Age 14–16

[GCSE English Language](#)

- Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts
- Personal or Creative Writing and Reading Literary and Non-Fiction Texts

[GCSE English Literature](#)

- The Study of Prose
- The Study of Drama and Poetry
- The Study of Shakespeare

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Overview

Curriculum

Examples of Learning

Qualifications

Overview

Becoming Talkers and Listeners

Active Listening and Group Discussion

Individual Talk

Becoming Lifelong Readers

The Mechanics of Reading

Comprehension and Locating Information

Exploring Text

Becoming Writers

Understanding Features of Writing

Spelling, Punctuation, Grammar and Handwriting



Comprehension and Locating Information

Reading

Pre-School

Age 3–4

Young children learn and develop through retelling familiar stories and relating their own experience where relevant.

Children will understand that pictures, symbols and words carry meaning.

[Curricular Guidance for Pre-School Education, pages 25 and 26](#)

Foundation Stage

Age 4–6

Through modelled, shared and guided reading sessions, children should be enabled to sequence stories in reasonable detail using appropriate language.

As they progress through the Foundation Stage, children should be enabled to:

- read and follow simple instructions;
- begin to read with expression in response to print variations and punctuation;
- use extended vocabulary when discussing text, retelling stories or in their emergent writing; and
- make and give reasons for predictions.

[The NIC Primary, pages 20 and 21](#)

Key Stage 1

Age 6–8

Pupils should be enabled to:

- read, explore, understand and make use of a range of traditional and digital texts;
- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT;
- begin to locate, select and use texts for specific purposes;
- research and manage information relevant to specific purposes, using traditional and digital sources, and present their findings in a variety of ways; and
- use a range of comprehension skills, both oral and written, to interpret and discuss texts.

[The NIC Primary, page 54](#)

Key Stage 2

Age 8–11

Pupils should be enabled to:

- use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task;
- represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital;
- reconsider their initial response to texts in the light of insight and information which emerge subsequently from their reading; and
- read aloud to the class or teacher from prepared texts, including those composed by themselves, using inflection to assist meaning.

[The NIC Primary, page 56](#)

Key Stage 3

Age 11–14

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 creative and effective communicators by analysing critically their own and other texts.

Pupils should be able to research and manage information effectively, including Using Mathematics and Using ICT where appropriate.

[The Statutory Curriculum at KS3, page 33](#)

Key Stage 4

Age 14–16

[Entry Level English](#)

- English through the Media: Still Image
- English through Poetry
- English through Drama
- English through the Media: Moving Image Genres
- English through Prose

[GCSE English Language](#)

- Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts
- Studying Spoken and Written Language
- Personal or Creative Writing and Reading Literary and Non-Fiction Texts

[GCSE English Literature](#)

- The Study of Prose
- The Study of Drama and Poetry
- The Study of Shakespeare

Post-16

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Overview

Curriculum

Examples of Learning

Qualifications

Overview

Becoming Talkers and Listeners

Active Listening and Group Discussion

Individual Talk

Becoming Lifelong Readers

The Mechanics of Reading

Comprehension and Locating Information

Exploring Text

Becoming Writers

Understanding Features of Writing

Spelling, Punctuation, Grammar and Handwriting



Exploring Text

Reading

Pre-School

Age 3–4

Young children learn and develop through having opportunities to discuss the story, characters, actions, pictures or details such as printed words or symbols, as their curiosity requires.

Curricular Guidance for Pre-School Education, pages 25 and 26

Foundation Stage

Age 4–6

Through modelled, shared and guided reading sessions, children should be enabled to select and use books for specific purposes.

As they progress through the Foundation Stage, children should be enabled to:

- recognise different types of text and identify specific features of some genres; and
- make links between personal experience and the text.

The NIC Primary, pages 20 and 21

Key Stage 1

Age 6–8

Pupils should be enabled to:

- explore and begin to understand how texts are structured in a range of genres;
- explore and interpret a range of visual texts;
- express opinions and give reasons based on what they have read;
- begin to use evidence from text to support their views; and
- talk with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other features of written language.

The NIC Primary, page 54

Key Stage 2

Age 8–11

Pupils should be enabled to:

- consider, interpret and discuss texts, exploring the ways in which language can be manipulated to affect the reader or engage attention;
- begin to be aware of how different media present information, ideas and events in different ways; and
- justify their responses logically, by inference, deduction and/or reference to evidence within the text.

The NIC Primary, page 56

Key Stage 3

Age 11–14

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 creative and effective communicators by interpreting visual stimuli including the moving image.

The Statutory Curriculum at KS3, page 33

Key Stage 4

Age 14–16

[Entry Level English](#)

- English through the Media: Still Image
- English through Poetry
- English through Drama
- English through the Media: Moving Image Genres
- English through Prose

[GCSE English Language](#)

- Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts
- Studying Spoken and Written Language
- Personal or Creative Writing and Reading Literary and Non-Fiction Texts

[GCSE English Literature](#)

- The Study of Prose
- The Study of Drama and Poetry
- The Study of Shakespeare

Post-16

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Overview

Curriculum

Examples of Learning

Qualifications

Overview

Becoming Talkers and Listeners

Active Listening and Group Discussion

Individual Talk

Becoming Lifelong Readers

The Mechanics of Reading

Comprehension and Locating Information

Exploring Text

Becoming Writers

Understanding Features of Writing

Spelling, Punctuation, Grammar and Handwriting



Becoming Writers

Writing

Pre-School

Age 3–4

Young children learn and develop through:

- expressing themselves by scribbling, mark-making and drawing, increasingly valuing each of these elements as an important part of the writing process;
- being aware of print in all play areas, including symbols and key words such as their name card for self-registration or name labels for their painting; and
- having access to appropriate ICT resources, *for example resources that allow them to experiment with drawing and writing.*

Children will mark-make to convey meaning.

[Curricular Guidance for Pre-School Education, pages 25 and 26](#)

Foundation Stage

Age 4–6

Through modelled, shared and guided writing sessions, children should be enabled to:

- distinguish between drawing and writing;
- talk about the ideas represented in their drawings;
- share their writing with others;
- see themselves and the teacher as 'writers';
- observe the teacher modelling specific writing strategies; and
- use ICT to present and communicate their ideas.

As they progress through the Foundation Stage, children should be enabled to:

- write without prompting and make decisions about how and what they will write; and
- use rhymes, poems and patterned stories as models for structuring their own writing.

[The NIC Primary, page 22](#)

Key Stage 1

Age 6–8

Pupils should be enabled to:

- participate in modelled, shared, guided and independent writing, including composing on-screen; and
- understand and use a range of vocabulary by investigating and experimenting with language.

[The NIC Primary, page 54](#)

Key Stage 2

Age 8–11

Pupils should be enabled to:

- participate in modelled, shared, guided and independent writing, including composing on-screen; and
- experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect.

[The NIC Primary, page 56](#)

Key Stage 3

Age 11–14

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 creative and effective communicators by writing and presenting in different media for different audiences and purposes.

Pupils should be able to:

- demonstrate self-management by working systematically, persisting with tasks, evaluating and improving their own performance; and
- communicate effectively in written and visual formats (including ICT and the moving image) showing clear awareness of audience and purpose and attention to accuracy.

[The Statutory Curriculum at KS3, page 33](#)

Key Stage 4

Age 14–16

[Entry Level English](#)

- English through the Media: Still Image
- English through Poetry
- English through the Media: Moving Image Genres
- English through Prose

[GCSE English Language](#)

- Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts
- Studying Spoken and Written Language
- Personal or Creative Writing and Reading Literary and Non-Fiction Texts

[GCSE English Literature](#)

- The Study of Prose
- The Study of Drama and Poetry
- The Study of Shakespeare

Post-16

A student who enjoys this aspect of Language and Literacy may also be especially interested in [GCE English Literature](#).



Overview

Curriculum

Examples of Learning

Qualifications

Overview

Becoming Talkers and Listeners

Active Listening and Group Discussion

Individual Talk

Becoming Lifelong Readers

The Mechanics of Reading

Comprehension and Locating Information

Exploring Text

Becoming Writers

Understanding Features of Writing

Spelling, Punctuation, Grammar and Handwriting



Understanding Features of Writing

Writing

Pre-School

Age 3–4

Young children learn and develop through:

- making explicit links between reading and writing by 'reading' their own 'writing'; and
- having their thoughts, feelings and ideas recorded.

[Curricular Guidance for Pre-School Education, page 25](#)

Foundation Stage

Age 4–6

Through modelled, shared and guided writing sessions, children should be enabled to understand that writing is a means of communication and can be used for different purposes.

As they progress through the Foundation Stage, children should be enabled to:

- write in a range of genres with teacher guidance;
- begin to show evidence of sequence in recount and instructions; and
- use a wide range of vocabulary in their writing.

[The NIC Primary, page 22](#)

Key Stage 1

Age 6–8

Pupils should be enabled to:

- talk about and plan what they are going to write;
- begin to check their work in relation to specific criteria;
- write without prompting, making their own decisions about form and content;
- write for a variety of purposes and audiences;
- express thoughts, feelings and opinions in imaginative and factual writing;
- organise, structure and present ideas and information using traditional and digital means; and
- understand some of the differences between spoken and written language.

[The NIC Primary, page 54](#)

Key Stage 2

Age 8–11

Pupils should be enabled to:

- discuss various features of layout in texts and apply these, as appropriate, within their own writing, *for example headings and sub-headings and presentation of text in columns to add emphasis to key points or to create certain effects*;
- write for a variety of purposes and audiences, selecting, planning and using appropriate style and form;
- use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally;
- express thoughts, feelings and opinions in imaginative and factual writing;
- use a variety of stylistic features to create mood and effect;
- begin to formulate their own personal style;
- create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics; and
- understand the differences between spoken and written language.

[The NIC Primary, page 56](#)

Key Stage 3

Age 11–14

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 creative and effective communicators by using a range of techniques, forms and media to convey information creatively and appropriately.

Pupils should be able to show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate.

[The Statutory Curriculum at KS3, page 33](#)

Key Stage 4

Age 14–16

[Entry Level English](#)

- English through the Media: Still Image
- English through Poetry
- English through the Media: Moving Image Genres
- English through Prose

[GCSE English Language](#)

- Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts
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- Personal or Creative Writing and Reading Literary and Non-Fiction Texts

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Overview

Curriculum

Examples of Learning

Qualifications

Overview

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Active Listening and Group Discussion

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Comprehension and Locating Information

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Spelling, Punctuation, Grammar and Handwriting

Writing

Pre-School

Age 3–4

Young children learn and develop through experimenting using a wide variety of media such as paper, pencils, crayons, whiteboards, chalk or paint.

[Curricular Guidance for Pre-School Education, page 25](#)

Foundation Stage

Age 4–6

As they progress through the Foundation Stage, children should be enabled to:

- begin to problem solve how to write using sound/symbol correspondence as the first strategy;
- begin to demarcate sentences;
- begin to use capital letters for the pronoun 'I', for names and at the start of a sentence; and
- show increased control over formation of lower and upper-case letters, size and spacing.

[The NIC Primary, page 22](#)

Key Stage 1

Age 6–8

Pupils should be enabled to:

- use a variety of skills to spell words in their writing;
- spell correctly a range of familiar, important and regularly occurring words;
- develop increasing competence in the use of grammar and punctuation; and
- use a legible style of handwriting, for example begin to join letters.

[The NIC Primary, page 54](#)

Key Stage 2

Age 8–11

Pupils should be enabled to:

- use a variety of skills to spell words correctly;
- develop increasing competence in the use of grammar and punctuation to create clarity of meaning; and
- develop a swift and legible style of handwriting.

[The NIC Primary, page 56](#)

Key Stage 3

Age 11–14

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 creative and effective communicators by developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar.

[The Statutory Curriculum at KS3, page 33](#)

Key Stage 4

Age 14–16

[Entry Level English](#)

- English through the Media: Still Image
- English through Poetry
- English through the Media: Moving Image Genres
- English through Prose

[GCSE English Language](#)

- Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts
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Key Stage 4 Qualifications

Post-16 Qualifications

CCEA Qualifications

CCEA's range of qualifications offers many routes that learners can choose to take through their curriculum journey to work or further study. All CCEA qualifications build on the skills that learners develop across the curriculum.

Key Stage 4 Qualifications

[Entry Level English](#)

[GCSE English Language](#)

[GCSE English Literature](#)

Post-16 Qualifications

[GCE English Literature](#)

Please note: CCEA also offers the following qualifications linked to **Learning for Life and Work** that include content which could have a **Language and Literacy** focus:

- **[Entry Level Life Skills and Extended Life Skills](#)** – for example the **Developing Communication Skills** and **English through Experience** units
- **[Entry Level Occupational Studies and Extended Occupational Studies](#)** – for example the **Developing a Character, Group Performance** and **Stage Management** units
- **[Level 1 and Level 2 Occupational Studies](#)** – for example the **Rehearse and Perform** unit.

CCEA also offers a **[GCE Government and Politics](#)** qualification for which it is recommended that students should have attained at least a C grade in GCSE English Language.



Overview

Curriculum

Examples of Learning

Qualifications

Key Stage 4 Qualifications

Post-16 Qualifications

Entry Level English

gives learners the opportunity to:

- practise talking and listening skills in a variety of situations and for a range of purposes;
- engage with literature, non-fiction and media texts; and
- improve and practise their writing skills in a variety of forms and for a variety of purposes.

Specification Aims (Section 1.1)

Qualification Content

Unit 1	English through the Media: Still Image
Unit 2	English through Poetry
Unit 3	English through Drama
Unit 4	English through the Media: Moving Image Genres
Unit 5	English through Prose
Unit 6	English through Experience

Specification Section 3



Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Level, Level 1 or Level 2, GCSE qualifications, or other related training courses.

Specification Section 1.3



This qualification builds on the knowledge, understanding and skills developed through the *Language and Literacy* Area of Learning.



More about [Entry Level English](#)



Other Key Stage 4 Qualifications

[GCSE English Language](#)

[GCSE English Literature](#)



Overview

Curriculum

Examples of Learning

Qualifications

Key Stage 4 Qualifications

Post-16 Qualifications

GCSE English Language

aims to encourage students to:

- demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately;
- express themselves creatively and imaginatively;
- become critical readers of a range of texts, including multi-modal texts;
- use reading to develop their own skills as writers;
- understand the patterns, structures and conventions of written and spoken English;
- understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity; and
- select and adapt speech and writing to different situations and audiences.

Specification Aims (Section 1.1)

Subject Content

Unit 1	Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts
Unit 2	Speaking and Listening
Unit 3	Studying Spoken and Written Language
Unit 4	Personal or Creative Writing and Reading Literary and Non-Fiction Texts

Specification Section 3



Prior attainment

This specification builds on the knowledge, understanding and skills developed through the statutory requirements for Language and Literacy: English with Media Education at Key Stage 3 in the Northern Ireland Curriculum.

Students do not need to have reached a particular level of attainment before beginning to study this specification.

Specification Section 1.3



This qualification builds on the knowledge, understanding and skills developed through the *Language and Literacy* Area of Learning.



More about [GCSE English Language](#)



Other Key Stage 4 Qualifications

[Entry Level English](#)
[GCSE English Literature](#)



GCSE English Literature

aims to encourage students to:

- become critical readers of prose, drama and poetry;
- develop the ability to analyse the impact of language, structure and form in a range of texts;
- connect ideas, themes and issues in a range of texts;
- explore contexts and experience different times, cultures, viewpoints and situations in texts; and
- read for enjoyment and nurture a lifelong love of literature.

Specification Aims (Section 1.1)

Subject Content

Unit 1	The Study of Prose
Unit 2	The Study of Drama and Poetry
Unit 3	The Study of Shakespeare

Specification Section 3



Prior attainment

This specification builds on the knowledge, understanding and skills developed through the statutory requirements at Key Stage 3 in the Northern Ireland Curriculum.

Students do not need to have reached a particular level of attainment before beginning to study the specification.

Specification Section 1.3



This qualification builds on the knowledge, understanding and skills developed through the *Language and Literacy* and *The Arts: Drama* Areas of Learning.



More about [GCSE English Literature](#)



Other Key Stage 4 Qualifications

[Entry level English](#)

[GCSE English Language](#)



GCE English Literature

aims to encourage students to:

- engage critically and creatively with a substantial body of texts and ways of responding to them;
- develop and apply effectively their knowledge of literary analysis and evaluation;
- explore the contexts of the texts they are reading and others' interpretations of them;
- deepen their understanding of the changing traditions of literature in English;
- carry out independent research and present personal responses in the form and language appropriate to literary study;
- develop advanced study skills that help them prepare for third level education;
- demonstrate through challenging internal and external assessments that they understand and can apply key concepts; and
- nurture a lifelong interest in English literature.

Specification Aims (Section 1.1)



Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification builds on some of the knowledge, understanding and skills developed in GCSE English Literature.

Specification Section 1.3



More about [GCE English Literature](#)

Subject Content

Advanced Subsidiary (AS) Units		A2 Units	
AS 1	The Study of Poetry 1900–Present and Drama 1900–Present	A2 1	Shakespearean Genres
AS 2	The Study of Prose Pre 1900	A2 2	The Study of Poetry Pre 1900 and Unseen Poetry
		A2 3	Internal Assessment

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