



**United Kingdom Standards Alignments**  
Years One through Twelve



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## United Kingdom Standards Alignments

# Standards List with Aligned Product Skills

The Standards List with Aligned Product Skills Report is a standards-oriented document showing the entire list of standards for the subject and year on the left side of the report with the aligning product objectives on the right side. This alignment report shows the breadth of standards coverage for the purpose and focus of this product.

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Note to educator:

Thank you for your interest in Renaissance Learning™ technology. The attached document contains the alignment between the software and/or instructional materials and the skills described in your National Curriculum or Strategy documentation.

At Renaissance Learning, we recognise the impact that the standards-based reform movement and high-stakes standardized testing has on schools, and we share the concerns of educators and administrators that pupils perform well on high-stakes assessments.

We hope that this report answers your questions regarding the alignment of Renaissance Learning technology and materials to your curriculum. If you have any questions about the attached document, please feel free to call us at 020 7184 4000.

Sincerely,

Renaissance Sales and Funding Staff

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 1, En1-3, Years 1-2, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- En1 SPEAKING AND LISTENING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- SPEAKING</b>		
<b>UK KS1 En1.1.a)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: speak with clear diction and appropriate intonation.		
<b>UK KS1 En1.1.b)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: choose words with precision.		
<b>UK KS1 En1.1.c)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: organise what they say.		
<b>UK KS1 En1.1.d)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: focus on the main point(s).		
<b>UK KS1 En1.1.e)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: include relevant detail.		
<b>UK KS1 En1.1.f)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: take into account the needs of their listeners.		
<b>- LISTENING</b>		
<b>UK KS1 En1.2.a)</b> - To listen, understand and respond to others, pupils should be taught to: sustain concentration.		
<b>UK KS1 En1.2.b)</b> - To listen, understand and respond to others, pupils should be taught to: remember specific points that interest them.		
<b>UK KS1 En1.2.c)</b> - To listen, understand and respond to others, pupils should be taught to: make relevant comments.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En1.2.d)</b> - To listen, understand and respond to others, pupils should be taught to: listen to others' reactions.		
<b>UK KS1 En1.2.e)</b> - To listen, understand and respond to others, pupils should be taught to: ask questions to clarify their understanding.		
<b>UK KS1 En1.2.f)</b> - To listen, understand and respond to others, pupils should be taught to: identify and respond to sound patterns in language [for example, alliteration, rhyme, word play].		
<b>- GROUP DISCUSSION AND INTERACTION</b>		
<b>UK KS1 En1.3.a)</b> - To join in as members of a group, pupils should be taught to: take turns in speaking.		
<b>UK KS1 En1.3.b)</b> - To join in as members of a group, pupils should be taught to: relate their contributions to what has gone on before.		
<b>UK KS1 En1.3.c)</b> - To join in as members of a group, pupils should be taught to: take different views into account.		
<b>UK KS1 En1.3.d)</b> - To join in as members of a group, pupils should be taught to: extend their ideas in the light of discussion.		
<b>UK KS1 En1.3.e)</b> - To join in as members of a group, pupils should be taught to: give reasons for opinions and actions.		
<b>- DRAMA</b>		
<b>UK KS1 En1.4.a)</b> - To participate in a range of drama activities, pupils should be taught to: use language and actions to explore and convey situations, characters and emotions.		
<b>UK KS1 En1.4.b)</b> - To participate in a range of drama activities, pupils should be taught to: create and sustain roles individually and when working with others.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En1.4.c)</b> - To participate in a range of drama activities, pupils should be taught to: comment constructively on drama they have watched or in which they have taken part.		
<b>- STANDARD ENGLISH</b>		
<b>UK KS1 En1.5.</b> - Pupils should be introduced to some of the main features of spoken standard English and be taught to use them.		
<b>- LANGUAGE VARIATION</b>		
<b>UK KS1 En1.6.a)</b> - Pupils should be taught about how speech varies: in different circumstances [for example, to reflect on how their speech changes in more formal situations].		
<b>UK KS1 En1.6.b)</b> - Pupils should be taught about how speech varies: to take account of different listeners [for example, adapting what they say when speaking to people they do not know].		
<b>- En2 READING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- READING STRATEGIES</b>		
<b>- PHONEMIC AWARENESS AND PHONIC KNOWLEDGE</b>		
<b>UK KS1 En2.1.a)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: hear, identify, segment and blend phonemes in words.		
<b>UK KS1 En2.1.b)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: sound and name the letters of the alphabet.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En2.1.c)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: link sound and letter patterns, exploring rhyme, alliteration and other sound patterns.		
<b>UK KS1 En2.1.d)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: identify syllables in words.		
<b>UK KS1 En2.1.e)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: recognise that the same sounds may have different spellings and that the same spellings may relate to different sounds.		
<b>- WORD RECOGNITION AND GRAPHIC KNOWLEDGE</b>		
<b>UK KS1 En2.1.f)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: read on sight high-frequency words and other familiar words.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognising words
<b>UK KS1 En2.1.g)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: recognise words with common spelling patterns.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognising words

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En2.1.h)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: recognise specific parts of words, including prefixes, suffixes, inflectional endings, plurals.		
<b>- GRAMMATICAL AWARENESS</b>		
<b>UK KS1 En2.1.i)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: understand how word order affects meaning.		
<b>UK KS1 En2.1.j)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: decipher new words, and confirm or check meaning.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognising words
		<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 8</b> - OP08 Focusing on challenging information
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
		<b>Skill 2</b> - V02 Making inferences for vocabulary
		<b>Skill 3</b> - V03 Making connections with prior knowledge
<b>UK KS1 En2.1.k)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: work out the sense of a sentence by rereading or reading ahead.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
		<b>Skill 5</b> - OP05 Interpreting the meaning of sentences
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
<b>- CONTEXTUAL UNDERSTANDING</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En2.1.l)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: focus on meaning derived from the text as a whole.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 8</b> - OP08 Focusing on challenging information
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 4</b> - C05 Drawing conclusions for comprehension
<b>UK KS1 En2.1.m)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: use their knowledge of book conventions, structure, sequence and presentational devices.		
<b>UK KS1 En2.1.n)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: draw on their background knowledge and understanding of the content.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 3</b> - V03 Making connections with prior knowledge
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 5</b> - C06 Making connections with prior knowledge
<b>- READING FOR INFORMATION</b>		
<b>UK KS1 En2.2.a)</b> - Pupils should be taught to: use the organisational features of non-fiction texts, including captions, illustrations, contents, index and chapters, to find information.		
<b>UK KS1 En2.2.b)</b> - Pupils should be taught to: understand that texts about the same topic may contain different information or present similar information in different ways.		
<b>UK KS1 En2.2.c)</b> - Pupils should be taught to: use reference materials for different purposes.		
<b>- LITERATURE</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En2.3.a)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: identify and describe characters, events and settings in fiction.		
<b>UK KS1 En2.3.b)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: use their knowledge of sequence and story language when they are retelling stories and predicting events.		
<b>UK KS1 En2.3.c)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: express preferences, giving reasons.		
<b>UK KS1 En2.3.d)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: learn, recite and act out stories and poems.		
<b>UK KS1 En2.3.e)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: identify patterns of rhythm, rhyme and sounds in poems and their effects.		
<b>UK KS1 En2.3.f)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: respond imaginatively in different ways to what they read [for example, using the characters from a story in drama, writing poems based on ones they read, showing their understanding through art or music].		
<b>- LANGUAGE STRUCTURE AND VARIATION</b>		
<b>UK KS1 En2.4.</b> - To read texts with greater accuracy and understanding, pupils should be taught about the characteristics of different types of text [for example, beginnings and endings in stories, use of captions].		
<b>- En3 WRITING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- COMPOSITION</b>		
<b>UK KS1 En3.1.a)</b> - Pupils should be taught to: use adventurous and wide-ranging vocabulary.		
<b>UK KS1 En3.1.b)</b> - Pupils should be taught to: sequence events and recount them in appropriate detail.		
<b>UK KS1 En3.1.c)</b> - Pupils should be taught to: put their ideas into sentences.		
<b>UK KS1 En3.1.d)</b> - Pupils should be taught to: use a clear structure to organise their writing.		
<b>UK KS1 En3.1.e)</b> - Pupils should be taught to: vary their writing to suit the purpose and reader.		
<b>UK KS1 En3.1.f)</b> - Pupils should be taught to: use the texts they read as models for their own writing.		
<b>- PLANNING AND DRAFTING</b>		
<b>UK KS1 En3.2.a)</b> - Working with the teacher and with others, in order to develop their writing, pupils should be taught to: write familiar words and attempt unfamiliar ones.		
<b>UK KS1 En3.2.b)</b> - Working with the teacher and with others, in order to develop their writing, pupils should be taught to: assemble and develop ideas on paper and on screen.		
<b>UK KS1 En3.2.c)</b> - Working with the teacher and with others, in order to develop their writing, pupils should be taught to: plan and review their writing, discussing the quality of what is written.		
<b>UK KS1 En3.2.d)</b> - Working with the teacher and with others, in order to develop their writing, pupils should be taught to: write extended texts, with support [for example, using the teacher as writer].		
<b>- PUNCTUATION</b>		
<b>UK KS1 En3.3.a)</b> - Pupils should be taught: how punctuation helps a reader understand what is written.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En3.3.b)</b> - Pupils should be taught: the connections between punctuation and sentence structure, intonation and emphasis.		
<b>UK KS1 En3.3.c)</b> - Pupils should be taught: to use capital letters, full stops, question marks and to begin to use commas.		
<b>- SPELLING</b>		
<b>- SPELLING STRATEGIES</b>		
<b>UK KS1 En3.4.a)</b> - Pupils should be taught to: write each letter of the alphabet.		
<b>UK KS1 En3.4.b)</b> - Pupils should be taught to: use their knowledge of sound-symbol relationships and phonological patterns [for example, consonant clusters and vowel phonemes].		
<b>UK KS1 En3.4.c)</b> - Pupils should be taught to: recognise and use simple spelling patterns.		
<b>UK KS1 En3.4.d)</b> - Pupils should be taught to: write common letter strings.		
<b>UK KS1 En3.4.e)</b> - Pupils should be taught to: spell common words.		
<b>UK KS1 En3.4.f)</b> - Pupils should be taught to: spell words with common prefixes and inflectional endings.		
<b>- CHECKING SPELLING</b>		
<b>UK KS1 En3.4.g)</b> - Pupils should be taught to: check the accuracy of their spelling, using word banks and dictionaries.		
<b>UK KS1 En3.4.h)</b> - Pupils should be taught to: use their knowledge of word families and other words.		
<b>UK KS1 En3.4.i)</b> - Pupils should be taught to: identify reasons for misspellings.		
<b>- HANDWRITING AND PRESENTATION</b>		
<b>- HANDWRITING</b>		
<b>UK KS1 En3.5.a)</b> - In order to develop a legible style, pupils should be taught: how to hold a pencil/pen.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En3.5.b)</b> - In order to develop a legible style, pupils should be taught: to write from left to right and top to bottom of a page.		
<b>UK KS1 En3.5.c)</b> - In order to develop a legible style, pupils should be taught: to start and finish letters correctly.		
<b>UK KS1 En3.5.d)</b> - In order to develop a legible style, pupils should be taught: to form letters of regular size and shape.		
<b>UK KS1 En3.5.e)</b> - In order to develop a legible style, pupils should be taught: to put regular spaces between letters and words.		
<b>UK KS1 En3.5.f)</b> - In order to develop a legible style, pupils should be taught: how to form lower- and upper-case letters.		
<b>UK KS1 En3.5.g)</b> - In order to develop a legible style, pupils should be taught: how to join letters.		
<b>- PRESENTATION</b>		
<b>UK KS1 En3.5.h)</b> - In order to develop a legible style, pupils should be taught: the importance of clear and neat presentation in order to communicate their meaning effectively.		
<b>- STANDARD ENGLISH</b>		
<b>UK KS1 En3.6.</b> - Pupils should be taught some of the grammatical features of written standard English.		
<b>- LANGUAGE STRUCTURE</b>		
<b>UK KS1 En3.7.a)</b> - In composing their own texts, pupils should be taught to consider: how word choice and order are crucial to meaning.		
<b>UK KS1 En3.7.b)</b> - In composing their own texts, pupils should be taught to consider: the nature and use of nouns, verbs and pronouns.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En3.7.c)</b> - In composing their own texts, pupils should be taught to consider: how ideas may be linked in sentences and how sequences of sentences fit together.		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- En1 SPEAKING AND LISTENING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- SPEAKING</b>		
<b>UK KS2 En1.1.a)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: use vocabulary and syntax that enables them to communicate more complex meanings.		
<b>UK KS2 En1.1.b)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects].		
<b>UK KS2 En1.1.c)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: choose material that is relevant to the topic and to the listeners.		
<b>UK KS2 En1.1.d)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: show clear shape and organisation with an introduction and an ending.		
<b>UK KS2 En1.1.e)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: speak audibly and clearly, using spoken standard English in formal contexts.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En1.1.f)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: evaluate their speech and reflect on how it varies.		
<b>- LISTENING</b>		
<b>UK KS2 En1.2.a)</b> - To listen, understand and respond appropriately to others, pupils should be taught to: identify the gist of an account or key points in a discussion and evaluate what they hear.		
<b>UK KS2 En1.2.b)</b> - To listen, understand and respond appropriately to others, pupils should be taught to: ask relevant questions to clarify, extend and follow up ideas.		
<b>UK KS2 En1.2.c)</b> - To listen, understand and respond appropriately to others, pupils should be taught to: recall and re-present important features of an argument, talk, reading, radio or television programme, film.		
<b>UK KS2 En1.2.d)</b> - To listen, understand and respond appropriately to others, pupils should be taught to: identify features of language used for a specific purpose [for example, to persuade, instruct or entertain].		
<b>UK KS2 En1.2.e)</b> - To listen, understand and respond appropriately to others, pupils should be taught to: respond to others appropriately, taking into account what they say.		
<b>- GROUP DISCUSSION AND INTERACTION</b>		
<b>UK KS2 En1.3.a)</b> - To talk effectively as members of a group, pupils should be taught to: make contributions relevant to the topic and take turns in discussion.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En1.3.b)</b> - To talk effectively as members of a group, pupils should be taught to: vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions.		
<b>UK KS2 En1.3.c)</b> - To talk effectively as members of a group, pupils should be taught to: qualify or justify what they think after listening to others' questions or accounts.		
<b>UK KS2 En1.3.d)</b> - To talk effectively as members of a group, pupils should be taught to: deal politely with opposing points of view and enable discussion to move on.		
<b>UK KS2 En1.3.e)</b> - To talk effectively as members of a group, pupils should be taught to: take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson.		
<b>UK KS2 En1.3.f)</b> - To talk effectively as members of a group, pupils should be taught to: use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.		
<b>- DRAMA</b>		
<b>UK KS2 En1.4.a)</b> - To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: create, adapt and sustain different roles, individually and in groups.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En1.4.b)</b> - To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script.		
<b>UK KS2 En1.4.c)</b> - To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: use dramatic techniques to explore characters and issues [for example, hot seating, flashback].		
<b>UK KS2 En1.4.d)</b> - To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: evaluate how they and others have contributed to the overall effectiveness of performances.		
<b>- STANDARD ENGLISH</b>		
<b>UK KS2 En1.5.</b> - Pupils should be taught the grammatical constructions that are characteristic of spoken standard English and to apply this knowledge appropriately in a range of contexts.		
<b>- LANGUAGE VARIATION</b>		
<b>UK KS2 En1.6.a)</b> - Pupils should be taught about how language varies: according to context and purpose [for example, choice of vocabulary in more formal situations].		
<b>UK KS2 En1.6.b)</b> - Pupils should be taught about how language varies: between standard and dialect forms [for example, in drama, the effect of using standard or dialect forms].		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En1.6.c)</b> - Pupils should be taught about how language varies: between spoken and written forms [for example, the differences between transcribed speech, direct speech and reported speech].		
<b>- En2 READING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- READING STRATEGIES</b>		
<b>UK KS2 En2.1.a)</b> - To read with fluency, accuracy and understanding, pupils should be taught to use: phonemic awareness and phonic knowledge.		
<b>UK KS2 En2.1.b)</b> - To read with fluency, accuracy and understanding, pupils should be taught to use: word recognition and graphic knowledge.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognising words
<b>UK KS2 En2.1.c)</b> - To read with fluency, accuracy and understanding, pupils should be taught to use: knowledge of grammatical structures.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
		<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 5</b> - OP05 Interpreting the meaning of sentences
		<b>Skill 7</b> - OP07 Succeeding with reading
		<b>Skill 8</b> - OP08 Focusing on challenging information
		<b>Skill 10</b> - OP10 Reading to increase performance
		<b>Skill 13</b> - OP13 Reading and understanding year-appropriate text
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C03 Using context clues for comprehension
<b>UK KS2 En2.1.d)</b> - To read with fluency, accuracy and understanding, pupils should be taught to use: contextual understanding.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context

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United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 2</b> - C03 Using context clues for comprehension
<b>- UNDERSTANDING TEXTS</b>		
<b>UK KS2 En2.2.a)</b> - Pupils should be taught to: use inference and deduction.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 2</b> - V02 Making inferences for vocabulary
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 3</b> - C04 Making inferences for comprehension
		<b>Skill 4</b> - C05 Drawing conclusions for comprehension
<b>UK KS2 En2.2.b)</b> - Pupils should be taught to: look for meaning beyond the literal.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
		<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 5</b> - OP05 Interpreting the meaning of sentences
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
		<b>Skill 2</b> - V02 Making inferences for vocabulary
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 2</b> - C03 Using context clues for comprehension
		<b>Skill 3</b> - C04 Making inferences for comprehension
		<b>Skill 4</b> - C05 Drawing conclusions for comprehension
<b>UK KS2 En2.2.c)</b> - Pupils should be taught to: make connections between different parts of a text [for example, how stories begin and end, what has been included and omitted in information writing].		
<b>UK KS2 En2.2.d)</b> - Pupils should be taught to: use their knowledge of other texts they have read.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 3</b> - V03 Making connections with prior knowledge
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 5</b> - C06 Making connections with prior knowledge
<b>- READING FOR INFORMATION</b>		
<b>UK KS2 En2.3.a)</b> - Pupils should be taught to: scan texts to find information.		
<b>UK KS2 En2.3.b)</b> - Pupils should be taught to: skim for gist and overall impression.		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En2.3.c)</b> - Pupils should be taught to: obtain specific information through detailed reading.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 3</b> - OP03 Responding to text and questions
		<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 5</b> - OP05 Interpreting the meaning of sentences
<b>UK KS2 En2.3.d)</b> - Pupils should be taught to: draw on different features of texts, including print, sound and image, to obtain meaning.		
<b>UK KS2 En2.3.e)</b> - Pupils should be taught to: use organisational features and systems to find texts and information.		
<b>UK KS2 En2.3.f)</b> - Pupils should be taught to: distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information].		
<b>UK KS2 En2.3.g)</b> - Pupils should be taught to: consider an argument critically.		
<b>- LITERATURE</b>		
<b>UK KS2 En2.4.a)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: recognise the choice, use and effect of figurative language, vocabulary and patterns of language.		
<b>UK KS2 En2.4.b)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: identify different ways of constructing sentences and their effects.		
<b>UK KS2 En2.4.c)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: identify how character and setting are created, and how plot, narrative structure and themes are developed.		

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United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En2.4.d)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: recognise the differences between author, narrator and character.		
<b>UK KS2 En2.4.e)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: evaluate ideas and themes that broaden perspectives and extend thinking.		
<b>UK KS2 En2.4.f)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: consider poetic forms and their effects.		
<b>UK KS2 En2.4.g)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: express preferences and support their views by reference to texts.		
<b>UK KS2 En2.4.h)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: respond imaginatively, drawing on the whole text and other reading.		
<b>UK KS2 En2.4.i)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: read stories, poems and plays aloud.		
<b>- NON-FICTION AND NON-LITERARY TEXTS</b>		
<b>UK KS2 En2.5.a)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: identify the use and effect of specialist vocabulary.		
<b>UK KS2 En2.5.b)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: identify words associated with reason, persuasion, argument, explanation, instruction and description.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En2.5.c)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: recognise phrases and sentences that convey a formal, impersonal tone.		
<b>UK KS2 En2.5.d)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: identify links between ideas and sentences in non-chronological writing.		
<b>UK KS2 En2.5.e)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: understand the structural and organisational features of different types of text [for example, paragraphing, subheadings, links in hypertext].		
<b>UK KS2 En2.5.f)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: evaluate different formats, layouts and presentational devices [for example, tables, bullet points, icons].		
<b>UK KS2 En2.5.g)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: engage with challenging and demanding subject matter.		
<b>- LANGUAGE STRUCTURE AND VARIATION</b>		
<b>UK KS2 En2.6.</b> - To read texts with greater accuracy and understanding, pupils should be taught to identify and comment on features of English at word, sentence and text level, using appropriate terminology [for example, how adjectives and adverbs contribute to overall effect, the use of varying sentence length and structure, connections between chapters or sections].		

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United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- En3 WRITING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- COMPOSITION</b>		
<b>UK KS2 En3.1.a)</b> - Pupils should be taught to: choose form and content to suit a particular purpose [for example, notes to read or organise thinking, plans for action, poetry for pleasure].		
<b>UK KS2 En3.1.b)</b> - Pupils should be taught to: broaden their vocabulary and use it in inventive ways.		
<b>UK KS2 En3.1.c)</b> - Pupils should be taught to: use language and style that are appropriate to the reader.		
<b>UK KS2 En3.1.d)</b> - Pupils should be taught to: use and adapt the features of a form of writing, drawing on their reading.		
<b>UK KS2 En3.1.e)</b> - Pupils should be taught to: use features of layout, presentation and organisation effectively.		
<b>- PLANNING AND DRAFTING</b>		
<b>UK KS2 En3.2.a)</b> - To develop their writing on paper and on screen, pupils should be taught to: plan - note and develop initial ideas.		
<b>UK KS2 En3.2.b)</b> - To develop their writing on paper and on screen, pupils should be taught to: draft - develop ideas from the plan into structured written text.		
<b>UK KS2 En3.2.c)</b> - To develop their writing on paper and on screen, pupils should be taught to: revise - change and improve the draft.		
<b>UK KS2 En3.2.d)</b> - To develop their writing on paper and on screen, pupils should be taught to: proofread - check the draft for spelling and punctuation errors, omissions and repetitions.		

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United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En3.2.e)</b> - To develop their writing on paper and on screen, pupils should be taught to: present - prepare a neat, correct and clear final copy.		
<b>UK KS2 En3.2.f)</b> - To develop their writing on paper and on screen, pupils should be taught to: discuss and evaluate their own and others' writing.		
<b>- PUNCTUATION</b>		
<b>UK KS2 En3.3.</b> - Pupils should be taught to use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission.		
<b>- SPELLING</b>		
<b>- SPELLING STRATEGIES</b>		
<b>UK KS2 En3.4.a)</b> - Pupils should be taught: to sound out phonemes.		
<b>UK KS2 En3.4.b)</b> - Pupils should be taught: to analyse words into syllables and other known words.		
<b>UK KS2 En3.4.c)</b> - Pupils should be taught: to apply knowledge of spelling conventions.		
<b>UK KS2 En3.4.d)</b> - Pupils should be taught: to use knowledge of common letter strings, visual patterns and analogies.		
<b>UK KS2 En3.4.e)</b> - Pupils should be taught: to check their spelling using word banks, dictionaries and spellcheckers.		
<b>UK KS2 En3.4.f)</b> - Pupils should be taught: to revise and build on their knowledge of words and spelling patterns.		
<b>- MORPHOLOGY</b>		
<b>UK KS2 En3.4.g)</b> - Pupils should be taught: the meaning, use and spelling of common prefixes and suffixes.		
<b>UK KS2 En3.4.h)</b> - Pupils should be taught: the spelling of words with inflectional endings.		

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United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En3.4.i)</b> - Pupils should be taught: the relevance of word families, roots and origins of words.		
<b>UK KS2 En3.4.j)</b> - Pupils should be taught: the use of appropriate terminology, including vowel, consonant, homophone and syllable.		
<b>- HANDWRITING AND PRESENTATION</b>		
<b>UK KS2 En3.5.a)</b> - Pupils should be taught to: write legibly in both joined and printed styles with increasing fluency and speed.		
<b>UK KS2 En3.5.b)</b> - Pupils should be taught to: use different forms of handwriting for different purposes [for example, print for labelling maps or diagrams, a clear, neat hand for finished presented work, a faster script for notes].		
<b>- STANDARD ENGLISH</b>		
<b>UK KS2 En3.6.a)</b> - Pupils should be taught: how written standard English varies in degrees of formality [for example, differences between a letter to a friend about a school trip and a report for display].		
<b>UK KS2 En3.6.b)</b> - Pupils should be taught: some of the differences between standard and non-standard English usage, including subject-verb agreements and use of prepositions.		
<b>- LANGUAGE STRUCTURE</b>		
<b>UK KS2 En3.7.a)</b> - Pupils should be taught: word classes and the grammatical functions of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles.		
<b>UK KS2 En3.7.b)</b> - Pupils should be taught: the features of different types of sentence, including statements, questions and commands, and how to use them [for example, imperatives in commands].		

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United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En3.7.c)</b> - Pupils should be taught: the grammar of complex sentences, including clauses, phrases and connectives.		
<b>UK KS2 En3.7.d)</b> - Pupils should be taught: the purposes and organisational features of paragraphs, and how ideas can be linked.		

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United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- En1 SPEAKING AND LISTENING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- SPEAKING</b>		
<b>UK KS3 En1.1.a)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: structure their talk clearly, using markers so that their listeners can follow the line of thought.		
<b>UK KS3 En1.1.b)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: use illustrations, evidence and anecdote to enrich and explain their ideas.		
<b>UK KS3 En1.1.c)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: use gesture, tone, pace and rhetorical devices for emphasis.		
<b>UK KS3 En1.1.d)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: use visual aids and images to enhance communication.		
<b>UK KS3 En1.1.e)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: vary word choices, including technical vocabulary, and sentence structure for different audiences.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En1.1.f)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: use spoken standard English fluently in different contexts.		
<b>UK KS3 En1.1.g)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: evaluate the effectiveness of their speech and consider how to adapt it to a range of situations.		
<b>- LISTENING</b>		
<b>UK KS3 En1.2.a)</b> - To listen, understand and respond critically to others, pupils should be taught to: concentrate on and recall the main features of a talk, reading, radio or television programme.		
<b>UK KS3 En1.2.b)</b> - To listen, understand and respond critically to others, pupils should be taught to: identify the major elements of what is being said both explicitly and implicitly.		
<b>UK KS3 En1.2.c)</b> - To listen, understand and respond critically to others, pupils should be taught to: distinguish features of presentation where a speaker aims to explain, persuade, amuse or argue a case.		
<b>UK KS3 En1.2.d)</b> - To listen, understand and respond critically to others, pupils should be taught to: distinguish tone, undertone, implications and other signs of a speaker's intentions.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En1.2.e)</b> - To listen, understand and respond critically to others, pupils should be taught to: recognise when a speaker is being ambiguous or deliberately vague, glosses over points, uses and abuses evidence and makes unsubstantiated statements.		
<b>UK KS3 En1.2.f)</b> - To listen, understand and respond critically to others, pupils should be taught to: ask questions and give relevant and helpful comments.		
<b>- GROUP DISCUSSION AND INTERACTION</b>		
<b>UK KS3 En1.3.a)</b> - To participate effectively as members of different groups, pupils should be taught to: make different types of contributions to groups, adapting their speech to their listeners and the activity.		
<b>UK KS3 En1.3.b)</b> - To participate effectively as members of different groups, pupils should be taught to: take different views into account and modify their own views in the light of what others say.		
<b>UK KS3 En1.3.c)</b> - To participate effectively as members of different groups, pupils should be taught to: sift, summarise and use the most important points.		
<b>UK KS3 En1.3.d)</b> - To participate effectively as members of different groups, pupils should be taught to: take different roles in the organisation, planning and sustaining of groups.		
<b>UK KS3 En1.3.e)</b> - To participate effectively as members of different groups, pupils should be taught to: help the group to complete its tasks by varying contributions appropriately, clarifying and synthesising others' ideas, taking them forward and building on them to reach conclusions, negotiating consensus or agreeing to differ.		
<b>- DRAMA</b>		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En1.4.a)</b> - To participate in a range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: use a variety of dramatic techniques to explore ideas, issues, texts and meanings.		
<b>UK KS3 En1.4.b)</b> - To participate in a range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays [for example, through dialogue, movement, pace].		
<b>UK KS3 En1.4.c)</b> - To participate in a range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: appreciate how the structure and organisation of scenes and plays contribute to dramatic effect.		
<b>UK KS3 En1.4.d)</b> - To participate in a range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: evaluate critically performances of dramas that they have watched or in which they have taken part.		
<b>- STANDARD ENGLISH</b>		
<b>UK KS3 En1.5.</b> - Pupils should be taught to use the vocabulary, structures and grammar of spoken standard English fluently and accurately in informal and formal situations.		
<b>- LANGUAGE VARIATION</b>		
<b>UK KS3 En1.6.a)</b> - Pupils should be taught about how language varies, including: the importance of standard English as the language of public communication nationally and often internationally.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En1.6.b)</b> - Pupils should be taught about how language varies, including: current influences on spoken and written language.		
<b>UK KS3 En1.6.c)</b> - Pupils should be taught about how language varies, including: attitudes to language use.		
<b>UK KS3 En1.6.d)</b> - Pupils should be taught about how language varies, including: the differences between speech and writing.		
<b>UK KS3 En1.6.e)</b> - Pupils should be taught about how language varies, including: the vocabulary and grammar of standard English and dialectal variation.		
<b>UK KS3 En1.6.f)</b> - Pupils should be taught about how language varies, including: the development of English, including changes over time, borrowings from other languages, origins of words, and the impact of electronic communication on written language.		
<b>- En2 READING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- UNDERSTANDING TEXTS</b>		
<b>- READING FOR MEANING</b>		
<b>UK KS3 En2.1.a)</b> - To develop understanding and appreciation of texts, pupils should be taught: to extract meaning beyond the literal, explaining how the choice of language and style affects implied and explicit meanings.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
		<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 5</b> - OP05 Interpreting the meaning of sentences
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
		<b>Skill 2</b> - V02 Making inferences for vocabulary
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C03 Using context clues for comprehension

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill 3</b> - C04 Making inferences for comprehension
		<b>Skill 4</b> - C05 Drawing conclusions for comprehension
<b>UK KS3 En2.1.b)</b> - To develop understanding and appreciation of texts, pupils should be taught: to analyse and discuss alternative interpretations, ambiguity and allusion.		
<b>UK KS3 En2.1.c)</b> - To develop understanding and appreciation of texts, pupils should be taught: how ideas, values and emotions are explored and portrayed.		
<b>UK KS3 En2.1.d)</b> - To develop understanding and appreciation of texts, pupils should be taught: to identify the perspectives offered on individuals, community and society.		
<b>UK KS3 En2.1.e)</b> - To develop understanding and appreciation of texts, pupils should be taught: to consider how meanings are changed when texts are adapted to different media.		
<b>UK KS3 En2.1.f)</b> - To develop understanding and appreciation of texts, pupils should be taught: to read and appreciate the scope and richness of complete novels, plays and poems.		
<b>- UNDERSTANDING THE AUTHOR'S CRAFT</b>		
<b>UK KS3 En2.1.g)</b> - To develop understanding and appreciation of texts, pupils should be taught: how language is used in imaginative, original and diverse ways.		
<b>UK KS3 En2.1.h)</b> - To develop understanding and appreciation of texts, pupils should be taught: to reflect on the writer's presentation of ideas and issues, the motivation and behaviour of characters, the development of plot and the overall impact of a text.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En2.1.i)</b> - To develop understanding and appreciation of texts, pupils should be taught: to distinguish between the attitudes and assumptions of characters and those of the author.		
<b>UK KS3 En2.1.j)</b> - To develop understanding and appreciation of texts, pupils should be taught: how techniques, structure, forms and styles vary.		
<b>UK KS3 En2.1.k)</b> - To develop understanding and appreciation of texts, pupils should be taught: to compare texts, looking at style, theme and language, and identifying connections and contrasts.		
<b>- ENGLISH LITERARY HERITAGE</b>		
<b>UK KS3 En2.2.a)</b> - Pupils should be taught: how and why texts have been influential and significant [for example, the influence of Greek myths, the Authorised Version of the Bible, the Arthurian legends].		
<b>UK KS3 En2.2.b)</b> - Pupils should be taught: the characteristics of texts that are considered to be of high quality.		
<b>UK KS3 En2.2.c)</b> - Pupils should be taught: the appeal and importance of these texts over time.		
<b>- TEXTS FROM DIFFERENT CULTURES AND TRADITIONS</b>		
<b>UK KS3 En2.3.a)</b> - Pupils should be taught: to understand the values and assumptions in the texts.		
<b>UK KS3 En2.3.b)</b> - Pupils should be taught: the significance of the subject matter and the language.		
<b>UK KS3 En2.3.c)</b> - Pupils should be taught: the distinctive qualities of literature from different traditions.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En2.3.d)</b> - Pupils should be taught: how familiar themes are explored in different cultural contexts [for example, how childhood is portrayed, references to oral or folk traditions].		
<b>UK KS3 En2.3.e)</b> - Pupils should be taught: to make connections and comparisons between texts from different cultures.		
<b>- PRINTED AND ICT-BASED INFORMATION TEXTS</b>		
<b>UK KS3 En2.4.a)</b> - To develop their reading of print and ICT-based information texts, pupils should be taught to: select, compare and synthesise information from different texts.		
<b>UK KS3 En2.4.b)</b> - To develop their reading of print and ICT-based information texts, pupils should be taught to: evaluate how information is presented.		
<b>UK KS3 En2.4.c)</b> - To develop their reading of print and ICT-based information texts, pupils should be taught to: sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity.		
<b>UK KS3 En2.4.d)</b> - To develop their reading of print and ICT-based information texts, pupils should be taught to: identify the characteristic features, at word, sentence and text level, of different types of texts.		
<b>- MEDIA AND MOVING IMAGE TEXTS</b>		
<b>UK KS3 En2.5.a)</b> - Pupils should be taught: how meaning is conveyed in texts that include print, images and sometimes sounds.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En2.5.b)</b> - Pupils should be taught: how choice of form, layout and presentation contribute to effect [for example, font, caption, illustration in printed text, sequencing, framing, soundtrack in moving image text].		
<b>UK KS3 En2.5.c)</b> - Pupils should be taught: how the nature and purpose of media products influence content and meaning [for example, selection of stories for a front page or news broadcast].		
<b>UK KS3 En2.5.d)</b> - Pupils should be taught: how audiences and readers choose and respond to media.		
<b>- LANGUAGE STRUCTURE AND VARIATION</b>		
<b>UK KS3 En2.6.</b> - Pupils should be taught to draw on their knowledge of grammar and language variation to develop their understanding of texts and how language works.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 3</b> - V03 Making connections with prior knowledge
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 5</b> - C06 Making connections with prior knowledge
<b>- En3 WRITING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- COMPOSITION</b>		
<b>- WRITING TO IMAGINE, EXPLORE, ENTERTAIN</b>		
<b>UK KS3 En3.1.a)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: draw on their experience of good fiction, of different poetic forms and of reading, watching and performing in plays.		
<b>UK KS3 En3.1.b)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: use imaginative vocabulary and varied linguistic and literary techniques.		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En3.1.c)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: exploit choice of language and structure to achieve particular effects and appeal to the reader.		
<b>UK KS3 En3.1.d)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: use a range of techniques and different ways of organising and structuring material to convey ideas, themes and characters.		
<b>- WRITING TO INFORM, EXPLAIN, DESCRIBE</b>		
<b>UK KS3 En3.1.e)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: form sentences and paragraphs that express connections between information and ideas precisely [for example, cause and effect, comparison].		
<b>UK KS3 En3.1.f)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: use formal and impersonal language and concise expression.		
<b>UK KS3 En3.1.g)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: consider what the reader needs to know and include relevant details.		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En3.1.h)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: present material clearly, using appropriate layout, illustrations and organisation.		
<b>- WRITING TO PERSUADE, ARGUE, ADVISE</b>		
<b>UK KS3 En3.1.i)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: develop logical arguments and cite evidence.		
<b>UK KS3 En3.1.j)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: use persuasive techniques and rhetorical devices.		
<b>UK KS3 En3.1.k)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest.		
<b>- WRITING TO ANALYSE, REVIEW, COMMENT</b>		
<b>UK KS3 En3.1.l)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: reflect on the nature and significance of the subject matter.		
<b>UK KS3 En3.1.m)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: form their own view, taking into account a range of evidence and opinions.		

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United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En3.1.n)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: organise their ideas and information, distinguishing between analysis and comment.		
<b>UK KS3 En3.1.o)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: take account of how well the reader knows the topic.		
<b>- PLANNING AND DRAFTING</b>		
<b>UK KS3 En3.2.a)</b> - To improve and sustain their writing, pupils should be taught to: plan, draft, redraft and proofread their work on paper and on screen.		
<b>UK KS3 En3.2.b)</b> - To improve and sustain their writing, pupils should be taught to: judge the extent to which any or all of these processes are needed in specific pieces of writing.		
<b>UK KS3 En3.2.c)</b> - To improve and sustain their writing, pupils should be taught to: analyse critically their own and others' writing.		
<b>- PUNCTUATION</b>		
<b>UK KS3 En3.3.</b> - Pupils should be taught to use the full range of punctuation marks correctly to signal sentence structure, and to help the reader.		
<b>- SPELLING</b>		
<b>UK KS3 En3.4.a)</b> - Pupils should be taught to: increase their knowledge of regular patterns of spelling, word families, roots of words and derivations, including stem, prefix, suffix, inflection.		
<b>UK KS3 En3.4.b)</b> - Pupils should be taught to: apply their knowledge of word formation.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En3.4.c)</b> - Pupils should be taught to: spell increasingly complex polysyllabic words that do not conform to regular patterns.		
<b>UK KS3 En3.4.d)</b> - Pupils should be taught to: check their spelling for errors and use a dictionary when necessary.		
<b>UK KS3 En3.4.e)</b> - Pupils should be taught to: use different kinds of dictionary, thesaurus and spellchecker.		
<b>- HANDWRITING AND PRESENTATION</b>		
<b>UK KS3 En3.5.a)</b> - Pupils should be taught to write with fluency and, when required, speed. In presenting final polished work, pupils should be taught to: ensure that work is neat and clear.		
<b>UK KS3 En3.5.b)</b> - Pupils should be taught to write with fluency and, when required, speed. In presenting final polished work, pupils should be taught to: write legibly, if their work is handwritten.		
<b>UK KS3 En3.5.c)</b> - Pupils should be taught to write with fluency and, when required, speed. In presenting final polished work, pupils should be taught to: make full use of different presentational devices where appropriate.		
<b>- STANDARD ENGLISH</b>		
<b>UK KS3 En3.6.</b> - Pupils should be taught about the variations in written standard English and how they differ from spoken language, and to distinguish varying degrees of formality, selecting appropriately for a task.		
<b>- LANGUAGE STRUCTURE</b>		
<b>UK KS3 En3.7.a)</b> - Pupils should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. They should be taught: word classes or parts of speech and their grammatical functions.		

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United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS3 En3.7.b)</b> - Pupils should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. They should be taught: the structure of phrases and clauses and how they can be combined to make complex sentences [for example, coordination and subordination].		
<b>UK KS3 En3.7.c)</b> - Pupils should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. They should be taught: paragraph structure and how to form different types of paragraph.		
<b>UK KS3 En3.7.d)</b> - Pupils should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. They should be taught: the structure of whole texts, including cohesion, openings and conclusions in different types of writing [for example, through the use of verb tenses, reference chains].		
<b>UK KS3 En3.7.e)</b> - Pupils should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. They should be taught: the use of appropriate grammatical terminology to reflect on the meaning and clarity of individual sentences [for example, nouns, verbs, adjectives, prepositions, conjunctions, articles].		

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United Kingdom, English, 1999, KS 4, En1-3, Years 10-12, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- En1 SPEAKING AND LISTENING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- SPEAKING</b>		
<b>UK KS4 En1.1.a)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: structure their talk clearly, using markers so that their listeners can follow the line of thought.		
<b>UK KS4 En1.1.b)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: use illustrations, evidence and anecdote to enrich and explain their ideas.		
<b>UK KS4 En1.1.c)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: use gesture, tone, pace and rhetorical devices for emphasis.		
<b>UK KS4 En1.1.d)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: use visual aids and images to enhance communication.		
<b>UK KS4 En1.1.e)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: vary word choices, including technical vocabulary, and sentence structure for different audiences.		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 4, En1-3, Years 10-12, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS4 En1.1.f)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: use spoken standard English fluently in different contexts.		
<b>UK KS4 En1.1.g)</b> - To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to: evaluate the effectiveness of their speech and consider how to adapt it to a range of situations.		
<b>- LISTENING</b>		
<b>UK KS4 En1.2.a)</b> - To listen, understand and respond critically to others, pupils should be taught to: concentrate on and recall the main features of a talk, reading, radio or television programme.		
<b>UK KS4 En1.2.b)</b> - To listen, understand and respond critically to others, pupils should be taught to: identify the major elements of what is being said both explicitly and implicitly.		
<b>UK KS4 En1.2.c)</b> - To listen, understand and respond critically to others, pupils should be taught to: distinguish features of presentation where a speaker aims to explain, persuade, amuse or argue a case.		
<b>UK KS4 En1.2.d)</b> - To listen, understand and respond critically to others, pupils should be taught to: distinguish tone, undertone, implications and other signs of a speaker's intentions.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS4 En1.2.e)</b> - To listen, understand and respond critically to others, pupils should be taught to: recognise when a speaker is being ambiguous or deliberately vague, glosses over points, uses and abuses evidence and makes unsubstantiated statements.		
<b>UK KS4 En1.2.f)</b> - To listen, understand and respond critically to others, pupils should be taught to: ask questions and give relevant and helpful comments.		
<b>- GROUP DISCUSSION AND INTERACTION</b>		
<b>UK KS4 En1.3.a)</b> - To participate effectively as members of different groups, pupils should be taught to: make different types of contributions to groups, adapting their speech to their listeners and the activity.		
<b>UK KS4 En1.3.b)</b> - To participate effectively as members of different groups, pupils should be taught to: take different views into account and modify their own views in the light of what others say.		
<b>UK KS4 En1.3.c)</b> - To participate effectively as members of different groups, pupils should be taught to: sift, summarise and use the most important points.		
<b>UK KS4 En1.3.d)</b> - To participate effectively as members of different groups, pupils should be taught to: take different roles in the organisation, planning and sustaining of groups.		
<b>UK KS4 En1.3.e)</b> - To participate effectively as members of different groups, pupils should be taught to: help the group to complete its tasks by varying contributions appropriately, clarifying and synthesising others' ideas, taking them forward and building on them to reach conclusions, negotiating consensus or agreeing to differ.		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- DRAMA</b>		
<b>UK KS4 En1.4.a)</b> - To participate in a range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: use a variety of dramatic techniques to explore ideas, issues, texts and meanings.		
<b>UK KS4 En1.4.b)</b> - To participate in a range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays [for example, through dialogue, movement, pace].		
<b>UK KS4 En1.4.c)</b> - To participate in a range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: appreciate how the structure and organisation of scenes and plays contribute to dramatic effect.		
<b>UK KS4 En1.4.d)</b> - To participate in a range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: evaluate critically performances of dramas that they have watched or in which they have taken part.		
<b>- STANDARD ENGLISH</b>		
<b>UK KS4 En1.5.</b> - Pupils should be taught to use the vocabulary, structures and grammar of spoken standard English fluently and accurately in informal and formal situations.		
<b>- LANGUAGE VARIATION</b>		
<b>UK KS4 En1.6.a)</b> - Pupils should be taught about how language varies, including: the importance of standard English as the language of public communication nationally and often internationally.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS4 En1.6.b)</b> - Pupils should be taught about how language varies, including: current influences on spoken and written language.		
<b>UK KS4 En1.6.c)</b> - Pupils should be taught about how language varies, including: attitudes to language use.		
<b>UK KS4 En1.6.d)</b> - Pupils should be taught about how language varies, including: the differences between speech and writing.		
<b>UK KS4 En1.6.e)</b> - Pupils should be taught about how language varies, including: the vocabulary and grammar of standard English and dialectal variation.		
<b>UK KS4 En1.6.f)</b> - Pupils should be taught about how language varies, including: the development of English, including changes over time, borrowings from other languages, origins of words, and the impact of electronic communication on written language.		
<b>- En2 READING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- UNDERSTANDING TEXTS</b>		
<b>- READING FOR MEANING</b>		
<b>UK KS4 En2.1.a)</b> - To develop understanding and appreciation of texts, pupils should be taught: to extract meaning beyond the literal, explaining how the choice of language and style affects implied and explicit meanings.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
		<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 5</b> - OP05 Interpreting the meaning of sentences
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
		<b>Skill 2</b> - V02 Making inferences for vocabulary
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 4, En1-3, Years 10-12, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill 2</b> - C03 Using context clues for comprehension
		<b>Skill 3</b> - C04 Making inferences for comprehension
		<b>Skill 4</b> - C05 Drawing conclusions for comprehension
<b>UK KS4 En2.1.b)</b> - To develop understanding and appreciation of texts, pupils should be taught: to analyse and discuss alternative interpretations, ambiguity and allusion.		
<b>UK KS4 En2.1.c)</b> - To develop understanding and appreciation of texts, pupils should be taught: how ideas, values and emotions are explored and portrayed.		
<b>UK KS4 En2.1.d)</b> - To develop understanding and appreciation of texts, pupils should be taught: to identify the perspectives offered on individuals, community and society.		
<b>UK KS4 En2.1.e)</b> - To develop understanding and appreciation of texts, pupils should be taught: to consider how meanings are changed when texts are adapted to different media.		
<b>UK KS4 En2.1.f)</b> - To develop understanding and appreciation of texts, pupils should be taught: to read and appreciate the scope and richness of complete novels, plays and poems.		
<b>- UNDERSTANDING THE AUTHOR'S CRAFT</b>		
<b>UK KS4 En2.1.g)</b> - To develop understanding and appreciation of texts, pupils should be taught: how language is used in imaginative, original and diverse ways.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 4, En1-3, Years 10-12, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS4 En2.1.h)</b> - To develop understanding and appreciation of texts, pupils should be taught: to reflect on the writer's presentation of ideas and issues, the motivation and behaviour of characters, the development of plot and the overall impact of a text.		
<b>UK KS4 En2.1.i)</b> - To develop understanding and appreciation of texts, pupils should be taught: to distinguish between the attitudes and assumptions of characters and those of the author.		
<b>UK KS4 En2.1.j)</b> - To develop understanding and appreciation of texts, pupils should be taught: how techniques, structure, forms and styles vary.		
<b>UK KS4 En2.1.k)</b> - To develop understanding and appreciation of texts, pupils should be taught: to compare texts, looking at style, theme and language, and identifying connections and contrasts.		
<b>- ENGLISH LITERARY HERITAGE</b>		
<b>UK KS4 En2.2.a)</b> - Pupils should be taught: how and why texts have been influential and significant [for example, the influence of Greek myths, the Authorised Version of the Bible, the Arthurian legends].		
<b>UK KS4 En2.2.b)</b> - Pupils should be taught: the characteristics of texts that are considered to be of high quality.		
<b>UK KS4 En2.2.c)</b> - Pupils should be taught: the appeal and importance of these texts over time.		
<b>- TEXTS FROM DIFFERENT CULTURES AND TRADITIONS</b>		
<b>UK KS4 En2.3.a)</b> - Pupils should be taught: to understand the values and assumptions in the texts.		

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United Kingdom, English, 1999, KS 4, En1-3, Years 10-12, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS4 En2.3.b)</b> - Pupils should be taught: the significance of the subject matter and the language.		
<b>UK KS4 En2.3.c)</b> - Pupils should be taught: the distinctive qualities of literature from different traditions.		
<b>UK KS4 En2.3.d)</b> - Pupils should be taught: how familiar themes are explored in different cultural contexts [for example, how childhood is portrayed, references to oral or folk traditions].		
<b>UK KS4 En2.3.e)</b> - Pupils should be taught: to make connections and comparisons between texts from different cultures.		
<b>- PRINTED AND ICT-BASED INFORMATION TEXTS</b>		
<b>UK KS4 En2.4.a)</b> - To develop their reading of print and ICT-based information texts, pupils should be taught to: select, compare and synthesise information from different texts.		
<b>UK KS4 En2.4.b)</b> - To develop their reading of print and ICT-based information texts, pupils should be taught to: evaluate how information is presented.		
<b>UK KS4 En2.4.c)</b> - To develop their reading of print and ICT-based information texts, pupils should be taught to: sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity.		
<b>UK KS4 En2.4.d)</b> - To develop their reading of print and ICT-based information texts, pupils should be taught to: identify the characteristic features, at word, sentence and text level, of different types of texts.		
<b>- MEDIA AND MOVING IMAGE TEXTS</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS4 En2.5.a)</b> - Pupils should be taught: how meaning is conveyed in texts that include print, images and sometimes sounds.		
<b>UK KS4 En2.5.b)</b> - Pupils should be taught: how choice of form, layout and presentation contribute to effect [for example, font, caption, illustration in printed text, sequencing, framing, soundtrack in moving image text].		
<b>UK KS4 En2.5.c)</b> - Pupils should be taught: how the nature and purpose of media products influence content and meaning [for example, selection of stories for a front page or news broadcast].		
<b>UK KS4 En2.5.d)</b> - Pupils should be taught: how audiences and readers choose and respond to media.		
<b>- LANGUAGE STRUCTURE AND VARIATION</b>		
<b>UK KS4 En2.6.</b> - Pupils should be taught to draw on their knowledge of grammar and language variation to develop their understanding of texts and how language works.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 3</b> - V03 Making connections with prior knowledge
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 5</b> - C06 Making connections with prior knowledge
<b>- En3 WRITING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- COMPOSITION</b>		
<b>- WRITING TO IMAGINE, EXPLORE, ENTERTAIN</b>		
<b>UK KS4 En3.1.a)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: draw on their experience of good fiction, of different poetic forms and of reading, watching and performing in plays.		

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<b>UK KS4 En3.1.b)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: use imaginative vocabulary and varied linguistic and literary techniques.		
<b>UK KS4 En3.1.c)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: exploit choice of language and structure to achieve particular effects and appeal to the reader.		
<b>UK KS4 En3.1.d)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: use a range of techniques and different ways of organising and structuring material to convey ideas, themes and characters.		
<b>- WRITING TO INFORM, EXPLAIN, DESCRIBE</b>		
<b>UK KS4 En3.1.e)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: form sentences and paragraphs that express connections between information and ideas precisely [for example, cause and effect, comparison].		
<b>UK KS4 En3.1.f)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: use formal and impersonal language and concise expression.		

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<b>UK KS4 En3.1.g)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: consider what the reader needs to know and include relevant details.		
<b>UK KS4 En3.1.h)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: present material clearly, using appropriate layout, illustrations and organisation.		
<b>- WRITING TO PERSUADE, ARGUE, ADVISE</b>		
<b>UK KS4 En3.1.i)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: develop logical arguments and cite evidence.		
<b>UK KS4 En3.1.j)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: use persuasive techniques and rhetorical devices.		
<b>UK KS4 En3.1.k)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest.		
<b>- WRITING TO ANALYSE, REVIEW, COMMENT</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS4 En3.1.i)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: reflect on the nature and significance of the subject matter.		
<b>UK KS4 En3.1.m)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: form their own view, taking into account a range of evidence and opinions.		
<b>UK KS4 En3.1.n)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: organise their ideas and information, distinguishing between analysis and comment.		
<b>UK KS4 En3.1.o)</b> - Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to: take account of how well the reader knows the topic.		
<b>- PLANNING AND DRAFTING</b>		
<b>UK KS4 En3.2.a)</b> - To improve and sustain their writing, pupils should be taught to: plan, draft, redraft and proofread their work on paper and on screen.		
<b>UK KS4 En3.2.b)</b> - To improve and sustain their writing, pupils should be taught to: judge the extent to which any or all of these processes are needed in specific pieces of writing.		
<b>UK KS4 En3.2.c)</b> - To improve and sustain their writing, pupils should be taught to: analyse critically their own and others' writing.		
<b>- PUNCTUATION</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS4 En3.3.</b> - Pupils should be taught to use the full range of punctuation marks correctly to signal sentence structure, and to help the reader.		
<b>- SPELLING</b>		
<b>UK KS4 En3.4.a)</b> - Pupils should be taught to: increase their knowledge of regular patterns of spelling, word families, roots of words and derivations, including stem, prefix, suffix, inflection.		
<b>UK KS4 En3.4.b)</b> - Pupils should be taught to: apply their knowledge of word formation.		
<b>UK KS4 En3.4.c)</b> - Pupils should be taught to: spell increasingly complex polysyllabic words that do not conform to regular patterns.		
<b>UK KS4 En3.4.d)</b> - Pupils should be taught to: check their spelling for errors and use a dictionary when necessary.		
<b>UK KS4 En3.4.e)</b> - Pupils should be taught to: use different kinds of dictionary, thesaurus and spellchecker.		
<b>- HANDWRITING AND PRESENTATION</b>		
<b>UK KS4 En3.5.a)</b> - Pupils should be taught to write with fluency and, when required, speed. In presenting final polished work, pupils should be taught to: ensure that work is neat and clear.		
<b>UK KS4 En3.5.b)</b> - Pupils should be taught to write with fluency and, when required, speed. In presenting final polished work, pupils should be taught to: write legibly, if their work is handwritten.		
<b>UK KS4 En3.5.c)</b> - Pupils should be taught to write with fluency and, when required, speed. In presenting final polished work, pupils should be taught to: make full use of different presentational devices where appropriate.		
<b>- STANDARD ENGLISH</b>		

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<b>UK KS4 En3.6.</b> - Pupils should be taught about the variations in written standard English and how they differ from spoken language, and to distinguish varying degrees of formality, selecting appropriately for a task.		
<b>- LANGUAGE STRUCTURE</b>		
<b>UK KS4 En3.7.a)</b> - Pupils should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. They should be taught: word classes or parts of speech and their grammatical functions.		
<b>UK KS4 En3.7.b)</b> - Pupils should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. They should be taught: the structure of phrases and clauses and how they can be combined to make complex sentences [for example, coordination and subordination].		
<b>UK KS4 En3.7.c)</b> - Pupils should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. They should be taught: paragraph structure and how to form different types of paragraph.		
<b>UK KS4 En3.7.d)</b> - Pupils should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. They should be taught: the structure of whole texts, including cohesion, openings and conclusions in different types of writing [for example, through the use of verb tenses, reference chains].		

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<b>UK KS4 En3.7.e)</b> - Pupils should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. They should be taught: the use of appropriate grammatical terminology to reflect on the meaning and clarity of individual sentences [for example, nouns, verbs, adjectives, prepositions, conjunctions, articles].		