

# Roman Way Academy



## The KS1 English Learner

### Approach

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

### English Coverage

The KS1 English curriculum consists of the following modules:

#### **Narrative:**

Stories with predictable phrasing: Write simple sentences using patterned language, words and phrases taken from familiar stories.

Contemporary Fiction - stories reflecting children's own experience: Write a series of sentences to retell events based on personal experience.

Traditional Tales - fairy tales: Write a re-telling of a traditional story.

Stories with recurring literary language: Use a familiar story as a model to write a new story. Traditional Tales - myths (creation stories): Write a creation myth based on ones read e.g. how the zebra got his stripes.

#### **Non-fiction:** (Links made with Topics where appropriate)

Labels and captions: Write labels and sentences for an in-class exhibition or museum display.

Recount Y1: Write simple first-person recounts based on personal experience, using adverbs of time to aid sequencing.

Recount Y2: Write first-person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person.

Report Y1: Write a simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general.

Report Y2: Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.

Instructions Y1: Following a practical experience, write up the instructions for a simple recipe.

Instructions Y2: Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.

Explanations Y1: Draw pictures to illustrate a simple process and prepare several sentences to support the explanation.

Explanations Y2: Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation. Produce a flowchart, ensuring content is clearly sequenced.

## **Poetry**

Vocabulary building: Read, write and perform free verse. Read list poems. Write and perform own versions.

Structure - rhyming couplets: Recite familiar poems by heart. Write calligrams (based on single words and shape poems).

Take One Poet - poetry appreciation: Personal responses to poetry. Recite familiar poems by heart.

## **Key poets/authors your children will encounter are:**

**Narrative:** Emily Gravett, Eileen Browne, Michael Foreman, Jez Alborough, Martin Waddell, Inga Moore, Ian Beck, Robert Munsch, John Steptoe, Alan Drummond, Cressida Cowell, Jill Murphy, Shoo Rayner.

**Poetry:** Grace Nichols, Michael Rosen, Roger McGough, Ian McMillan, Edward Lear and poems from *The Works* (chosen by Paul Cookson).

## **Recommended reading list (a variety is best)**

- *Wolf Won't Bite* - Emily Gravett
- *Click Clack Moo - Cows That Type*, Doreen Cronin & Betsy Lewin
- *Penguin* - Polly Dunbar
- *Handa's Surprise* - Eileen Browne
- *Fortunately, Unfortunately* - Michael Foreman
- *Where's My Teddy?* - Jez Alborough

- Owl Babies - Martin Waddell
- Six Dinner Sid - Inga Moore
- The Gingerbread Boy - Ian Beck
- Goldilocks and the Three Bears - Ian Beck
- Little Red Riding Hood - Ian Beck
- Handa's Hen - Eileen Browne
- We're Going on a Bear Hunt - Michael Rosen
- Naughty Bus - Jan and Jerry Oke
- Dogger - Shirley Hughes
- Amazing Grace - Mary Hoffman
- The Three Billy Goats Gruff - Nick Sharratt and Stephen Tucker
- The Ugly Duckling - Ian Beck
- The Great Big Enormous Turnip - Alexei Tolstoy and Helen Oxenbury
- The Tiger Child: A folk tale from India - Joanna Troughton
- Mufaro's Beautiful Daughters - John Steptoe
- The Willow Pattern Story - Alan Drummond
- That Rabbit Belongs to Emily Brown - Cressida Cowell
- Meerkat Mail - Emily Gravett
- Scaredy Squirrel - Melanie Watt
- On the Way Home - Jill Murphy
- Just So Stories: How the Leopard Got his Spots (and others in the series) - Shoo Rayner
- The Jolly Postman - Janet and Allan Ahlberg
- The Paper Bag Princess - Robert Munsch
- The Boy Who Cried Wolf - Tony Ross
- Into the Forest - Anthony Browne
- Jasper's Beanstalk - Nick Butterworth
- The Smartest Giant in Town - Julia Donaldson
- Tiddalick the Frog - Susan Nunes
- Tinga Tinga Tales

## Curriculum Content

### **Speaking and Listening**

The children will become more familiar with and confident in using language in a greater variety of situations. They will, for example:

- Listen to and discuss a wide range of books and poems
- Recognise and join in with predictable phrases
- Learn some rhymes and poems to recite by heart
- Discuss the meaning of words and extend their vocabulary

- Join in with discussions and explain their understanding
- Change their speaking when taking on a role of a character during play

## **Reading**

This part of the curriculum is broken down into 'word reading' and 'comprehension'. Pupils continue to learn to read words using phonics as well as learning to recognise words that cannot easily be sounded out e.g. once. For further information regarding phonics and school reading scheme refer to English Subject Leader, Reading Policy and Letters and Sounds document.

As well as being able to read words, children need to understand what they read and develop a life-long love of reading. They will learn to do this through carefully structured activities using a wide range of high-quality books. They are encouraged to:

- Make links between their own experiences and the story
- Check that they understand what they are reading
- Talk about the title and the main events
- Predict what might happen before they read it
- Join in with predictable phrases
- Make links between their own experiences and the story
- Self-correct if what they are reading doesn't make sense
- Answer questions about a text, including questions where the answer is not obvious e.g. 'Why did the character say that?'
- Predict what might happen at various points in a story
- Work out why things have happened in a story
- Read a variety of non-fiction books

At Roman Way Academy we level individual and group reading books in line with Letters and Sounds and the Book Bands for guided reading.

## **Year 1 Writing**

In Year 1 children develop their writing through the following areas:

### **Spelling:**

- Spell words using phonics
- Spell Yr1 common exception words
- Learn commonly used whole words that are difficult to sound out
- Spell the days of the week
- Add prefixes and suffixes: -s, -es, -ing, -ed, -er, -est and un-
- Begin to look at patterns and rules

### **Handwriting:**

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- Leave appropriate spaces between words

### **Composition:**

- Say out loud what they are going to write about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Develop a wide vocabulary
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Join sentences with 'and'
- Re-read what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Year 2 Writing**

In Year 2 children will develop their writing through the following areas:

#### **Spelling:**

- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Learn to spell yr2 common exception words
- Learn to spell more words with contracted forms
- Learn the possessive apostrophe (singular) [for example, the girl's book]
- Distinguish between homophones and near-homophones
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Understand more patterns and rules

### **Handwriting:**

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

### **Composition:**

- Write narratives about personal experiences and those of others (real and fictional)
- Write about real events
- Write poetry
- Write for different purposes
- Consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - write down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- Develop a wide vocabulary
- Learn how to use:
  - sentences with different forms: statement, question, exclamation and command
  - expanded noun phrases to describe and specify
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation
- Read aloud what they have written with appropriate intonation to make the meaning clear.

For further information, please refer to English Subject Leader, Reading Policy, Spelling Policy, Writing Policy, Handwriting Policy and Letters & Sounds document.

Should you wish for a more detailed explanation, please follow this link to the [Primary National Curriculum document](#).

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