

The KS1 Learner English

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/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: 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 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 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 eg '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 First School we level individual and group reading books in line with Letters and Sounds and the Book Bands for guided reading.

Writing

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

Spelling:

- Spell words using phonics
- Learn commonly used whole words that are difficult to sound out
- Spell the days of the week

- Begin to look at patterns and rules

Handwriting:

- Hold a pencil correctly
- Form letters and digits correctly and confidently
- Leave spaces between words

Composition:

- Speak in whole sentences
- Write sequences of sentences
- Re-read and check for sense
- Develop a wide vocabulary
- Use capital letters, full stops, question marks and exclamation marks
- Join sentences with 'and'

Writing

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

Spelling:

- Continue to spell words using phonics
- Learn commonly used whole words that are difficult to sound out
- Understand more patterns and rules

Handwriting:

- Form letters that are consistent in size
- Leave appropriate spaces between words

Composition:

- Plan what they are going to write
- Record their writing sentence by sentence
- Re-read and check for sense and accuracy
- Write for a range of purposes
- Develop a wide vocabulary
- Develop their understanding and accuracy of punctuation
- Use a range of words to join sentences and add detail.

For further information, please refer to English Subject Leader, English 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](#)