

## ENGLISH PROGRAMMES OF STUDY

### KS1

Year 1	Year 2
<b>SPOKEN LANGUAGE</b>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	
<p style="text-align: center;"><b>READING (Word reading)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p style="text-align: center;"><b>READING (Word reading)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>

<p style="text-align: center;"><b>READING: (Comprehension)</b></p> <p>Pupils should be taught to:  develop pleasure in reading, motivation to read, vocabulary and understanding by:  listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  being encouraged to link what they read or hear read to their own experiences  becoming very familiar with key stories, fairy stories and traditional tales,  retelling them and considering their particular characteristics  recognising and joining in with predictable phrases  learning to appreciate rhymes and poems, and to recite some by heart  discussing word meanings, linking new meanings to those already known  understand both the books they can already read accurately and fluently and those they listen to by:  drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading  discussing the significance of the title and events  making inferences on the basis of what is being said and done  predicting what might happen on the basis of what has been read so far  participate in discussion about what is read to them, taking turns and listening to what others say  explain clearly their understanding of what is read to them.</p>	<p style="text-align: center;"><b>READING (Comprehension)</b></p> <p>Pupils should be taught to:  develop pleasure in reading, motivation to read, vocabulary and understanding by:  listening to, discussing and expressing views about a wide range of  contemporary and classic poetry, stories and non-fiction at a level beyond that  at which they can read independently  discussing the sequence of events in books and how items of information are  related  becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  being introduced to non-fiction books that are structured in different ways  recognising simple recurring literary language in stories and poetry  discussing and clarifying the meanings of words, linking new meanings to  known vocabulary  discussing their favourite words and phrases  continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  understand both the books that they can already read accurately and fluently and those that they listen to by:  drawing on what they already know or on background information and vocabulary provided by the teacher  checking that the text makes sense to them as they read and correcting inaccurate reading  making inferences on the basis of what is being said and done  answering and asking questions  predicting what might happen on the basis of what has been read so far  participate in discussion about books, poems and other works that are read to them and  those that they can read for themselves, taking turns and listening to what others say  explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
<p style="text-align: center;"><b>WRITING (Spelling)</b></p> <p>Pupils should be taught to spell:  words containing each of the 40+ phonemes already taught  common exception words  the days of the week  name the letters of the alphabet:  naming the letters of the alphabet in order  using letter names to distinguish between</p>	<p style="text-align: center;"><b>WRITING (Spelling)</b></p> <p>Pupils should be taught to:  spell by:  segmenting spoken words into phonemes and representing these by  graphemes, spelling many correctly  learning new ways of spelling phonemes for which one or more spellings are  already known, and learn some words with each spelling,</p>

<p>alternative spellings of the same sound  add prefixes and suffixes:  using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  using the prefix un–  using –ing,–ed,–er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]  apply simple spelling rules and guidance, as listed in English Appendix 1  write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>including a few common homophones  learning to spell common exception words  learning to spell more words with contracted forms  learning the possessive apostrophe (singular) [for example, the girl’s book]  distinguishing between homophones and near-homophones  add suffixes to spell longer words, including –ment,–ness,–ful, –less, –ly  apply spelling rules and guidance, as listed in English Appendix 1  write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
<p style="text-align: center;"><b>WRITING (Handwriting)</b></p> <p>Pupils should be taught to:  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.</p>	<p style="text-align: center;"><b>WRITING (Handwriting)</b></p> <p>Pupils should be taught to:  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.</p>
<p style="text-align: center;"><b>WRITING (Composition)</b></p> <p>Pupils should be taught to:  write sentences by:  saying out loud what they are going to write about  composing a sentence orally before writing it  sequencing sentences to form short narratives  re-reading 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.</p>	<p style="text-align: center;"><b>WRITING (Composition)</b></p> <p>Pupils should be taught to:  develop positive attitudes towards and stamina for writing by:  writing narratives about personal experiences and those of others (real and fictional)  writing about real events  writing poetry  writing 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  writing down ideas and/or key words, including new vocabulary  encapsulating what they want to say, sentence by sentence  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 [for example, ends of sentences punctuated correctly]  read aloud what they have written with appropriate intonation to make the meaning clear.</p>

**WRITING (Vocabulary, grammar and punctuation)**

Pupils should be taught to:  
develop their understanding of the concepts set out in English Appendix 2 by:  
leaving spaces between words  
joining words and joining clauses using and  
beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  
using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'  
learning the grammar for year 1 in English Appendix 2  
use the grammatical terminology in English Appendix 2 in discussing their writing.

**WRITING (Vocabulary, grammar and punctuation)**

Pupils should be taught to:  
develop their understanding of the concepts set out in English Appendix 2 by:  
learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  
learn how to use:  
sentences with different forms: statement, question, exclamation, command  
expanded noun phrases to describe and specify [for example, the blue butterfly]  
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)  
the grammar for year 2 in English Appendix 2  
some features of written Standard English  
use and understand the grammatical terminology in English Appendix 2 in discussing their writing.