

Weald Locality - English Skills and Knowledge - Key Stage One

Skills that the children need to learn to make progress:

- a. listen, read and view in order to understand and respond
- b. discuss, debate and draft in order to develop and explore ideas, themes and viewpoints
- c. speak, write and broadcast in order to present ideas and opinions
- d. evaluate, analyse and critique in order to review, refine and comment
- e. interact and collaborate in order to share understanding of what is said, read and communicated.

	Which skills are the children learning?	What Core Knowledge will the children acquire? Year 1	What Core Knowledge will the children acquire? Year 2
KS1	SPEAKING AND LISTENING	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	

READING	<p>8. to hear, identify, segment and blend phonemes in the order in which they occur in words to decode text</p> <p>9. to link sounds and letter patterns using their knowledge of the alphabet and identify syllables in high-frequency and familiar words</p> <p>10. simple grammar, including how word order affects meaning</p> <p>11. to make connections between different parts of texts and the meaning as a whole</p> <p>12. to use screen-based and book conventions to find information efficiently and safely</p> <p>13. to recognise how writers and poets select words and use patterns of rhythm, rhyme and sound to create effects</p> <p>14. to identify characters and retell and enact narratives</p> <p>15. to identify the characteristic features of texts with different purposes</p>	<p>Reading</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) • 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 • re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> • 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 • 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>Reading</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same GPCs as above • read words containing common suffixes • read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word • read most words quickly and accurately when they have been frequently encountered without overt sounding and blending • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> i. listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently ii. discussing the sequence of events in books and how items of information are related iii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales iv. being introduced to non-fiction books that are structured in different ways v. recognising simple recurring literary language in stories and poetry vi. discussing their favourite words and phrases vii. 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: <ul style="list-style-type: none"> i. drawing on what they already know or on background information and vocabulary provided by the teacher ii. checking that the text makes sense to them as they read and correcting inaccurate reading iii. making inferences on the basis of what is being said and done iv. answering and asking questions v. 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.
	WRITING	<p>16. to plan, discuss and review their work in order to improve it, including using ICT where appropriate</p> <p>17. to combine written text with</p>	<p>Spelling</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week

	<p>illustration, moving image and sound</p> <p>18. to communicate with known audiences using ICT where appropriate</p> <p>19. to recognise and use different sentence constructions, exploring how ideas are linked within and between sentences and how nouns, verbs and adjectives are used</p> <p>20. how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work</p> <p>21. how punctuation affects meaning, clarifies structure and represents pace and emphasis</p> <p>22. to segment phonemes, identify morphemes in words and recognise and apply common spelling patterns and conventions</p> <p>23. to form letters correctly and type accurately</p> <p>24. to create and shape their writing for different readers, choosing appropriate vocabulary</p>	<ul style="list-style-type: none"> name the letters of the alphabet: <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between 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 (e.g. helping, helped, helper, eating, quicker, quickest) apply simple spelling rules and guidelines write from memory simple sentences dictated by the teacher that include words taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> 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>Composition</p> <ul style="list-style-type: none"> write sentences by: <ul style="list-style-type: none"> 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>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in Year 1 VGP Appendix by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining sentences 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 in Year 1 VGP Appendix, use the grammatical terminology in discussing their writing. 	<p>known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> learning to spell common exception words learning to spell more words with contracted forms distinguishing between homophones and near-homophones add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> 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>Composition</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 (e.g. ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in Year 2 VGP Appendix by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms learning how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify, e.g. 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) learning the grammar in Year 2 VGP Appendix using some features of written Standard English use and understand the grammatical terminology in Year 2 VGP Appendix when discussing their writing.
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How will the children be enabled to do this?

'Breadth of Learning'

a. In speaking and listening children should:

1. develop and apply speaking and listening skills to suit a variety of audiences and for different purposes
2. tell and listen to stories and explore ideas and opinions in both formal and informal contexts
3. express themselves creatively in improvisation, role play and other drama activities
4. use digital and visual media to support communication both face-to-face and remotely.

b. In reading children should:

1. read widely for pleasure
2. develop and apply their reading skills in order to become critical readers
3. engage with an extensive range of texts, including literature from different times and cultures, information and reference texts, literary non-fiction, media texts and online social and collaborative communications
4. work with writers, playwrights and poets in and beyond the classroom.

c. In writing children should:

1. learn to write for a variety of purposes, for a range of audiences and in a range of forms
2. develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding
3. explore writing using different media including web pages and multimodal formats in English and in other languages.

d. By engaging with other languages, including, where appropriate, those used in their communities, children should:

1. look at the patterns, structures and origins of languages in order to understand how language works
2. listen to and join in with conversation in other languages and communicate about simple, everyday matters
3. understand how learning other languages can help them appreciate and understand other cultures as well as their own.

See Year 1 Spelling appendix

See Year 1 Vocabulary, Grammar and Punctuation appendix

See Year 2 Spelling appendix

See Year 2 Vocabulary, Grammar and Punctuation appendix

Weald Locality Key Assessment Statements

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SPEAKING AND LISTENING					
Listen & respond appropriately Ask relevant questions Maintain attention & participate	Articulate & justify answers Initiate & respond to comments Use spoken language to develop understanding	Give structured descriptions Participate actively in conversation Consider & evaluate different viewpoints	Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners	Use expanded noun phrases Use modal & passive verbs Use relative clauses Use commas for clauses Use brackets, dashes & commas for parenthesis	Use questions to build knowledge Articulate arguments & opinions Use spoken language to speculate, hypothesise & explore Use appropriate register & language
READING					
Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Make simple predictions	Develop phonics until decoding secure Read common suffixes Read & re-read phonic-appropriate books Read common 'exception' words Discuss & express views about fiction, non-fiction & poetry Become familiar with & retell stories Ask & answer questions; make predictions Begin to make inferences	Use knowledge to read 'exception' words Read range of fiction & non-fiction Use dictionaries to check meaning Prepare poems & plays to perform Check own understanding of reading Draw inferences & make predictions Retrieve & record information from non-fiction books Discuss reading with others	Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words & phrases that capture the imagination Identify themes & conventions Retrieve & record information Make inferences & justify predictions Recognise a variety of forms of poetry Identify & summarise ideas	Apply knowledge of morphology & etymology when reading new words Reading & discuss a broad range of genres & texts Identifying & discussing themes Make recommendations to others Learn poetry by heart Draw inference & make predictions Discuss authors' use of language Retrieve & present information from non-fiction texts. Formal presentations & debates	Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarising key points from texts Identify how language, structure, etc. contribute to meaning Discuss use of language, inc. figurative Discuss & explain reading, providing reasoned
WRITING					
Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing	Spell by segmenting into phonemes Learn to spell common 'exception' words Spell using common suffixes, etc. Use appropriate size letters & spaces Develop positive attitude & stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions & changes after proof-reading	Use prefixes & suffixes in spelling Use dictionary to confirm spellings Write simple dictated sentences Use handwriting joins appropriately Plan to write based on familiar forms Rehearse sentences orally for writing Use varied rich vocabulary Create simple settings & plot Assess effectiveness of own and others' writing	Correctly spell common homophones Increase regularity of handwriting Plan writing based on familiar forms Organise writing into paragraphs Use simple organisational devices Proof-read for spelling & punctuation errors Evaluate own and others' writing Read own writing aloud	Secure spelling, inc. homophones, prefixes, silent letters, etc. Use a thesaurus Legible, fluent handwriting Plan writing to suit audience & purpose Develop character, setting and atmosphere in narrative Use organisational & presentational features Use consistent appropriate tense Proof-reading Perform own compositions	Use knowledge of morphology & etymology in spelling Develop legible personal handwriting style Plan writing to suit audience & purpose; use models of writing Develop character & setting in narrative Select grammar & vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency
GRAMMAR					
Leave spaces between words Begin to use basic punctuation: . ? ! Use capital letters for proper nouns. Use common plural & verb suffixes	Use . ! ? , and ' Use simple conjunctions Begin to expand noun phrases Use some features	Use range of conjunctions Use perfect tense Use range of nouns & pronouns Use time connectives Introduce speech punctuation Know language of clauses	Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech Use commas after front adverbials	Use expanded noun phrases Use modal & passive verbs Use relative clauses Use commas for clauses Use brackets, dashes & commas for parenthesis	Use appropriate register/ style Use the passive voice for purpose Use features to convey & clarify meaning Use full punctuation Use language of subject/object

