

## Literacy Programme of Study: Key Stage One and Two

### **Reading**

The programmes of study for reading in key stages 1 and 2 consist of two dimensions:

#### **Word Reading**

This is the speedy recognition of familiar printed words as well as the ability to decode unfamiliar words through the use of phonics.

#### **Comprehension**

This is the understanding of the meaning of texts based on linguistic knowledge (in particular vocabulary and grammar) and on knowledge of the world. Comprehension skills are developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

### **Key Stage 1**

#### **Year 1**

Using the Ruth Miskin Scheme 'Read Write Inc. Phonics', children will be taught how to apply phonic knowledge to decode words and will learn the 40+ phonemes (letter sounds), including alternative sounds for graphemes. This will support the accurate blending of sounds in unfamiliar words. They will also read common exception words (for example 'said'), words with more than one syllable and contractions (I'll we'll). Children will experience a range of good-quality books, consistent with their developing phonic knowledge, to build confidence and fluency in word reading.

Through listening and reading, children will become familiar with key stories and poems, and will be encouraged to discuss their ideas with teachers, other adults and their peers, relating these to their own experiences. They will show their understanding of these stories and poems by retelling, making predictions and using simple inference skills, for example, to discuss characters.

#### **Year 2**

Year 2 will continue to build on the phonic skills from year 1 until the automatic decoding of words is embedded and reading is fluent. Children will focus more on alternative sounds for graphemes and begin to learn common suffixes. They will continue to read a wide range of books and texts with greater fluency, reflecting their improving phonic knowledge and developing confidence.

As well as reading books independently, children will listen to and discuss a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. They will continue to increase their repertoire of familiar stories, learning key literary language, and developing their vocabulary.

### **Key Stage 2**

#### **Year 3 and 4**

In key stage 2, children will apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. By now, the majority of children will be expected to have good phonic

knowledge and the emphasis in reading is focused more on comprehension rather than decoding skills.

Children will listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books, for a range of purposes, using dictionaries to check unfamiliar words. They will use their increasing knowledge of stories, including myths and legends, to identify themes and conventions. Inference skills have a greater focus and children will draw conclusions about characters in stories, how their feelings, thoughts and motives can be deduced through their actions, justifying inferences with evidence. Children will recognise different types of poetry, for example, free verse and narrative, and will have the opportunity to prepare and perform these using intonation to show their understanding.

### **Year 5 and 6**

In years 5 and 6, children will continue to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. At this stage, there should be no need for further direct teaching of word reading skills for almost all children.

Building on lower key stage 2, children will read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books, increasing their familiarity with myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. They will identify and discuss themes and conventions across a wide range of books. There is now a greater emphasis on an author's use of figurative language and the impact of this on the reader. Children will encounter a wider range of poetry, learning key poems by heart.

### **Writing**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

#### **Transcription**

This includes spelling and handwriting. See appendix 1 for spellings.

#### **Composition**

This includes articulating ideas and structuring them in speech and writing

## **Year 1**

### **Spelling**

Children will be taught words using the containing each of the 40+ phonemes taught, common exception words and days of the week. They will name the letters of the alphabet and use spelling rules for prefixes –s –es un- -ing –ed –er and -est

### **Handwriting**

They will begin to form lower case letters, starting and finishing in the correct place, capital letters and the digits 1-9.

### **Composition**

In year 1, children are encouraged to compose a sentence orally before writing it, leading to the sequencing sentences to form short narratives. They need to reread a sentence to check that it makes sense and will have opportunities to share their writing with the teacher and their peers.

## **Year 2**

### **Spelling**

Children are taught to spell by segmenting words into phonemes and spelling these using the correct letters to create these sounds, including the use of homophones where different letters create the same sound. They will continue to learn the common exception words and words with contracted forms (we'll, I'll). They will add suffixes to support the spelling of longer words, including –ment -ness –ful -less –ly

### **Handwriting**

Children will taught to form lower-case letters of the correct size in relation to each other and begin to join them using diagonal strokes. Capital letters and digits will be of the correct size in relation to lower-case letters, with spacing between words reflecting the size of the letters.

### **Composition**

In year 2, children will learn how to write for different purposes, including narratives about personal experiences and those of others (fictional). They will also write about real events and poetry. Like year 1, they will discuss what they will write about before starting but will now plan using key words to support their ideas. They will also proof read for errors in spelling, grammar and punctuation.

## **Year 3 and 4**

### **Spelling**

Children will build on their knowledge of prefixes, suffixes and homophones. They will learn the possessive apostrophe in words with regular and irregular plurals.

### **Handwriting**

Handwriting in year 3 and 4 will focus on the diagonal lines needed to join letters and knowing which letters are best left unjoined. There is an increased emphasis on the legibility, consistency and quality of handwriting.

### **Composition**

In lower key stage 2, children will discuss and record ideas before beginning a piece of writing, with a growing awareness of the expected structure, vocabulary and grammar for a genre of writing. Writing is developed through richness of language, creating characters and settings within narratives, and using a wider variety of sentence structure. Across a range of writing, children will begin to organise paragraphs around a theme.

## **Year 5 and 6**

### **Spelling**

Children will learn how to apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.

### **Handwriting**

Children will be taught to write legibly, fluently and with increasing speed, knowing whether or not to join specific letters.

### **Composition**

Children in years 5 and 6 will focus on identifying their audience for their writing, selecting the appropriate form, using other writing as a model for their own. In narratives, they will describe characters, settings and atmosphere, integrating dialogue to convey character and advance the action. They will create cohesion within and across paragraphs, using a wide range of devices.

## **Spelling Grammar and Punctuation**

Children will be taught to control their speaking and writing consciously, and to use Standard English. See appendix 2 for end of year expectations

## Appendix 1 Spellings

| Word List – Years 3 and 4 |              |                |                 |
|---------------------------|--------------|----------------|-----------------|
| accident(ally)            | early        | knowledge      | purpose         |
| actual(ly)                | earth        | learn          | quarter         |
| address                   | eight/eighth | length         | question        |
| answer                    | enough       | library        | recent          |
| appear                    | exercise     | material       | regular         |
| arrive                    | experience   | medicine       | reign           |
| believe                   | experiment   | mention        | remember        |
| bicycle                   | extreme      | minute         | sentence        |
| breath                    | famous       | natural        | separate        |
| breathe                   | favourite    | naughty        | special         |
| build                     | February     | notice         | straight        |
| busy/business             | forward(s)   | occasion(ally) | strange         |
| calendar                  | fruit        | often          | strength        |
| caught                    | grammar      | opposite       | suppose         |
| centre                    | group        | ordinary       | surprise        |
| century                   | guard        | particular     | therefore       |
| certain                   | guide        | peculiar       | though/although |
| circle                    | heard        | perhaps        | thought         |
| complete                  | heart        | popular        | through         |
| consider                  | height       | position       | various         |
| continue                  | history      | possess(ion)   | weight          |
| decide                    | imagine      | possible       | woman/women     |
| describe                  | increase     | potatoes       |                 |
| difficult                 | important    | pressure       |                 |
| disappear                 | interest     | probably       |                 |
|                           | island       | promise        |                 |

**Word List – Years 5 and 6**

|             |                             |               |             |
|-------------|-----------------------------|---------------|-------------|
| accommodate | criticise (critic +<br>ise) | individual    | relevant    |
| accompany   | curiosity                   | interfere     | restaurant  |
| according   | definite                    | interrupt     | rhyme       |
| achieve     | desperate                   | language      | rhythm      |
| aggressive  | determined                  | leisure       | sacrifice   |
| amateur     | develop                     | lightning     | secretary   |
| ancient     | dictionary                  | marvellous    | shoulder    |
| apparent    | disastrous                  | mischievous   | signature   |
| appreciate  | embarrass                   | muscle        | sincere(ly) |
| attached    | environment                 | necessary     | soldier     |
| available   | equip (–ped, –<br>ment)     | neighbour     | stomach     |
| average     | especially                  | nuisance      | sufficient  |
| awkward     | exaggerate                  | occupy        | suggest     |
| bargain     | excellent                   | occur         | symbol      |
| bruise      | existence                   | opportunity   | system      |
| category    | explanation                 | parliament    | temperature |
| cemetery    | familiar                    | persuade      | thorough    |
| committee   | foreign                     | physical      | twelfth     |
| communicate | forty                       | prejudice     | variety     |
| community   | frequently                  | privilege     | vegetable   |
| competition | government                  | profession    | vehicle     |
| conscience* | guarantee                   | programme     | yacht       |
| conscious*  | harass                      | pronunciation |             |
| controversy | hindrance                   | queue         |             |
| convenience | identity                    | recognise     |             |
| correspond  | immediate(ly)               | recommend     |             |

## Appendix 2

### Grammar and punctuation

| <b>Grammar and punctuation for years 1 - 6</b>   |
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| <p><b>Year 1</b></p> <p><b>Children will learn how to:</b><br/>leave spaces between words<br/>join words and joining clauses using 'and'<br/>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark<br/>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'<br/>learn the grammar for year 1, using grammatical terminology in discussing their writing.</p>  |
| <p><b>Year 2</b></p> <p><b>Children will learn how to:</b><br/>use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists<br/>use apostrophes for contracted forms and the possessive (singular)</p> <p><b>Learn how to use:</b><br/>sentences with different forms: statement, question, exclamation, command<br/>expanded noun phrases to describe and specify [for example, the blue butterfly]<br/>the present and past tenses correctly and consistently including the progressive form<br/>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)<br/>some features of written Standard English<br/>use and understand grammatical terminology in discussing their writing.</p>                                      |
| <p><b>Year 3 &amp; 4</b></p> <p><b>Children will learn how to:</b></p> <p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although<br/>Use the present perfect form of verbs in contrast to the past tense<br/>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br/>Use conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p> <p><b>Indicate grammatical and other features by:</b><br/>using commas after fronted adverbials<br/>indicating possession by using the possessive apostrophe with plural nouns<br/>using and punctuating direct speech</p> <p>use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.</p> |

## **Year5 & 6**

### **Pupils will develop their understanding of the grammar through:**

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

using passive verbs to affect the presentation of information in a sentence

using the perfect form of verbs to mark relationships of time and cause

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

### **Indicate grammatical and other features by:**

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clause

using a colon to introduce a list

punctuating bullet points consistently