

# Programme of Study for English at Key Stage 1

# 1

KEY STAGE

Programme of Study  
ENGLISH

## TALKING AND LISTENING

### Introduction

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.

English should be considered in an holistic way, taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Talking and listening should sometimes be ends in themselves, while at other times they may arise as preparation for and/or responses to reading and writing.

In order to promote and support the development of talking and listening, teachers need to create a classroom atmosphere in which pupils feel relaxed, accepted and affirmed. The classroom should be one in which talking and listening are central and where pupils' talk is valued.

While, in the first instance, talking and listening will arise from the experiences of the pupils themselves, they should also be encouraged to respond to an increasing range of stimuli over the course of the key stage. Pupils should be encouraged to see that tentative and exploratory talk is part of learning, that talking and listening matter, are work and are entertaining and enjoyable. Enjoyment should be seen to be an intrinsic feature of learning.

Teachers need to build upon the language which pupils bring to school and provide opportunities for using and developing this language. Pupils who have had little opportunity to express themselves orally, or whose vocabulary is limited, should be given the time and support to extend their vocabulary and develop their language.

### Presentation of the Programme of Study

While the requirements of the programme of study have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete.

### Progression

Pupils commence school with a range of language experiences. Teachers should take account of the attainment of pupils in talking and listening when they begin school and provide opportunities for them to progress. For some pupils, however, extensive teaching, time and support will be needed to develop essential skills in talking and listening.

The progression statements below provide an outline framework to assist teachers in planning progression through the key stage. They cover the range Level 1 to Level 3 within the programme of study. They are not a discrete checklist, but are inter-related and interactive characteristics of attainment.

Within the context of this programme of study, pupils should progress:

- **from** having something to say **towards** making their meaning clear;
- **from** listening to others and responding appropriately **towards** listening with increasing concentration and responding in a range of contexts;
- **from** talking about matters of immediate and personal interest **towards** making contributions and asking questions in discussions;
- **from** conveying meaning in a simple way **towards** structuring and sequencing their talk;
- **from** showing an awareness of audience and purpose **towards** beginning to adapt what they say and how it is said to meet the needs of the audience;
- **from** pretending to be someone else **towards** adopting a role, making a conscious use of movement, gesture and speech.

### **Contribution to the Educational (Cross-curricular) Themes**

The English curriculum should, where appropriate, provide opportunities for pupils to use talking and listening, to explore and reflect on the content and issues associated with the cross-curricular themes.

Through group work, role-plays, simulations etc, pupils should have opportunities to talk about:

- themselves and others - their growth, their senses, their similarities and differences, their health and diet, personal hygiene, safety and avoidance of danger (CH, EMU, HE);
- adult figures significant to them within their immediate community (EMU, HE, CH);
- events important to them, *for example, nativity play, school concert and school outings* (EMU, HE);

and

- to develop and apply their knowledge, understanding and skills of information technology and, in particular, to record and listen to their own speech and that of others, *for example, on an audio tape or video tape* (IT).

### **Context**

Pupils should have opportunities, arising from classroom and first-hand experience, including structured play, to develop their talking and listening in a variety of contexts, taking account of:

- **time**, *for example, speaking first or second*;
- **place**, *for example, talking in playground and talking in class*;
- **circumstances**, *for example, accusing someone or being accused*;

and including

- **interaction during classroom activities**, *for example, talk with the teacher about the family*;
- **structured play**, *for example, talk to one another in the shop during structured play*;

- **role-play and drama**, *for example, roles adopted during structured play;*
- **membership of a group**, *for example, a group discussion which involves sequencing of illustrations;*
- **conversation with others in and out of class**, *for example, talk with the teacher and other pupils about a planned visit to the zoo.*

## **Audience**

The audience in most situations will arise from the context for the task. The range of audiences should include:

- the teacher;
- a partner when working in pairs;
- members of a group;
- members of a class;
- adults whom they know well;
- the wider school community;
- visitors to the school;
- people encountered on school visits, *for example, a zookeeper when visiting the zoo.*

## **Purpose**

Pupils should engage in talking and listening for a variety of purposes including:

- **taking part in conversations and discussions**, *for example, explore aspects of the different areas of study and cross-curricular themes;*
- **telling stories and talking about events;**
- **asking and answering questions and drawing conclusions**, *for example, problem solving activities in mathematics;*
- **giving instructions, information or explanations to others;**
- **talking about their work to other pupils and the teacher;**
- **expressing thoughts, feelings and opinions.**

## **Talking and Listening Activities**

Pupils should have opportunities to engage in a range of talking and listening activities, including:

- a **becoming involved in talk in every curricular area**, *for example, discuss ways of measuring objects in the classroom, respond to instructions given by the teacher as part of practical activities across the curriculum;*
- b **exploring stories, poems and songs, recreating parts of them in art, drama and other expressive activities;**

- c taking part in drama activities, including role-play, for example, dramatise the main events in a favourite fairy tale, in pairs, take the role of adult or child and discuss topics such as staying up late or a request for a new toy;
- d listening to and saying poems, for example, repeat familiar refrains, make pictures or models of some characters or places from a poem;
- e listening to, telling and retelling stories, based on personal experiences, imagination, pictures and literature, for example, talk and ask questions about the character they liked in a story;
- f expressing thoughts, feelings and opinions in response to personal experiences, literature, media and curricular topics or activities, for example, respond to an educational broadcast;
- g describing and talking about real and imaginary experiences and about people, places, things and events, for example, talk about an event they have witnessed and describe how they and others reacted to it, describe how the group resolved a simple problem in science;
- h reading aloud from a variety of sources including their own work;
- i listening to and responding to guidance and instructions given by the teacher, for example, a practical mathematics activity.

### Expected Outcomes

In the context of these activities, pupils should develop the ability to:

- a express thoughts and feelings;
- b present ideas and information;
- c take turns at talking and listening;
- d share and co-operate in pairs or group activities, for example, explain some of the rules of a game they know well;
- e think about what they say and how they say it, for example, why they change their voice when reading a story;
- f read aloud, inflecting appropriately, to emphasise the meaning of what is read;
- g use appropriate quality of speech and voice, speaking audibly and clearly;
- h discuss features of language, for example, rhyming words;
- i be aware of the implications of purpose and audience.

## READING

### Introduction

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.

English should be considered in an holistic way taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Reading may be an end in itself and it may also be used as preparation for talking, listening and writing.

From the beginning, reading should be an enjoyable experience. It is a dynamic, creative and active process involving the reader making meaning from texts. To foster this aspect, the classroom atmosphere should be one in which pupils feel relaxed, accepted and affirmed and in which they succeed as readers.

Teachers-as-readers are a major source of encouragement to pupils-as-readers: it provides an enriching experience and increases motivation. When teachers share opportunities for silent reading with their classes, they become powerful examples of the link between reading for learning and reading for enjoyment. All pupils need support and confirmation reinforced by positive reading experiences and positive images of reading for pleasure.

Pupils should be taught to read with understanding, fluency and accuracy. In order to assist pupils to develop an understanding of the nature and purpose of reading, they should be immersed in a stimulating environment of print, surrounded by books and other reading materials presented in an attractive and inviting way. Pupils should be taught the alphabet and be made aware of the sounds of spoken language.

For those pupils for whom the process of reading does not run smoothly, any additional help with the techniques of decoding should always be placed in a meaningful context. Pupils who have had little experience of the printed word and who are not ready to read should be given the time and support to develop their language and reading readiness. Opportunities should be taken to develop skills of observation and comprehension through the use of pictures and other visual material.

Teachers should ensure that pupils are exposed to a wide range of children's literature. Pupils should share picture books, handle information material, regularly listen to stories, told or read aloud and listen to and share poetry read by the teacher and by one another. This will help children develop their own tastes and preferences in reading.

### Presentation of the Programme of Study

While the requirements of the programme of study have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete.

### Progression

Pupils commence school with a wide range of reading experiences. Pupils may have had a limited exposure to texts or may have experienced a comprehensive range of reading materials. Teachers should take account of the attainment of pupils in reading when they begin school

and provide opportunities for them to progress. For some pupils, however, the teaching and early learning experience necessary to attain Level 1 will be extensive.

The progression statements below provide an outline framework to assist teachers in planning progression through the key stage. They cover the range Level 1 to Level 3 within the programme of study. They are not a discrete checklist, but are inter-related and interactive characteristics of attainment.

Within the context of this programme of study, pupils should progress:

- **from** knowing that print and pictures convey meaning **towards** reading with understanding;
- **from** following stories read to them **towards** reading aloud with some fluency;
- **from** making a guided response to some texts **towards** beginning to explore and appreciate meaning in a range of texts;
- **from** recognising significant letters, words, phrases and developing a sight vocabulary **towards** using a range of strategies to identify unfamiliar words;
- **from** recognising letters of the alphabet **towards** using that knowledge to locate books and information.

### **Contribution to the Educational (Cross-curricular) Themes**

The English curriculum should, where appropriate, provide opportunities for pupils to use reading to explore and reflect on the content and issues associated with the cross-curricular themes.

Through reading, pupils should have opportunities to:

- read stories and poems about life situations appropriate to pupils in Key Stage 1 to facilitate discussions of feelings and emotions (CH, EMU, HE);
- develop, where appropriate, and apply their knowledge, skills and understanding of information technology, *for example, search for and find information using a computer (IT)*.

### **Context**

Pupils should have opportunities, arising from classroom and first-hand experience, including structured play, to develop their reading in a variety of contexts, including working:

- as individuals – silently and aloud;
- in pairs – engaged in shared and paired reading;
- as members of a group;
- as members of a class.

## Range

Pupils should have opportunities to engage with a range of texts, including:

- stories;
- poems;
- songs;
- nursery rhymes;
- plays;
- picture books;
- **information material**, *for example, reference books, textbooks, brochures, information leaflets, dictionaries, simple databases, atlases and encyclopaedias*;
- **environmental print**, *for example, road signs, labels, notices*;
- audio, visual and audio-visual materials.

## Purpose

Pupils should have opportunities to read for a variety of purposes, including reading:

- for their own amusement and enjoyment;
- to learn about themselves and others;
- to learn about the various areas of study and cross-curricular themes;
- for information.

## Audience

Pupils should read for a variety of audiences, including:

- themselves;
- the teacher;
- parents;
- adults whom they know well;
- other pupils.

## Reading Activities

Pupils should have opportunities to engage in a wide range of reading activities, including:

- a listening to and understanding a range of texts which are read aloud, including those presented on tape, radio or television;
- b taking part in shared and paired reading experiences;
- c retelling, re-reading or acting out familiar poems, stories or parts of stories, *for example, follow a story being read, joining in, recreating characters or events in activities such as drama*;

- d composing, reading and sharing their own books of stories and poems;
- e exploring familiar stories and other simple texts with the teacher, using drama, art and discussion to focus on distinctive features, *for example, characters, places (including the Third World), objects, cultural events and ideas;*
- f exploring pictures and illustrations in books, magazines and other sources;
- g making use of environmental print, *for example, by reading and interpreting road signs, labels, notices, charts and teletext;*
- h reading silently for enjoyment.

### Expected Outcomes

In the context of these activities, pupils should develop the ability to:

- a make choices for themselves by browsing in the book area or library, *for example, turn to a range of books, choosing one they would like to listen to or read;*
- b build up a sight vocabulary;
- c use, with help when necessary, a range of strategies to identify unfamiliar words in texts, *for example, use picture and contextual clues and phonic cues in reading a book new to them, use context and other cues when making sense of new material;*
- d begin to use evidence from the text to support their views, *for example, in predicting, inferring and deducing;*
- e talk with the teacher about the ways in which language is written down, identifying phrases, words, patterns of letters and other features of written language;
- f recognise and notice how words are constructed and spelled;
- g show some understanding of the way texts are structured by representing ideas through drama, pictures and diagrams, *for example, represent a sequence of events from a story;*
- h make use of picture dictionaries, personal word banks, dictionaries, lists of contents and indexes, information books and data on computer for reading and writing tasks, *for example, use appropriate dictionaries to help them in a writing task, locate information in a book using an index;*
- i collect information relevant to specific purposes from books, computers and other sources and represent their findings in a variety of ways;
- j read aloud from familiar stories or poems and texts composed by pupils themselves and share the text with an audience, *for example, read aloud from a story book, poem or own writing, read aloud from personally selected material to share their enjoyment with the teacher and others in the class;*
- k read independently a range of texts and sometimes talk to the teacher or others about what has been read.

## WRITING

### Introduction

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to the context, purpose, reader and audience. The use of technological aids to produce written work is acceptable for those pupils who are dependent on such aids.

English should be considered in an holistic way taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Pupils should realise that writing carries meaning and is a process that is valuable in itself. It may also be undertaken as a response to reading or as a result of talking and listening.

From the beginning writing should be an enjoyable experience. To foster this aspect, the classroom atmosphere should be one in which pupils feel relaxed, accepted and affirmed and in which they succeed as writers. Pupils who have had little experience of the printed word should be given the time and support to develop their own language skills and their knowledge about written language.

The process of writing involves the compositional aspect and the secretarial aspect. The compositional aspect includes the selection, ordering and organisation of ideas and the expression of feelings and beliefs while the secretarial aspect involves spelling, syntax, punctuation and handwriting. Whilst the meaning may be obscured if the secretarial aspect is neglected, ideas, expression and form are fundamental to writing.

The communication of meaning is central to writing. Success depends on pupils having a clear understanding of the task in which they are engaged. Pupils must know why they are writing and for whom.

Pupils should be able to see their teacher writing and to share the writing process and the final outcome. Before, during and after their writing they should be supported by their teacher with advice and encouragement. They should experience positive responses to their own writing.

The classroom environment should actively facilitate writing. Pupils should have access to:

- a variety of writing tools, including word processors;
- dictionaries;
- thesauri.

Every opportunity should be taken to provide a readership for a pupil's work:

- on display boards;
- in corridors;
- in booklets;
- in class and school magazines or newspapers;
- in anthologies;
- through external competitions.

## Presentation of the Programme of Study

While the requirements of the programme of study have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete.

## Progression

When they commence school, many pupils may already have had experience of using crayons, pencils and a variety of paper. While opportunities for writing are likely to have been limited for most pupils, some may have had experience of letter formation. Teachers should take account of the attainment of pupils in writing when they begin school and provide opportunities for them to progress in the manipulative, creative and secretarial aspects of writing. For some pupils, however, the teaching and early learning experience necessary to attain Level 1 will be extensive.

The progression statements below provide an outline framework to assist teachers in planning progression through the key stage. They cover the range, from Level 1 to Level 3, within the programme of study and are not a discrete checklist but are inter-related and interactive characteristics of attainment.

Within the context of this programme of study, pupils should progress:

- **from** expressing ideas for the teacher to write **towards** writing with some independence in a variety of forms which show a sense of structure appropriate to the form, using some supporting detail to make the meaning clear;
- **from** spelling, in a recognisable way, common words and words that are important to them **towards** spelling such words correctly;
- **from** having some control over size and shape of letters **towards** handwriting that is accurately formed and consistent in size.

## Contribution to the Educational (Cross-curricular) Themes

The English curriculum should, where appropriate, provide opportunities for pupils to use writing to explore and reflect on the content and issues associated with the cross-curricular themes.

Through writing, pupils should have opportunities to:

- make drawings and posters of themselves and others. Write captions about personal qualities, positive behaviour, hygiene, health and safety (CH, EMU, HE);
- develop and apply their knowledge, skills and understanding of information technology, *for example, use pictures, phrases and words to communicate and create their own short sequences of pictures, words and sounds (IT).*

## Planning

Pupils should be encouraged, when it is appropriate to the task, to plan their written work. Such planning may be done through:

- discussion with the teacher;
- discussion with other pupils;
- gathering and organising ideas;
- preparing an outline.

## Purpose

Pupils should have opportunities to write for a variety of purposes, including:

- their own amusement and enjoyment;

and to

- express their thoughts, feelings and imaginings;
- inform and explain;
- describe;
- narrate;
- report;
- record findings.

## Context

Writing will arise from a variety of experiences and contexts, including:

- first-hand experiences and structured play;
- stories, nursery rhymes and poetry that they are reading and hearing;
- aspects of the various areas of study and cross-curricular themes if appropriate, *for example, play/drama, artefacts, audio-visual and visual aids, television and radio, visitors to the classroom, visits, entry to external competitions, software packages.*

## Audience

Pupils should be aware of who will read or listen to their written work. The audiences should include:

- themselves;
- the teacher;
- parents;
- adults whom they know well;
- other pupils.

## Range

Pupils should have opportunities to write in a variety of forms, including:

- stories, *for example, write a story involving their pet;*
- labels;
- letters, *for example, write a letter to Santa Claus;*
- descriptions of people or places, *for example, describe a visitor to the school;*
- instructions;
- simple records of observation, *for example, record observations in a science activity;*
- invitations;
- greeting cards;
- poems, *for example, express their feelings on a matter significant to them;*
- diaries;
- lists.

Pupils should have opportunities to:

- a experiment with words, *for example, word games, riddles and rhymes;*
- b read and be read to from a wide selection of poetry;
- c experiment with simple poetic forms.

## Expected Outcomes

Pupils should have opportunities, within a meaningful context and arising out of their own work, to develop the ability to:

- a express thoughts, feelings and imaginings;
- b present ideas and information;
- c structure sentences correctly;
- d recognise, name and use forms of writing;
- e use connectives, *for example, and, because, but, after, when;*
- f use the conventional ways of forming letter shapes in upper and lower case;
- g make use of the names and order of the letters of the alphabet, *for example, name the letters when spelling aloud from a wall-list or personal word book;*
- h spell, recognisably, words based on an awareness of the most common letter strings and patterns, *for example, ball and wall, feet and sweet;*
- i spell, recognisably, a range of familiar, important and regularly occurring words, *for example, look, pet, tree, dog, cold, yesterday, after.*