

LANGUAGE AND LITERACY

KEY STAGE 1

The minimum content for Language and Literacy is set out below.

Teachers should enable pupils to develop knowledge, understanding and skills in:

TALKING AND LISTENING

Pupils should be enabled to:

- participate in talking and listening in every area of learning;
- listen to, respond to and explore stories, poems, songs, drama, and media texts through the use of traditional and digital resources and recreate parts of them in a range of expressive activities;
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts;
- tell their own stories based on personal experiences and imagination;
- listen to and respond to guidance and instructions;
- take turns at talking and listening in group and paired activities;
- take part in a range of drama activities to support activity based learning across the curriculum;
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities;
- present ideas and information with some structure and sequence;
- think about what they say and how they say it;
- speak audibly and clearly, using appropriate quality of speech and voice;
- devise and ask questions to find information in social situations and across the curriculum;
- read aloud from a variety of sources, including their own work, inflecting appropriately to emphasise meaning;
- recognise and talk about features of spoken language, showing phonological awareness.

READING

Pupils should be enabled to:

- participate in modelled, shared, paired and guided reading activities;
- read, and be read to from a wide selection of poetry and prose;
- read with some independence for enjoyment and information;
- read, explore, understand and make use of a range of traditional and digital texts;
- re-tell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT;
- begin to locate, select and use texts for specific purposes;
- research and manage information relevant to specific purposes, using traditional and digital sources, and present their findings in a variety of ways;
- use a range of comprehension skills, both oral and written, to interpret and discuss texts;
- explore and begin to understand how texts are structured in a range of genres;
- explore and interpret a range of visual texts;
- express opinions and give reasons based on what they have read;

- begin to use evidence from text to support their views;
- read and share their own books of stories and poems including the use of digital resources;
- build up a sight vocabulary;
- use a range of strategies to identify unfamiliar words;
- talk with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other features of written language;
- recognise and notice how words are constructed and spelt.

WRITING

Pupils should be enabled to:

- participate in modelled, shared, guided and independent writing, including composing on-screen;
- understand and use a range of vocabulary by investigating and experimenting with language;
- talk about and plan what they are going to write;
- begin to check their work in relation to specific criteria;
- write without prompting, making their own decisions about form and content;
- write for a variety of purposes and audiences;
- express thoughts, feelings and opinions in imaginative and factual writing;
- organise, structure and present ideas and information using traditional and digital means;
- understand some of the differences between spoken and written language;
- use a variety of skills to spell words in their writing;
- spell correctly a range of familiar, important and regularly occurring words;
- develop increasing competence in the use of grammar and punctuation;
- use a legible style of handwriting.