The Berania English Modules **KS1**: Spelling Punctuation and Grammar (SPaG) Ages 5-7

**Spoken Language**

* Listening and responding to others
* Speaking clearly and confidently in different contexts
* Participating in discussions, role-play, and drama
* Expanding vocabulary and understanding meaning in different contexts.

**Reading**

Word Reading (Phonics & Decoding)

* Learning phonics (letter-sound relationships) using a systematic approach like *Letters and Sounds* or *Read Write Inc.*
* Recognising common exception words (tricky words)
* Reading aloud fluently and accurately

Comprehension

* Listening to and discussing a range of texts (stories, poems, information books)
* Predicting, summarising, and making inferences
* Discussing authors’ choices and the meaning of words

**Writing**

Transcription (Spelling, Handwriting)

* Spelling words using phonics
* Learning common exception words
* Using correct letter formation and developing cursive handwriting

Composition (Creating and Structuring Writing)

* Writing sentences that make sense
* Planning and structuring simple stories, descriptions, and recounts
* Using capital letters, full stops, question marks, and exclamation marks

Grammar, Punctuation, and Vocabulary

* Recognising and using nouns, verbs, adjectives, and conjunctions
* Using simple punctuation correctly
* Expanding sentences using conjunctions (and, because, but)

The Berania English Module: **KS2** Years 3-6 ages 7-11

**Spoken Language**

* Participating in discussions, debates, and presentations
* Using standard English in formal situations
* Developing vocabulary and speaking clearly
* Listening, responding, and asking questions to deepen understanding
* Performing poetry and plays

**Reading: Word reading, phonics and Fluency**

* Applying phonics knowledge to decode unfamiliar words
* Recognising common exception words (tricky words)
* Reading fluently with appropriate expression

Comprehension

* Reading a wide range of fiction, poetry, plays, and non-fiction
* Identifying themes, summarising ideas, and making inferences
* Predicting, questioning, and clarifying meaning
* Comparing different texts and evaluating authors’ choices
* Learning to retrieve and record key information from texts

Writing

Transcription (Spelling and handwriting)

* Learning spelling rules and patterns
* Spelling high-frequency and tricky words
* Using prefixes, suffixes, and root words
* Developing fluent, joined-up handwriting

Composition (Writing for different purposes)

* Writing narratives, explanations, descriptions, and persuasive texts
* Structuring writing with paragraphs and varied sentence types
* Using a range of sentence openers and literary devices (e.g., similes, metaphors)
* Editing and improving writing

Grammar, Punctuation, and Vocabulary (SPaG - Spelling, Punctuation, and Grammar)

* Using correct punctuation (commas, apostrophes, inverted commas, colons, etc.)
* Expanding sentences with conjunctions, adverbs, and clauses
* Understanding different verb tenses
* Recognising and using passive voice, modal verbs, and relative clauses

At the end of year 6, students take KS2 SATs which include a **Reading Comprehension** exam, and a **Spelling, Punctuation and Grammar test (SPaG).** There is also a writing teacher assessment throughout the year

The Berania English Module: **KS3** Years 3-6 ages 11-14

**1. Reading & Literary Analysis**

* **Fiction (Prose & Poetry)**
  + Classic and modern novels (e.g., *Of Mice and Men*, *Animal Farm*, *Lord of the Flies*)
  + Poetry from different cultures and time periods
  + Pre-1914 literature (e.g., *A Christmas Carol*, *Sherlock Holmes*, *Pride and Prejudice*)
  + Shakespeare plays (*Macbeth*, *Romeo and Juliet*, *The Tempest*, *Much Ado About Nothing*)

**Drama**

* Shakespeare (mandatory)
* Modern drama (e.g., *An Inspector Calls*, *Blood Brothers*)

**Non-Fiction & Media Texts**

* + Articles, speeches, reports, autobiographies, and travel writing
  + 19th-century non-fiction (newspaper extracts, letters, diaries)
  + Advertising, social media, and news bias

**Skills Developed**

* + Identifying themes, symbols, and motifs
  + Exploring character development
  + Examining narrative structure and authorial intent
  + Understanding figurative language (metaphor, simile, alliteration)
  + Critical thinking and inference skills

**2. Writing Skills**

* **Creative Writing**
  + Story writing: narrative structure, setting, and characterisation
  + Descriptive writing: sensory imagery and figurative language
  + Poetry writing: experimenting with form, tone, and metre
* **Transactional Writing (Formal & Informal)**
  + Persuasive writing: speeches, letters, and opinion pieces
  + Argumentative writing: essays, newspaper articles
  + Discursive writing: balancing viewpoints in structured responses
  + Informative writing: reports, travel guides, and biographies
* **Technical Writing Skills**
  + Sentence structures: varied and sophisticated syntax
  + Grammar and punctuation: commas, colons, semi-colons, apostrophes
  + Spelling and vocabulary: developing academic and subject-specific vocabulary

**3. Speaking & Listening**

* **Public Speaking & Presentations**
  + Debating skills: structuring arguments and counterarguments
  + Speech-making: writing and delivering persuasive speeches
  + Drama and role-play: exploring character and emotion through performance
* **Group Discussions**
  + Expressing opinions clearly and backing them with evidence
  + Listening and responding critically to others' viewpoints
  + Using rhetorical devices effectively in spoken language

**4. Grammar, Punctuation, & Vocabulary Development**

* **Grammar Topics**
  + Sentence structures (simple, compound, complex)
  + Active vs. passive voice
  + Tenses (past, present, future)
  + Clauses and conjunctions
* **Punctuation Topics**
  + Apostrophes for possession and omission
  + Comma splices and run-on sentences
  + Speech punctuation (direct and indirect speech)
  + Colons, semi-colons, dashes, and parenthesis
* **Vocabulary Development**
  + Word formation (prefixes, suffixes, root words)
  + Formal vs. informal register
  + Synonyms and antonyms for precise expression

**5. Exam & Assessment Preparation**

* **Comprehension Skills**
  + Analysing unseen fiction and non-fiction extracts
  + Identifying tone, mood, and purpose in texts
  + Summarising key points effectively
* **Essay Writing**
  + Structuring a response (introduction, analysis, conclusion)
  + Using PEE (Point, Evidence, Explanation) or PEEL (Point, Evidence, Explanation, Link) paragraphs
  + Evaluating and comparing texts
* **Timed Writing Practice**
  + Writing under exam conditions
  + Editing and proofreading for clarity and accuracy

The Berania Under 5s

**Week 1-2: Introduction to English Sounds and Vocabulary**

* **Focus:** Recognizing and saying simple sounds and words.
* **Activities:**
  + Singing alphabet songs.
  + Introducing basic phonics (A, B, C sounds).
  + Teaching words for common objects (e.g., **apple**, **ball**, **cat**, **dog**).
  + Listening to simple stories and repeating words.

**Week 3-4: Colors, Shapes, and Numbers**

* **Focus:** Learning colors, shapes, and numbers 1–5.
* **Activities:**
  + Flashcards and games with **colors** (red, blue, yellow, etc.) and **shapes** (circle, square, triangle).
  + Counting objects (e.g., 1 ball, 2 dogs, etc.).
  + Singing songs about colors and numbers.
  + Simple art projects (e.g., coloring in shapes and identifying colors).

**Week 5-6: Basic Greetings and Polite Words**

* **Focus:** Learning basic greetings and polite phrases.
* **Activities:**
  + Practicing "Hello," "Goodbye," "Please," "Thank you," and "Sorry."
  + Role-playing with dolls or toys for greetings (e.g., **"Hello, how are you?"**).
  + Short dialogues (e.g., "My name is \_\_\_. What's your name?").
  + Singing "If You're Happy and You Know It" and other action songs.

**Week 7-8: Family and Everyday Activities**

* **Focus:** Learning words for family members and daily activities.
* **Activities:**
  + Flashcards with family members (e.g., **mother**, **father**, **brother**, **sister**).
  + Learning verbs for actions (e.g., **eat**, **sleep**, **play**, **run**).
  + Simple sentences: "I like to play." "My sister is \_\_."
  + Storytime with books that focus on family and activities.

**Week 9-10: Animals and Nature**

* **Focus:** Learning names of animals and nature.
* **Activities:**
  + Identifying animals in flashcards (e.g., **cat**, **dog**, **cow**, **bird**).
  + Singing songs like "Old MacDonald Had a Farm" or "The Wheels on the Bus."
  + Talking about nature (e.g., **tree**, **flower**, **sky**, **sun**).
  + Simple nature walks to point out animals and nature, using the new vocabulary.

**Week 11-12: Food and Meals**

* **Focus:** Learning about food and mealtime phrases.
* **Activities:**
  + Flashcards for food (e.g., **apple**, **bread**, **banana**, **milk**).
  + Learning mealtime phrases (e.g., "I want \_\_," "Can I have \_\_?").
  + Pretend play for a tea party or kitchen role-playing.
  + Singing "Five Little Apples" or other food-themed songs.

**Week 13-14: Feelings and Emotions**

* **Focus:** Learning words for emotions and feelings.
* **Activities:**
  + Flashcards for emotions (e.g., **happy**, **sad**, **angry**, **excited**).
  + Talking about feelings using simple sentences (e.g., "I am happy," "She is sad").
  + Role-playing different emotions with toys or faces.
  + Reading stories that explore emotions and feelings.

**Week 15-16: Animals and Sounds**

* **Focus:** Learning animal sounds and actions.
* **Activities:**
  + Teaching animal sounds (e.g., **moo** for cow, **quack** for duck).
  + Playing games where children imitate animal sounds and movements.
  + Watching videos with animals and their sounds.
  + Singing "Bingo" or "The Animal Sounds Song."

**Ongoing Activities:**

* **Storytime**: Daily reading of simple picture books.
* **Songs and Rhymes**: Repeating fun songs and nursery rhymes.
* **Interactive Play**: Engaging in play where the child is encouraged to speak, like pretend play, singing, or simple interactive games.
* **Art & Craft**: Incorporating vocabulary by using colors, shapes, and names of animals, foods, etc., in fun art projects.