

# KS1 SPRING TERM ENGLISH KEY LEARNING OUTCOMES/TEACHING CYCLE B

YEAR GROUPS	SPRING 1		SPRING 2		
1 & 2	<b>The curious case of the missing mammoth</b> 	<b>Elephants</b> 	<b>The Bog Baby</b> 	<b>Jack and the Beanstalk</b> TRADITIONAL TALE 	<b>Poetry: Quatrain</b> 
<b>Key Writing Outcomes</b>	<b>Narrative:</b> Adventure Story	<b>Information:</b> Non-chronological report	<b>Narrative:</b> Finding Story	<b>Narrative:</b> Re-tell and/or change character/setting	<b>Poetry:</b> Quatrain poems

## ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

Key Learning: READING COMPREHENSION	Key Learning: WRITING COMPOSITION
<ul style="list-style-type: none"> <li>▪ <b>Develop pleasure in reading, motivation to read, vocabulary and understanding</b> by:                             <ul style="list-style-type: none"> <li>- listening to and discussing (&amp; expressing views about) a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- discussing sequence of events in books &amp; how items of information are related</li> <li>- becoming increasingly familiar with key (&amp; wider range of) stories, fairy stories &amp; traditional tales, retelling them and considering their particular characteristics</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising and joining in with predictable phrases</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing their favourite words and phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart (and reciting with appropriate intonation to make the meaning clear)</li> <li>- discussing/clarifying word meanings, linking new meanings to known vocabulary</li> </ul> </li> <li>▪ <b>Understand both the books they can already read accurately and fluently and those they listen to</b> by:                             <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- asking and answering questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>▪ <b>Participate in discussion</b> about what is read to them, (and those that they read for themselves), taking turns and listening to what others say</li> <li>▪ <b>Explain (&amp; discuss) clearly their understanding</b> of what is read to them (&amp; those they read for themselves)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Planning writing</b> <ul style="list-style-type: none"> <li>- Write sentences by                                     <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> </ul> </li> <li>- Consider what they are going to write before beginning by                                     <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</li> </ul> </li> </ul> </li> <li>▪ <b>During writing</b> <ul style="list-style-type: none"> <li>- Sequencing sentences to form short narratives</li> <li>- Re-reading what they have written to check that it makes sense</li> <li>- Develop positive attitudes towards and stamina for writing by:                                     <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> </li> </ul> </li> <li>▪ <b>After writing</b> <ul style="list-style-type: none"> <li>- Discuss what they have written with the teacher or other pupils</li> <li>- Read aloud their writing clearly enough to be heard by their peers and the teacher (with appropriate intonation to make the meaning clear)</li> <li>- Make simple additions, revisions and corrections to their own writing by:                                     <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- 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</li> </ul> </li> <li>- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> </li> </ul>

## ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

### Key Learning: SPOKEN LANGUAGE

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- 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, role play, improvisations 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

## ENGLISH NATIONAL CURRICULUM BLOCKED LEARNING

### Key Learning: WORD READING

#### Phonics (GPC)

- Apply phonic knowledge & skills as the route to decode words [until automatic decoding has become embedded and reading is fluent](#)
- 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 [and begin to recognise alternative sounds for graphemes](#)

#### Syllables

- Read other words of more than one syllable that contain taught GPCs
- [Read accurately words of two or more syllables that contain the same graphemes as above](#)

#### Common Exception Words

- Read common exception words, noting unusual correspondences between spelling & sound and where these occur in the word

#### Word endings

- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- [Read words containing common suffixes](#)

#### Contractions

- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

***N.B. Also refer to application of spelling rules & guidance, as listed in English Appendix 1***

#### Accuracy, pace and fluency

- 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 ([sounding out unfamiliar words accurately, automatically and without undue hesitation](#))
- Re-read these books to build up their fluency and confidence in word reading.
- [Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered](#)

# ENGLISH NATIONAL CURRICULUM BLOCKED LEARNING

## Key Learning: WRITING TRANSCRIPTION

### Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

### Spelling applying GPC:

- words containing each of the 40+ phonemes already taught
- by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (distinguishing between homophones and near-homophones)

### Spelling common exception words:

- learning to spell common exception words
- the days of the week

### Spelling applying apostrophes:

- words with contracted forms
- learning the possessive apostrophe (singular e.g. 'the girl's book')

### Spelling words by adding 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 [for example, helping, helped, helper, eating, quicker, quickest]
- add suffixes to spell longer words, incl -ment, -ness, -ful, -less, -ly

***N.B. Also refer to application of spelling rules & guidance, as listed in English Appendix 1***

### Application, consolidation & assessment

- Write from memory simple sentences dictated by the teacher that include words using GPCs & common exception words taught so far.

### Handwriting

- 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
- 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 un-joined
- 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.

## Key Learning: VOCABULARY, GRAMMAR AND PUNCTUATION

### Text Cohesion

- Sequencing sentences to form short narratives
- Correct choice and consistent use of present and past tense
- Use of progressive form of verbs in present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)

### Sentence structure

- How words combine to make sentences
- Leave spaces between words
- Joining words and clauses using 'and'
- Sentences with different forms: statement, question, exclamation, command and their grammatical patterns
- Subordination (using 'when', 'if', 'that', 'because') and co-ordination (using 'or', 'and' or 'but')

### Word choice & modification:

- Regular plural noun suffixes '-s' or 'es' including the effects of these suffixes on the meaning of the noun
- Formation of nouns using suffixes such as '-ness', '-er' and by compounding (e.g. whiteboard, superman)
- Suffixes that can be added to verbs where no change is needed in the spelling of the root word e.g. helping, helped, helper
- Formation of adjectives using suffixes such as '-ful', '-less'
- Use of the suffixes '-er', '-est' in adjectives and the use of '-ly' to turn adjectives into adverbs
- How the prefix 'un-' changes the meaning of verbs & adjectives e.g. untie, undoing, unkind
- Expanded noun phrases to describe and specify e.g. 'the blue butterfly'

### Punctuation

- Begin to punctuate sentences using capital letters, full stops, question marks, exclamation marks
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use of capital letter, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)

***N.B. Also refer to guidance as listed in English Appendix 2***