

# KS1 SUMMER TERM ENGLISH KEY LEARNING OUTCOMES/TEACHING YEAR A

YEAR GROUPS	SUMMER			
1 & 2	Let's Get Gardening	Goldilocks with Just One Bear	Grandad's Island	Apes to Zebra A to Z Shape Poems
		Traditional tale with a twist 		
Key Writing Outcomes	Instructions	Innovation	Narrative: Return story	Poetry: Shape Poems

## ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

Key Learning: READING COMPREHENSION	Key Learning: WRITING COMPOSITION
<ul style="list-style-type: none"> <li>▪ <u>Develop pleasure in reading, motivation to read, vocabulary and understanding</u> 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>▪ <u>Understand both the books they can already read accurately and fluently and those they listen to</u> 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>▪ <u>Participate in discussion</u> about what is read to them, (and those that they read for themselves), taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li><u>Planning writing</u> <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><u>During writing</u> <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><u>After writing</u> <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>

- **Explain** (& discuss) clearly their understanding of what is read to them (& those they read for themselves)

## 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***

