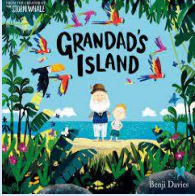
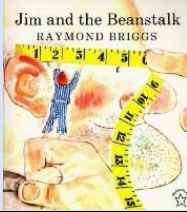



KS1 SUMMER TERM ENGLISH KEY LEARNING OUTCOMES/TEACHING YEAR B

YEAR GROUPS	SUMMER			
1 & 2				Shhh or The Nut Tree By Julia Donaldson
Key Writing Outcomes	Fiction: Story with a focus on description	Fiction: Fairy Tale with a twist (Innovation)	Non-fiction: Persuasive leaflet linked to visit	Poetry: Performance poetry

ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

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

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

Key Learning: VOCABULARY, GRAMMAR AND PUNCTUATION

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.

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