



Holy Family Catholic Primary School

English - KS1– Jim and the Beanstalk Overview



<p>Text: Jim and the Beanstalk by Raymond Briggs</p>	<p>Outcomes: Narrative re-telling (including dialogue), thought bubbles, informal letters</p> <p>Main Outcome: Sequel story</p>
<p>Overview and Outcomes: This is a three-week planning sequence for Jim and the Beanstalk by Raymond Briggs. To begin with, ensure children know 'original' version of story – read it some weeks before. Ensure they have access to a number of Fairytales and 'twisted tales' in the book area/class library. Introduce a Fairy-tale sequel, using 'Jim and the Beanstalk' by Raymond Briggs. Children discover a beanstalk and footprint in the classroom and use this to engage with and learn the story and retell it to one another. Children then use their knowledge of the sequel to initially innovate and then create their own sequel to another well-known fairy-tale, e.g. Auburn Hair and the Three Bears.</p>	
<p>Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</p>	
<p>Word Reading</p> <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words (Y1) - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1) - Read other words of more than one syllable that contain taught GPCs(Y1) - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<p>Reading Comprehension</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Recognising simple recurring literary language in stories and poetry Understand both the books they can already read accurately and fluently and those they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Making inferences on the basis of what is being said and done - Answering and asking questions - Predicting what might happen on the basis of what has been read so far
<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> - Words containing each of the 40+ phonemes already taught (Y1) - 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] (Y1) - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - Apply spelling rules and guidance, as listed in English Appendix 1 - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<p>Writing (Composition)</p> <ul style="list-style-type: none"> - Discuss what they have written with the teacher or other pupils (Y1) <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - Writing narratives about personal experiences and those of others (real and fictional) - Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - Planning or saying out loud what they are going to write about <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - 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/progressive form - 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/progressive form - Read aloud what they have written with appropriate intonation to make the meaning clear
<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - Sequencing sentences to form short narratives - Correct choice and consistent use of present tense and past tense throughout writing - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	