



# Holy Family Catholic Primary School

## English - KS1– The Bear Under the Stairs Overview



<p><b>Text:</b> The Bear Under the Stairs by Helen Cooper</p>	<p><b>Outcomes:</b> Letters, retellings, own version narratives  <b>Main Outcome:</b> Information text</p>
<p><b>Overview and Outcomes:</b> This is a planning sequence in which children will look at the book The Bear Under the Stairs and use it as a model to write letters from the main character to the bear and back. Children write their own story of a child who is scared of something that might be in the house. Children write a comparison between real bears and toy bears.</p>	
<p><b>Coverage from National Curriculum 2014:</b> Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</p>	
<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<p><b>Reading Comprehension</b></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>- Recognising simple recurring literary language in stories and poetry</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>- Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>
<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>-Distinguishing between homophones and near-homophones</li> </ul>	<p><b>Writing (Composition)</b></p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- Encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <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> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>
<p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>- Joining words and joining clauses using and</li> <li>- Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	