



Holy Family Catholic Primary School

English - KS1– Stanley’s Stick Overview



Text: Stanley’s Stick by John Hegley

Outcomes: Retelling, descriptions

Main Outcome: Own version narrative

Overview and Outcomes: This is a planning sequence for the book Stanley’s Stick by John Hegley and Neal Layton, where children begin by making predictions about what different things a stick could do. Reading part of the text, they then predict what Stanley is going to do with his stick. After retelling the key scenes in the story, they plan, write and publish their own stories, based on the sequence of Stanley’s Stick and using their own object (Sarah’s Sock).

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- 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
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- 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 re-read these books to build up their fluency and confidence in word reading
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (Y2)
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught
- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words
- Apply simple 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 and common exception words taught so far
- Segmenting spoken words into phonemes and representing these by graphemes
- Learning the possessive apostrophe (singular) [for example, the girl’s book]
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Vocabulary, Grammar & Punctuation

- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Correct choice and consistent use of present tense and past tense throughout writing
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]

Reading Comprehension

- Listening to and discussing a wide range of poems, 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
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing word meanings, linking new meanings to those already known
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently (Y2)
- Discussing the sequence of events in books and how items of information are related (Y2)

Writing (Composition)

- Write sentences by:
- Saying out loud what they are going to write about
 - Composing a sentence orally before writing it
 - Sequencing sentences to form short narratives
 - Re-reading what they have written to check that it makes sense
 - 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.
 - Writing narratives about personal experiences and those of others (real and fictional) (Y2)