



Holy Family Catholic Primary School

English - KS1 – Tadpole’s Promise Overview



Text: Tadpole’s Promise by Jeanne Willis and Tony Ross

Outcomes: Setting descriptions, oral retellings, own version narrative

Main Outcome: Explanation - frog life cycle

Overview and Outcomes: During this planning sequence, children retell a known story and create their own version, as well as using information from the text to create an explanation text. Ensure that children have other books about changes available, e.g. Changes by Anthony Browne. Also ensure there is a selection of explanation texts for children to explore. If possible, have tadpoles in or near the classroom to observe changing.

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

Word Reading

- Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) (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 accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Read words containing ‘ow’ and ‘o_e’ graphemes (alternative pronunciations of known graphemes).

Writing Transcription (Spelling and Handwriting)

- Spell words containing alternative spellings of the /ow/ phoneme.
- Learn the possessive apostrophe (singular) [for example, the girl’s book].
 - Learn to spell more words with contracted forms.

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Being encouraged to link what they read or hear read to their own experiences (Y1)
 - Discussing the sequence of events in books and how items of information are related
 - Being introduced to non-fiction books that are structured in different ways
 - 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:
- Predicting what might happen on the basis of what has been read so far

Vocabulary, Grammar & Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Expanded noun phrases for description and specification
- Correct choice and consistent use of present tense and past tense throughout writing
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]

Writing (Composition)

- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional)
 - Writing for different purposes
- Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about
 - Encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
- 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