



Holy Family Catholic Primary School

English - KS1 –The Bear and the Piano Overview



Text: The Bear and the Piano by David Litchfield

Outcomes: Letters of advice, short news-reports, writing in role, retellings, information poster

Main Outcome: Own version narrative about bravery

Overview and Outcomes: In this -week planning sequence for The Bear and the Piano by David Litchfield, children discover an advert and, after being given tickets, attend a 'concert' of piano music. They then write statements as predictions before going on to use contracted verbs to write letters of advice. After drawing on the author's use of language to create noun phrases, they write a short news report before briefly bouncing out into a non-fiction piece where they research their chosen member of an 'Animal Orchestra'. This new character becomes the main protagonist in an own version narrative.

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

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
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
 - Recognising simple recurring literary language in stories and poetry
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher
 - Making predictions and simple inferences

Writing Transcription (Spelling and Handwriting)

- segment spoken words into phonemes and represent these by graphemes, spelling most of these correctly
- spell common exception words
- learn to spell words with contracted forms
- add suffixes to spell longer words

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:
- 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
 - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Vocabulary, Grammar & Punctuation

- Joining words and joining clauses using and
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- How the grammatical patterns in a sentence indicate its function as a statement,
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use expanded noun phrases to describe and specify