



Holy Family Catholic Primary School

English - KS1 – Yeti and the Bird Overview



Text: Yeti and the Bird by Nadia Shireen

Outcomes: List of rules, letters, postcards, character descriptions

Main Outcome: Own version narrative about an unlikely friendship

Overview and Outcomes: This planning sequence would best be begun with a discussion about friendship. The children write a complete story about a two seemingly different characters, in the third person using past tense. Use adverbs to sequence and add cohesion, as well as conjunctions to write sentences using but and and.

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

Word Reading

- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings

Writing Transcription (Spelling and Handwriting)

- 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]
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Learning the possessive apostrophe (singular) [for example, the girl's book] (Y2)

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
 - Discussing word meanings, linking new meanings to those already known 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
 - Drawing on what they already know or on background information and vocabulary provided by the teacher
 - Discussing the significance of the title and events
 - Making inferences on the basis of what is being said and done
 - Answering and asking questions (Y2)

Vocabulary, Grammar & Punctuation

- How words can combine to make sentences
- Joining words and joining clauses using and
- Use expanded noun phrases to describe and specify, e.g. the blue butterfly
- Capital letters for names of people, places and the personal pronoun 'I' etc
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
- Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Use correct choice and consistent use of present tense and past tense throughout writing
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

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 it makes sense
 - Discussing what they have written with the teacher or other pupils
 - Reading 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)
 - Planning or saying out loud what they are going to write about (Y2)
 - Writing down ideas and/or key words, including new vocabulary (Y2)
 - Encapsulating what they want to say, sentence by sentence (Y2)
 - Evaluating their writing with the teacher and other pupils (Y2)