



# Holy Family Catholic Primary School

## English - KS1– Cave Baby Overview



**Text:** Cave Baby by Julia Donaldson and Emily Gravett

**Outcomes:** Labels and captions, informal letters

**Main Outcome:** Narrative re-telling

**Overview and Outcomes:** This is a sequence for Cave Baby by Julia Donaldson and Emily Gravett. The children begin by sharing experiences of times they have been 'naughty' or done 'naughty' things. Children will explore the text, looking at the various animals and joining in as the text is read, e.g. 'Sabre-Toothed Tiger'. By the end of the first week, children will know the text and be able to retell it using puppets, small world etc. Children then go on to explore the features of single clause sentences and create their own, eventually retelling the story in sequences of sentences and writing sorry letters in role.

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

### Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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

### Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (Y2)
- 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 (Y2)
- Learning to spell more words with contracted forms (Y2)

### 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
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- 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]
- Capital letters for names and the personal pronoun I

### Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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 to their own experiences
  - Recognising and joining in with predictable phrases
  - Learning to appreciate rhymes and poems, and to recite some by heart
- Understand both the books they can already read accurately and fluently and those they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher
  - Explain clearly their understanding of what is read to them
  - Discussing the sequence of events in books and how items of information are related (Y2)
  - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (Y2)
  - Recognising simple recurring literary language in stories and poetry (Y2)
  - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (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
- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional) (Y2)
  - Writing about real events (Y2)
  - Writing for different purposes (Y2)
  - Writing down ideas and/or key words, including new vocabulary (Y2)
  - Evaluating their writing with the teacher and other pupils (Y2)