



Holy Family Catholic Primary School

English - KS1– House Held Up by Trees Overview



Text: House Held Up By Trees by Ted Kooser

Outcomes: Descriptive non-fiction, life-cycles, instructions for seed packets

Main Outcome: News report

Overview and Outcomes: This is a planning sequence for The House Held up by Trees by Ted Kooser, illustrated by Jon Klassen, in which children explore the themes of the narrative, and produce descriptive non-fiction writing in different forms, such as writing the life-cycle of seeds, seed packets, estate agents and newspaper reports. Appropriate terminology is written in bold

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 accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes

Writing Transcription (Spelling and Handwriting)

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learning to spell more words with contracted forms
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Apply spelling rules and guidance, as listed in English Appendix 1

Vocabulary, Grammar & Punctuation

- Capital letters for names and for the personal pronoun I [Revision of Year 1]
- Formation of adjectives using suffixes such as –ly
 - Subordination (using when, if, that, because) - Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
 - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
 - Correct choice and consistent use of present tense and past tense throughout writing
 - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
 - 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

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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
 - Recognising simple recurring literary language in stories and poetry
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Answering and asking questions

Writing (Composition)

- Develop positive attitudes towards and stamina for writing by:
- Writing poetry
 - 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:
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]