



# Holy Family Catholic Primary School

## English - KS1– House Held Up by Trees Overview



<p><b>Text:</b> House Held Up By Trees by Ted Kooser</p>	<p><b>Outcomes:</b> Descriptive non-fiction, life-cycles, instructions for seed packets  <b>Main Outcome:</b> News report</p>
<p><b>Overview and Outcomes:</b> 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</p>	
<p><b>Coverage from National Curriculum 2014:</b> Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</p>	
<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>- Read words containing common suffixes</li> </ul>	<p><b>Reading Comprehension</b></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Recognising simple recurring literary language in stories and poetry</li> <li>- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>- Answering and asking questions</li> </ul>
<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- Learning to spell more words with contracted forms</li> <li>- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>- Apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>	<p><b>Writing (Composition)</b></p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing poetry</li> <li>- Writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- Encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>
<p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <p>Capital letters for names and for the personal pronoun I [Revision of Year 1]</p> <ul style="list-style-type: none"> <li>- Formation of adjectives using suffixes such as –ly</li> <li>- 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]</li> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- 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]</li> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- Commas to separate items in a list</li> <li>- Apostrophes to mark where letters are missing in spelling</li> </ul>	