

HOLY TRINITY CATHOLIC ACADEMY: ENGLISH KS1 TERMLY OVERVIEW – YEAR A

YEAR GROUP		ADVENT 1	ADVENT 2	LENT 1
	TEXTS/GENRE	<p>KEY TEXT: <i>Rumpelstiltskin</i> <i>Little Red and the very hungry Lion</i></p> <p>GENRE/S: Narrative Character Descriptions Recount</p>	<p>KEY TEXT: <i>Great Fire of London</i> <i>The Night Before Christmas</i></p> <p>GENRE/S: Information text Performance poetry</p>	<p>KEY TEXT:</p> <p>GENRE/S:</p>
	TRANSCRIPTION	<ul style="list-style-type: none"> <input type="checkbox"/> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly <input type="checkbox"/> Learn new ways for spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones <input type="checkbox"/> Learn to spell common exception words (Spelling Progression) <input type="checkbox"/> Learn to spell more words with contracted forms e.g. <i>didn't</i>, <i>couldn't</i>. <input type="checkbox"/> Learn the possessive apostrophe (singular) e.g. <i>the girl's book</i> <input type="checkbox"/> Spell words correctly by saying them out loud. <input type="checkbox"/> Distinguish between homophones and near-homophones <input type="checkbox"/> Add suffixes –ful and –less to form adjectives e.g. <i>help – helpless</i> <input type="checkbox"/> Add suffixes –er, –ness and –ment to form a noun e.g. <i>teach – teacher, sad – sadness, enjoy – enjoyment</i> <input type="checkbox"/> Add suffixes –er and –est to form comparative and superlative adjectives e.g. <i>happy – happier – happiest</i> <input type="checkbox"/> Add suffix –ly to an adjective to make an adverb e.g. <i>quick – quickly</i> <input type="checkbox"/> Write from memory simple dictated sentences including GPCs and common exception words 	<ul style="list-style-type: none"> <input type="checkbox"/> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly <input type="checkbox"/> Learn new ways for spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones <input type="checkbox"/> Learn to spell common exception words (Spelling Progression) <input type="checkbox"/> Learn to spell more words with contracted forms e.g. <i>didn't</i>, <i>couldn't</i>. <input type="checkbox"/> Learn the possessive apostrophe (singular) e.g. <i>the girl's book</i> <input type="checkbox"/> Spell words correctly by saying them out loud. <input type="checkbox"/> Distinguish between homophones and near-homophones <input type="checkbox"/> Add suffixes –ful and –less to form adjectives e.g. <i>help – helpless</i> <input type="checkbox"/> Add suffixes –er, –ness and –ment to form a noun e.g. <i>teach – teacher, sad – sadness, enjoy – enjoyment</i> <input type="checkbox"/> Add suffixes –er and –est to form comparative and superlative adjectives e.g. <i>happy – happier – happiest</i> <input type="checkbox"/> Add suffix –ly to an adjective to make an adverb e.g. <i>quick – quickly</i> <input type="checkbox"/> Write from memory simple dictated sentences including GPCs and common exception words 	<ul style="list-style-type: none"> <input type="checkbox"/> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly <input type="checkbox"/> Learn new ways for spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones <input type="checkbox"/> Learn to spell common exception words (Spelling Progression) <input type="checkbox"/> Learn to spell more words with contracted forms e.g. <i>didn't</i>, <i>couldn't</i>. <input type="checkbox"/> Learn the possessive apostrophe (singular) e.g. <i>the girl's book</i> <input type="checkbox"/> Spell words correctly by saying them out loud. <input type="checkbox"/> Distinguish between homophones and near-homophones <input type="checkbox"/> Add suffixes –ful and –less to form adjectives e.g. <i>help – helpless</i> <input type="checkbox"/> Add suffixes –er, –ness and –ment to form a noun e.g. <i>teach – teacher, sad – sadness, enjoy – enjoyment</i> <input type="checkbox"/> Add suffixes –er and –est to form comparative and superlative adjectives e.g. <i>happy – happier – happiest</i> <input type="checkbox"/> Add suffix –ly to an adjective to make an adverb e.g. <i>quick – quickly</i> <input type="checkbox"/> Write from memory simple dictated sentences including GPCs and common exception words
	H/W	<ul style="list-style-type: none"> <input type="checkbox"/> Form lower-case letters of the correct size relative to one another <input type="checkbox"/> Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <input type="checkbox"/> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters <input type="checkbox"/> Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> <input type="checkbox"/> Form lower-case letters of the correct size relative to one another <input type="checkbox"/> Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <input type="checkbox"/> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters <input type="checkbox"/> Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> <input type="checkbox"/> Form lower-case letters of the correct size relative to one another <input type="checkbox"/> Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <input type="checkbox"/> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters <input type="checkbox"/> Use spacing between words that reflects the size of the letters

	COMPOSITION	<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives about personal and others' experiences (real or fictional) <input type="checkbox"/> Write about real events <input type="checkbox"/> Write simple poetry <input type="checkbox"/> Write for different purposes. <input type="checkbox"/> Plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary. <input type="checkbox"/> Writes down ideas and key words before writing <input type="checkbox"/> Encapsulate what they want to say, sentence by sentence <input type="checkbox"/> Evaluate their writing with the teacher and other pupils <input type="checkbox"/> Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation <input type="checkbox"/> Read writing aloud with appropriate intonation to make the meaning clear <input type="checkbox"/> Begin to develop an awareness of who they are writing for 	<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives about personal and others' experiences (real or fictional) <input type="checkbox"/> Write about real events <input type="checkbox"/> Write simple poetry <input type="checkbox"/> Write for different purposes. <input type="checkbox"/> Plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary. <input type="checkbox"/> Writes down ideas and key words before writing <input type="checkbox"/> Encapsulate what they want to say, sentence by sentence <input type="checkbox"/> Evaluate their writing with the teacher and other pupils <input type="checkbox"/> Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation <input type="checkbox"/> Read writing aloud with appropriate intonation to make the meaning clear <input type="checkbox"/> Begin to develop an awareness of who they are writing for 	<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives about personal and others' experiences (real or fictional) <input type="checkbox"/> Write about real events <input type="checkbox"/> Write simple poetry <input type="checkbox"/> Write for different purposes. <input type="checkbox"/> Plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary. <input type="checkbox"/> Writes down ideas and key words before writing <input type="checkbox"/> Encapsulate what they want to say, sentence by sentence <input type="checkbox"/> Evaluate their writing with the teacher and other pupils <input type="checkbox"/> Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation <input type="checkbox"/> Read writing aloud with appropriate intonation to make the meaning clear <input type="checkbox"/> Begin to develop an awareness of who they are writing for
	VOCAB. GRAMM & PUNGC.	<ul style="list-style-type: none"> <input type="checkbox"/> Punctuation: <ul style="list-style-type: none"> o full stops o capital letters o exclamation marks o question marks o commas to separate items in a list o apostrophes for contracted forms and singular possession. <input type="checkbox"/> Use sentences with different forms: statement, question, exclamation, command <input type="checkbox"/> Use expanded noun phrases to describe and specify <input type="checkbox"/> Use the present and past tense correctly and consistently including the progressive form e.g. <i>she is drumming, he was shouting</i> <input type="checkbox"/> Use coordination with: 'and', 'but', 'or' <input type="checkbox"/> Use subordination with: 'when', 'if', 'that', 'because' <input type="checkbox"/> Use some features of written Standard English 	<ul style="list-style-type: none"> <input type="checkbox"/> Punctuation: <ul style="list-style-type: none"> o full stops o capital letters o exclamation marks o question marks o commas to separate items in a list o apostrophes for contracted forms and singular possession. <input type="checkbox"/> Use sentences with different forms: statement, question, exclamation, command <input type="checkbox"/> Use expanded noun phrases to describe and specify <input type="checkbox"/> Use the present and past tense correctly and consistently including the progressive form e.g. <i>she is drumming, he was shouting</i> <input type="checkbox"/> Use coordination with: 'and', 'but', 'or' <input type="checkbox"/> Use subordination with: 'when', 'if', 'that', 'because' <input type="checkbox"/> Use some features of written Standard English 	<ul style="list-style-type: none"> <input type="checkbox"/> Punctuation: <ul style="list-style-type: none"> o full stops o capital letters o exclamation marks o question marks o commas to separate items in a list o apostrophes for contracted forms and singular possession. <input type="checkbox"/> Use sentences with different forms: statement, question, exclamation, command <input type="checkbox"/> Use expanded noun phrases to describe and specify <input type="checkbox"/> Use the present and past tense correctly and consistently including the progressive form e.g. <i>she is drumming, he was shouting</i> <input type="checkbox"/> Use coordination with: 'and', 'but', 'or' <input type="checkbox"/> Use subordination with: 'when', 'if', 'that', 'because' <input type="checkbox"/> Use some features of written Standard English

HOLY TRINITY CATHOLIC ACADEMY: ENGLISH KS1 TERMLY OVERVIEW – YEAR A

YEAR GROUP		LENT 2	PENTECOST 1	PENTECOST 2
	TEXTS/GENRE	<p>KEY TEXT: <i>The day the crayons came home</i> <i>Christopher Columbus</i> <i>Where the Wild Things Are</i></p> <p>GENRE/S: Letter Information Narrative</p>	<p>KEY TEXT: <i>The Stone and the Sword</i> <i>Marvellous Machines</i></p> <p>GENRE/S: Information Narrative</p>	<p>KEY TEXT: <i>Legend from another country</i> <i>Robin Hood</i> <i>Summer Poetry</i></p> <p>GENRE/S: Narrative – Legend Poetry Instructions – based on George’s marvellous medicine</p>
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