

## KS1 English Framework

### Year A

#### Block A KS1 English Planning Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Poetry - Song and Rhymes Local poets and songwriters  Story in a familiar setting The Drake Stone  Instructions How to make crispy cakes	Non Fiction Information Texts Bonfire Night  Autumn Poetry Using the senses  Fiction Story in a familiar setting	Letters Letters to a contrasting school  Fiction <i>Fantasy</i> <i>Snow settings</i> <i>The Snow Queen</i>  Persuasive Writing Holiday to The Arctic	Poetry Poems by the same Author  Fiction Traditional Tales (With a twist)	Non Fiction Newspaper Report Sinking of the Titanic  Fiction Stories in a Familiar Setting  Humourous Poems	Fiction Stories on a theme - Into the Woods  Non Fiction Recount Recount school trip
Suggested texts	<i>Farmer Duck</i>	<i>Mogs Christmas Calamity</i>	<i>The Jolly Postman</i>  <i>The Snow Queen</i>  <i>Man on the Moon</i>	<i>Michael Rosen</i> <i>Hot food</i> <i>I'm hungry</i>  The Three Little Pigs The True Story of the Three Little Pigs	Amazing Grace  Revolting Rhymes, Aliens Stole My Underpants, Desk Diddler	Little Red Riding Hood, The Gruffalo, Where the Wild things are
Spelling	Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week English – key stages 1 and 2 13 Statutory requirements name the letters of the alphabet:					

	<p>naming the letters of the alphabet in order          using letter names to distinguish between alternative spellings of the same sound          add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs          using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words          write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>					
	<p>spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly          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 learning to spell common exception words learning to spell more words with contracted forms          learning the possessive apostrophe (singular) [for example, the girl's book]          distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>					
Vocabulary, Grammar and Punctuation	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>Capital letters Full stops</p>	<p>leaving spaces between words</p> <p>Capital Letters and full stops</p> <p>joining words and joining clauses using and</p>	<p>leaving spaces between words</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Adjectives</p>	<p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Commas in a list</p> <p>Capital letter, Full stops Using and</p> <p>Adjectives</p> <p>Expanded noun phrases Adverbs</p>	<p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using and</p> <p>Adjectives</p> <p>Co-ordination (or, and, but) Expanded noun phrases</p> <p>Time connectives Conjunctions</p>

	<p>Use of question marks</p> <p>Use of exclamation marks (recap)</p> <p>Co-ordination (or, and, but)</p> <p>Subordination (using when, if, that, because)</p>	<p>Past tense</p> <p>Statements and Questions joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Commas in a list</p> <p>Powerful verbs</p> <p>Expanded noun phrases</p> <p>Apostrophes for possession</p> <p>Past tense/Present tense</p> <p>Statement, question, commands</p> <p>Subordination (using when, if, that,</p>	<p>Expanded noun phrases</p> <p>Adverbs</p>	<p>Subordination (using when, if, that, because)</p> <p>Statements</p> <p>Apostrophes for possession</p> <p>Expanded noun phrases</p> <p>Adverbs</p>	<p>Apostrophes for possession</p> <p>Past tense</p> <p>Adverbs</p>
Handwriting	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>					
	<p>form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>					
Composition	<p>Saying out loud what they are going to write about composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>					

	<p>develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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