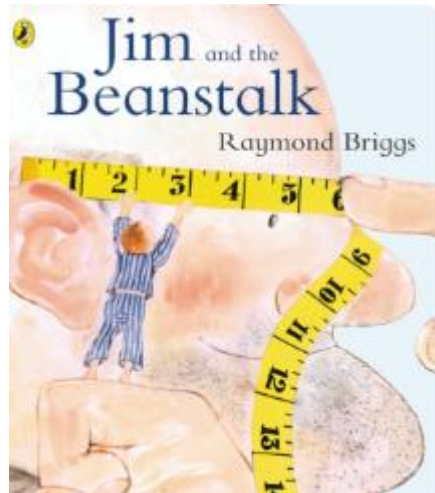


Book Studied/Genre

National Curriculum Coverage

Impact



Jim and the Beanstalk

Writing a letter

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read other words of more than one syllable that contain taught GPCs(Y1)
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Apply spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

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)
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Sequencing sentences to form short narratives
- 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 the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs

Writing (Composition)

- Discuss what they have written with the teacher or other pupils (Y1) Develop positive attitudes towards and stamina for writing by: • Writing narratives about personal experiences and those of others (real and fictional)
- 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 Make simple additions, revisions and corrections to their own writing by:
- 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/progressive form • 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/progressive form
- Read aloud what they have written with appropriate intonation to make the meaning clear

Children discover a beanstalk and giant footprint in the classroom and use this to learn the story and retell it to one another. They will move on to using their knowledge of the sequel to initially innovate and then create their own sequel to another well-known fairy tale, e.g. Auburn Hair and the Three Bears. During the sequence they will also consider the point of view of the 'villain' in the story and write a letter in role to the main character.

Outcomes:

Narrative re-telling (including dialogue), thought bubbles, informal letters.

Main outcome:

Writing a letter

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
Recognising simple recurring literary language in stories and poetry.
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.
Making inferences on the basis of what is being said and done • Answering and asking questions.
Predicting what might happen on the basis of what has been read so far.

