



KS1 English – Autumn Term 2024

FICTION : Stories on a theme : Farm Stories

Focus	Genre and texts	Summary of content	Texts studied
Comprehension	Stories on a Theme	Read <i>Farmer Duck</i> , discuss the characters and role-play the motivations behind their behaviour. Explore <i>The Birthday Duck</i> and choose an animal they would like to take home, giving reasons for preferences. Write an alternative ending to <i>The Mouse, the Frog and the Little Red Hen</i> and compare the books read. Write a book review of their favourite book.	<i>Farmer Duck</i> by Martin Waddell; <i>Sam's Duck/The Birthday Duck</i> by Michael Morpurgo; <i>The Mouse, the Frog and the Little Red Hen</i> Hamilton Group Reader
SPaG	Stories on a Theme	Explore how the author uses adjectives to build descriptions of the characters in the story. Identify adjectives in sentences and the noun they describe; identify prepositional phrases (Y2). Write descriptively about creatures in the lake.	<i>Sam's Duck/The Birthday Duck</i> by Michael Morpurgo Additional Focus: Adjectives and Noun Phrases
SPaG	Stories on a Theme	Enjoy watching and listening to the Hamilton storytelling video of <i>The Little Red Hen</i> . Learn about verbs and identify verbs in the present and past tense. Look at adding -ed to change regular verbs into the past tense. Practise changing regular verbs from past to present and vice versa and write sentences using both tenses.	<i>The Little Red Hen</i> Hamilton video <i>The Mouse, The Frog and The Little Red Hen</i> Hamilton Group Reader Additional Focus: Verb Tenses
Composition	Stories on a Theme	Compare the stories read so far in this block before introducing <i>The Little Island</i> . Think carefully about characters, setting and plot. Give preferences and explain reasons. Plan, write and proof-read a story based on those read.	<i>The Little Island</i> by Smriti Prasadam-Halls and Robert Starling; <i>Sam's Duck/The Birthday Duck</i> by Michael Morpurgo; <i>Farmer Duck</i> by Martin Waddell



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NON-FICTION REPORTS : Letters & Postcards: I am writing to tell you...

Focus	Genre and texts	Summary of content	Texts studied
Comprehension	Letters	Children listen to The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers. They make predictions for what they think will happen in the story and answer questions about the events and characters in the book. They write passages of dialogue between characters then develop their knowledge and understanding of how to correctly layout and write letters.	<i>The Day the Crayons Quit</i> by Drew Daywalt and Oliver Jeffers
SPaG	Postcards	Children listen to Meerkat Mail by Emily Gravett. They learn how to spell and use common conjunctions for co-ordination (<i>and, but</i> and <i>or</i>) and subordination (<i>because, when</i> and <i>if</i>) before writing a postcard linked to the story that makes use of subordinating conjunctions.	<i>Meerkat Mail</i> by Emily Gravett
SPaG	Postcards	Children revisit Meerkat Mail . They write comparative and superlative forms of common adjectives by adding the suffixes –er and –est to root words. They learn how the spelling of some adjectives has to be modified when these suffixes are added to them.	<i>Meerkat Mail</i> by Emily Gravett
Composition	Letters and emails	Children revisit The Day the Crayons Quit . They cement their understanding of the story's core scenario then develop a new storyline centred on a day the playground equipment quit. They plan, write and edit first a complaining letter and then an email from a piece of unhappy playground equipment to the local council.	<i>The Day the Crayons Quit</i> by Drew Daywalt and Oliver Jeffers



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POETRY: POEMS ON A THEME : Monsters

Focus	Genre and texts	Summary of content	Texts studied
Comprehension	Poetry	Read and enjoy We're Going to Find a Monster , draw and describe an imaginary monster. Collect rhyming words, examine spelling patterns and create rhyming couplets. Read In Every Corner , identify rhyming words and write a new verse. Read two new poems about monsters and answer comprehension questions.	<i>We're Going to Find a Monster</i> by Malorie Blackman and Dapo Adeola; <i>In Every Corner</i> Hamilton Group Reader. Poems: 'The Monster' Literacy Shed; 'The Playground Monster' by Pie Corbett
SPaG	Poetry	Explore and discuss different types of sentence: statements, questions and exclamations. Identify these in two poems and practise writing each type.	Poems included in resources: 'The Monster from Outer Space' by Pie Corbett; 'The Monster's Alphabet' by Pie Corbett Additional Focus: Different Forms of Sentence
SPaG	Poetry	Read and enjoy Get You by Brian Moses. Identify how we use capital letters and practise using them correctly. Learn how to use commas in lists and practise turning lists into list sentences correctly punctuated with commas.	Poems: 'Get You' by Brian Morse; 'Lost and Found'
Composition	Poetry	Read and enjoy new poems about monsters, respond by imagining who would make a good monster in their family. Think of good descriptive words, phrases and comparisons to build a description of a new monster. Compare two of the poems read and give opinions.	<i>What are Monsters Like?</i> Hamilton Group Reader; <i>In Every Corner</i> Hamilton Group Reader. Poems: 'The Monster' Emily Hjeltne; 'Monster' by Richard Edwards

NB – As this is a fourteen and a half week term, optional study blocks that may need to be used include additional SPaG practice, reading comprehension and a mini-topic on *The Chronicles of Narnia*.