



# Holy Family Catholic Primary School

## English - KS1 – The Odd Egg Overview



**Text:** The Odd Egg by Emily Gravett

**Outcomes:** Thought and speech bubbles, diary entry, letter, certificate

**Main Outcome:** Egg-spotter's guide (non-fiction report)

**Overview and Outcomes:** This is a sequence using The Odd Egg by Emily Gravett. It would be particularly beneficial to cover this during the late spring or early summer term near to Easter and linking to themes of 'new life' or when learning about animals and their young. It links to the literary theme of similarities and differences and connections can be made to different types of families and the book And Tango Makes Three. Within this sequence, children begin by identifying different types of eggs and predicting who they might belong to, before exploring the text and its many PSHCE and Scientific links. The final outcome is for children to make a non-fiction 'Egg Spotter's Guide' after researching different types of eggs from the book.

**Coverage from National Curriculum 2014:** Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

### 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 words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

### Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Being encouraged to link what they read or hear read to their own experiences
  - Recognising and joining in with predictable phrases
  - Discussing word meanings, linking new meanings to those already known
  - Understand both the books they can already read accurately and fluently and those they listen to by:
  - Making inferences on the basis of what is being said and done
  - Predicting what might happen on the basis of what has been read so far

### Writing Transcription (Spelling and Handwriting)

- Using the prefix un– - 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]

### Vocabulary, Grammar & Punctuation

- How the prefix un– changes the meaning of verbs and adjectives
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

### Writing (Composition)

- Write sentences by:
- Saying out loud what they are going to write about
  - Composing a sentence orally before writing it
  - Sequencing sentences to form short narratives
  - Re-reading what they have written to check that it makes sense
  - Discuss what they have written with the teacher or other pupils
  - Read aloud their writing clearly enough to be heard by their peers and the teacher.