



Holy Family Catholic Primary School

English - KS1– Naughty Bus Overview



Text: Naughty Bus by Jan Oke

Outcomes: Letters, diaries, sequels, non-chronological reports

Main Outcome: Own adventure story

Overview and Outcomes: This is a sequence for Naughty Bus by Jan Oke. As well creating their own story, the children will have the opportunity to write two simple pieces of information writing, one based on buses and another on toys. Initially, the children will share information about buses and try and to find out what they already know about buses to create a shared simple piece of information writing. After this, there will be some drama where the classroom is messed up or someone has drawn on something! The teacher will read part of Naughty Bus and the children will start to look for evidence to prove it is indeed Naughty Bus who has caused the chaos. After reading all of the book, the children will use Naughty Bus to innovate upon, inventing the sequel for his adventures. This will be based on the local area and will involve children captioning photos of the bus up to no good in other settings. To structure this, the children will use storyboards which they will have had modelled for them. Finally, the children will look at toys and bring their own in. They will have the opportunity to sort and categorise the toys and then create a piece of shared information writing as well as their own, before writing their own naughty toy adventure.

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 accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read other words of more than one syllable that contain taught GPCs
- Read words containing common suffixes (Y2)

Writing Transcription (Spelling and Handwriting)

- Using letter names to distinguish between alternative spellings of the same sound
- Apply simple spelling rules and guidance as listed in English Appendix 1.
- Forming capital letters

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences

Understand both the books they can already read accurately and fluently and those they listen to by:

- Checking that the text makes sense to them as they read and correcting inaccurate meaning.
- Discussing the significance of the title and events.
- Participating in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

Vocabulary, Grammar & Punctuation

- How words can combine to make sentences
- Joining words and clauses using and
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, questions marks and exclamation or command sentences
- Expanded noun phrases to describe and specify, e.g. the blue butterfly
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

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.
- Discussing what they have written with the teacher or the other pupils
- Reading aloud their writing clearly enough to be heard by their peers and the teacher

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional) (Y2) Consider what they are going to write before beginning by:
 - Encapsulating what they want to say, sentence by sentence (Y2)
- Make simple additions, revisions and corrections to their own writing by:
- Evaluating their writing with the teacher and other pupils (Y2)
 - Reading aloud what they have written with appropriate intonation to make the meaning clear (Y2)