



# Holy Family Catholic Primary School

## English - KS1– Billy the Beast Overview



**Text:** Billy the Beast by *Nadia Shireen*

**Outcomes:** Wanted posters, summary, emails, character descriptions, recipes

**Main Outcome:** Own version 'defeat a monster' narrative

**Overview and Outcomes:** This is a planning sequence using Billy and the Beast by Nadia Shireen in which children create their own version of the Billy character and use them to defeat a terrible beast intent upon boiling up animals into a terrible feast. During the sequence, they write a 'day in the life of' in the form of a summary, emails to give advice, recipes and then create their own version of a Billy and the Beast story

**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

### Writing Transcription (Spelling and Handwriting)

- Common exception words
- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- 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]
- Formation of adjectives using suffixes such as –ful, –less (Y2)

### Vocabulary, Grammar & Punctuation

- Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- 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
- Capital letters for names and for the personal pronoun I

### Reading Comprehension

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

- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- 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
  - Predicting what might happen on the basis of what has been read so far

### 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