



Holy Family Catholic Primary School

English - KS1– If All the World Were Overview



Text: If All the World Were... by Joseph Coelho and Alison Colpoys

Outcomes: Writing in role, optional diary, letter of advice, short explanation

Main Outcome: Non-narrative read-aloud poem

Overview and Outcomes: This is a planning sequence using the text, If All the World Were by Joseph Coelho and Alison Colpoys. The children begin by responding to, What is...? questions, in the form of statements to create a kaleidoscope of memories. Then they share the text before inferring a character's feelings and then writing in role. A letter from the main character is sent to the class, to which the children respond giving advice. Children then draw upon ideas in the text to think about special objects, creating noun phrases for each. They then apply this idea into a non-narrative poem with a focus on drawing upon the author's language. Finally, after watching the author read one of his pieces, they prepare their poem to read out loud and do so to an audience. Due to this book tackling the often taboo subject of death (of a grandparent) teachers will need to think carefully how to package things best for their own class. However, written outcomes are about using memories (not necessarily of lost loved ones), love and the beauty around us to develop resilience and the ability to express and deal with difficult feelings in a positive way.

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

Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Re-read these books to build up their fluency and confidence in word reading

Writing Transcription (Spelling and Handwriting)

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Add suffixes to spell longer words, including –ment, –ness
- Apply spelling rules and guidance, as listed in English Appendix 1

Vocabulary, Grammar & Punctuation

- Capital letters for names and for the personal pronoun I [Revision of Year 1]
- Formation of adjectives using suffixes such as –ful, –less
- Subordination (using when, if, that, because)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - Recognising simple recurring literary language in stories and poetry
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Answering and asking questions

Writing (Composition)

- Develop positive attitudes towards and stamina for writing by:
- Writing poetry
 - Writing for different purposes
- Consider what they are going to write before beginning by:
- Encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]