



# Holy Family Catholic Primary School

## English - KS1–Iggy Peck Overview



**Text:** Iggy Peck, Architect by Andrea Beaty and David Roberts

**Outcomes:** Labels, captions, character comparisons, thought and speech bubbles

**Main Outcome:** Fact file

**Overview and Outcomes:** In this planning sequence, the children develop reading skills of prediction and inference, have the opportunity to practise use of basic sentence punctuation and creating compound sentences before exploring features of famous buildings, labeling the features and learning about apostrophes for omission and possession. Finally, the children create a fact file that is introduced by them where they incorporate the learning they have experienced over the course of the sequence. Phonics-based activities have been included to support the application of phase 5 knowledge into writing.

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

### Word Reading

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

### Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- identify vowel digraphs which have been taught and the sounds which they represent.
- form capital letters

### Vocabulary, Grammar & Punctuation

How words can combine to make sentences

- Separation of words with spaces
- Joining words and joining clauses using and
- Co-ordination (using or, and, but)
- Introduction to capital letters, full stops, question marks and exclamation marks
- Capital letters for names and for the personal pronoun I

### Reading Comprehension

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
- Participating in discussion about what is read to them, taking turns and listening to what others say
- Explaining clearly their understanding of what is read to them.

### 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 other pupils