



# Holy Family Catholic Primary School

## English - KS1– Rosie Revere, Engineer Overview



**Text:** Rosie Revere, Engineer by Andrea Beaty

**Outcomes:** Short explanations, writing in role, reports, adverts

**Main Outcome:** Leaflet for a local landmark

**Overview and Outcomes:**

In this teaching sequence based on the text, Rosie Revere, Engineer, the children begin by designing their own suspension/ opening bridges. They then write a short explanation about how their bridge works, using verbs in their progressive form. These designs are sent off as competition entries. Disappointingly, the children discover that they haven't won the competition and that, in fact, a man called Horace Jones has won. In order to console the class, the first few pages of Rosie Revere, Engineer are read and the children discover that another child has experienced similar disappointments due to inventions that she has made not working. The children make inferences about the character using the technique of Thought-Tapping and then go on to write dictated letters of advice using a range of contracted verbs and spelling the common exception words could, should and would. Following a Lucky Dip Description activity to create expanded noun phrases and a Sentence Sort, where children identify commands, statements and exclamations, the children write a school report for Rosie. They then receive a letter from Rosie asking for help with writing a series of leaflets about the engineering of famous landmarks. They then write their leaflet over several days, finishing off with the inclusion of Bubbles of Speech in the voice of Rosie Revere, where they use verbs in their contracted forms once again.

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

**Word Reading**

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words and re-read these books to build up their fluency and confidence in word reading

**Writing Transcription (Spelling and Handwriting)**

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Distinguishing between homophones and near-homophones
- Apply spelling rules and guidance, as listed in English Appendix 1

**Vocabulary, Grammar & Punctuation**

- Subordination (using when, if, that, because) and co-ordination (using or, and, but) - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use apostrophes for contraction and singular possession
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

**Reading Comprehension**

- 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
- Discussing word meanings, linking new meanings to those already known
- Being introduced to non-fiction books that are structured in different ways
- Drawing on what they already know or on background information and vocabulary provided by the teacher

**Writing (Composition)**

- Writing for different purposes
- Planning or saying out loud what they are going to write about
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]