



Holy Family Catholic Primary School

English - KS1– Send for a Superhero Overview



Text: Send for a Superhero! by Michael Rosen and Katharine McEwen

Outcomes: Wanted posters, letters, speech bubbles, diaries, emails, character descriptions

Main Outcome: Own version superhero narrative

Overview and Outcomes:

This is a planning sequence using Send for a Superhero by Michael Rosen and Katharine McEwen in which children create their own superheroes and use them to defeat baddies set to destroy their school. During the sequence, they write letters and emails asking for help, create wanted posters, generate character descriptions for their invented superheroes and then create their own version of the Send for the Superhero 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 nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
- Formation of adjectives using suffixes such as –ful, –less

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.