



Holy Family Catholic Primary School

English - KS1 – The Dragon Machine Overview



Text: The Dragon Machine by Helen Ward

Outcomes: Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role

Main Outcome: Own version dragon story

Overview and Outcomes: This is a planning sequence using the text The Dragon Machine by Helen Ward, in which children are initially engaged by noticing a dragon tail and then by going on a dragon hunt. Children then create a guide, exploring descriptive and positional language. They engage with the main character in the story's thoughts and emotions through letter writing. Throughout the sequence, children explore a number of spelling patterns and rules from the Y2 Programme of Study and these are specifically edited for in their final outcome of an extended 'dragon machine' story.

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 further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Writing Transcription (Spelling and Handwriting)

- Learning to spell common exception words
- Add suffixes to spell longer words, including –ment, –ness - Using the prefix un–
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Discussing the sequence of events in books and how items of information are related
 - Discussing their favourite words and phrases
- Understand both the books that they can already read accurately and fluently and those that 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
 - Explaining and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Vocabulary, Grammar & Punctuation

- Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- 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
- Commas to separate items in a list

Writing (Composition)

- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional)
 - Writing for different purposes
- Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about
 - Writing down ideas and/or key words, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by:
- Evaluating their writing with the teacher and other pupils
 - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form



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	- Proof-reading to check for errors in spelling, grammar and punctuation
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