



# 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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