



# Holy Family Catholic Primary School

## English - KS1 – The Great Fire of London Overview



**Text:** The Great Fire of London by Emma Adams and James Weston Lewis

**Outcomes:** Non-fiction text incorporating different text-types, including a guide to London buildings (non-chronological report), warning posters, writing in role

**Main Outcome:** Diary entry in role as the cat

**Overview and Outcomes:** This is a sequence for The Great Fire of London by Emma Adams and James Weston Lewis, in which the children explore London in the present and the past, through the story of the great fire. Children compare the London of today and the London of 1666, using past and present tense. They explore the cause of the fire of London through interviewing the baker, Thomas Farriner, planning and recording appropriate questions, and design safety posters using imperative verbs to write commands. They then write diary entries from the point of view of the cat that Samuel Pepys saw being rescued from the ashes, drawing on the skills and knowledge they have practiced during the unit.

**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)

- Add suffixes to spell longer words eg -ment, -ful, -ness, -less, -ly

### 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 and clarifying the meanings of words, linking new meanings to known vocabulary
  - Being introduced to non-fiction books that are structured in different ways
- 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
  - Explain 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

- Correct choice and consistent use of present tense and past tense throughout writing
- 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

### 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
  - Writing about real events
- 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
  - Proof-reading to check for errors in spelling, grammar and punctuation