



# Holy Family Catholic Primary School

## English - KS1–The Magic Bed Overview



**Text:** The Magic Bed by John Burningham

**Outcomes:** Setting description, additional scene, description of magical piece of furniture, lists

**Main Outcome:** Own version fantasy story

**Overview and Outcomes:** This is a planning sequence for The Magic Bed by John Burningham. The children read some stories where fantasy worlds are represented, for example imaginary lands, space, animal homes. The main events for a class story are recorded based on children's suggestions and used to tell the story orally. The teacher will model using a plan from the previous week to write a story based on the structure of The Magic Bed. Finally, the children will plan a story where they are the main character now, not Georgie and that this is their fantastical adventure. This planning sequence would best be begun with a discussion about dreams and beds and with a link to imaginary settings through other texts where characters travel to imaginary worlds. John Burningham's other texts are good for this – 'Oi get Off my Train' is another text with a similar premise.

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

### Word Reading

- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings
- 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
- Re-read these books to build up their fluency and confidence in word reading
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (Y2)

### Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught
- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (Y2)

### Vocabulary, Grammar & Punctuation

- Expanded noun phrases to describe and specify, e.g. the blue butterfly
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Correct choice and consistent use of present tense and past tense throughout writing
- 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
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

### Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Being encouraged to link what they read or hear read to their own experiences
  - Recognising and joining in with predictable phrases
  - Discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by:
- Discussing the significance of the title and events
  - Discussing the sequence of events in books and how items of information are related (Y2)
  - Discussing their favourite words and phrases (Y2)
  - Making inferences on the basis of what is being said and done (Y2)
  - Answering and asking questions (Y2)

### 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.
  - Writing narratives about personal experiences and those of others (real and fictional) (Y2)
  - Writing down ideas and/or key words, including new vocabulary (Y2)
  - Encapsulating what they want to say, sentence by sentence (Y2)
  - Evaluating their writing with the teacher and other pupils (Y2)
  - Making simple additions, corrections and edits following discussion with the teacher (Y2)