



Holy Family Catholic Primary School

English - KS1– Astro Girl Overview



Text: Astro Girl by Ken Wilson-Max

Outcomes: Writing in role, commands, 'how to' guides

Main Outcome: Fact file about being an astronaut

Overview and Outcomes: This is a planning sequence using Astro Girl by Ken Wilson-Max. Children arrive to class to discover a backpack that contains several items and deduce that the owner might be an astronaut. They share part of the text before writing in role as Astrid. Then, reading for retrieval, the children read on in the text before 'book-marking' and using the noun found to create commands in the format of a 'how to' guide. They collaborate to pose questions and write predictions as responses before reading to the end of the text. Then they are asked to write a leaflet about training to be an astronaut, space-travel and other facts and research layout and language features of this type of writing. There is also a session on glossaries and the suggestion that the leaflets be 'instantly published'.

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

Word Reading

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught [Vowel digraphs and trigraphs, oo, au and igh]
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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 further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Y2)

Writing Transcription (Spelling and Handwriting)

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Distinguishing between homophones and near-homophones
- Apply spelling rules and guidance, as listed in English Appendix 1

Vocabulary, Grammar & Punctuation

- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences - 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, because) and co-ordination (using or, and, but)
- 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

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - Being encouraged to link what they read or hear read to their own experiences
- Understand both the books they can already read accurately and fluently and those they listen to by:
- Discussing word meanings, linking new meanings to those already known
 - Predicting what might happen on the basis of what has been read so far
 - Being introduced to non-fiction books that are structured in different ways (Y2)
 - Drawing on what they already know or on background information and vocabulary provided by the teacher (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
 - Writing for different purposes (Y2)
 - Planning or saying out loud what they are going to write about (Y2)
 - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] (Y2)
 - To make simple edits, corrections and improvements (Y2)