



# Holy Family Catholic Primary School

## English - KS1– Beegu Overview



**Text:** Beegu by Alexis Deacon

**Outcomes:** Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction report

**Main Outcome:** Own version 'alien' narrative

**Overview and Outcomes:** This sequence opens with the teacher informing the children that a friendly alien is on the loose somewhere in the local vicinity and needs our help. Children describe the alien before writing letters of advice. The teacher also explains that the alien is learning English and speaks in words which are close in sound to the English words. Children have to work out which words the alien could mean and write an alien dictionary. Children make sock puppets of their own alien and write reports on these before writing their own narrative based on the story shape of Beegu.

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

### Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs
- Read other words of more than one syllable that contain taught GPCs
- 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
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- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (Y2)
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2)

### Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Recognising and joining in with predictable phrases
  - Learning to appreciate rhymes and poems, and to recite some by heart
  - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - Recognising simple recurring literary language in stories and poetry (Y2)
  - Discussing word meanings, linking new meanings to those already known
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
  - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (Y2)

### Writing Transcription (Spelling and Handwriting)

- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Spell by 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 (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
  - Read aloud their writing clearly enough to be heard by their peers and the teacher.
- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional) (Y2)
  - Writing poetry (Y2)
  - Planning or saying out loud what they are going to write about (Y2)
  - Writing down ideas and/or key words, including new vocabulary (Y2)

### Vocabulary, Grammar & Punctuation

- How words can combine to make sentences
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]