



Holy Family Catholic Primary School

English - KS1– I Want My Hat Back Overview



Text: I Want My Hat Back by Jon Klassen

Outcomes: Questions, speech bubbles, letters, lists
Main Outcome: Story sequel

Overview and Outcomes: This is a planning sequence based upon I Want My Hat Back by Jon Klassen. After experiencing an engaging starting point of looking at and talking about and making predictions about a range of hats, the children read the book. Through role-play, they explore a characters' feelings. They create a short dialogue between the two main characters. The children write and perform a rap that gives the main character advice. Rabbit then appears in class - he hasn't been eaten by Bear! The children then have the opportunity to hot seat Rabbit to find out what actually happened at the end of the story after formulating questions. They write a letter to Rabbit making suggestions about what he could do. After receiving a reply from Rabbit the children are asked to help Rabbit pack for the journey. After playing Kim's Game with items in a suitcase, and then write a packing list, children finally plan a sequel called, 'I Want My Friend Back'. The children create 3 new animals for Rabbit to ask if they have seen Bear. Colour used by the text's author Jon Klassen to represent each animal speaking is explored and the children then apply this technique to their own writing. Through modelled and shared writing and peer and self- editing, the children write their sequel, 'I Want My Friend Back'.

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

Word Reading

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Reading Comprehension

Understand both the books they can already read accurately and fluently and those they listen to by:

- 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
- Participating in discussion about what is read to them, taking turns and listening to what others say
- Explaining clearly their understanding of what is read to them

Writing Transcription (Spelling and Handwriting)

Apply simple spelling rules and guidance, as listed in English Appendix 1

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
- Discussing what they have written with the teacher or other pupil

Vocabulary, Grammar & Punctuation

- How words can combine to make sentences
- Separation of words with spaces
- Joining words and joining clauses using and
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun I