



Holy Family Catholic Primary School

English - KS1– Lights on Cotton Rock Overview



Text: Lights on Cotton Rock by David Litchfield

Outcomes: Labelling, Making Lists, Descriptions, Diary Entry, Giving Advice, Letters, Welcome Home Banner

Main Outcome: Narrative (extended story)

Overview and Outcomes: Heather is a girl who dreams of meeting aliens and going on adventures to outer space. She goes to Cotton Rock to look at the stars and one day her dreams all come true. Can she leave Earth forever or will her bonds with friends and family call her back home? This unit begins with children discovering a mysterious rucksack in the classroom filled with clues about the story and the main character. Children will label the items and make lists of the objects that Heather has taken with her into the woods, then go on to create their own spaceships using various materials and writing descriptions of their creations. They will write diary entries in role as Heather and in role as the friendly alien she meets as well as writing a Welcome Home Banner in role as Heather's family for when she returns from space. Children will examine the circular shape of this story and go on to create their own extended narrative following this pattern.

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 that have been taught
- 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 other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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.

Writing Transcription (Spelling and Handwriting)

- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1

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
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - 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:
- drawing on what they already know or on background information and vocabulary
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - 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
 - participate in discussion about what is read to them, taking turns to listen to what others say
 - explain clearly their understanding of what is read to them.



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Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

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.