



# Holy Family Catholic Primary School

## English - KS1– Ocean Meets Sky Overview



**Text:** Ocean Meets Sky by Eric Fan and Fan Terry

**Outcomes:** Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue

**Main Outcome:** Extended fantasy narrative

**Overview and Outcomes:** This is a planning sequence based within the context of Ocean Meets Sky by the Fan Brothers. This beautiful and poignant story has stunning illustrations throughout and explores themes of family, memory and loss. The unit begins by introducing the authors to the children and highlighting the power of bookmaking/storytelling. Children find a mysterious box in the classroom labelled "Grandpa's Stuff". Inside they will find clues to who Grandpa was and his relationship with the main character, Finn. Finn misses his Grandfather after he has passed away and longs to travel to the fantastical worlds that his Grandpa would tell him about in his stories. Children are given a variety of meaningful writing opportunities throughout the sequence and gradually build up the skills to write an extended fantasy story of their own.

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

### Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing common suffixes

### Writing Transcription (Spelling and Handwriting)

- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

### Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Discussing the sequence of events in books and how items of information are related
  - Discussing their favourite words and phrases Understand both the books that they can already read accurately and fluently and those that they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher
  - 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
  - Explaining and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### Vocabulary, Grammar & Punctuation

- Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] - Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- 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
- Commas to separate items in a list

### Writing (Composition)

- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional)
  - Writing for different purposes
- Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about
  - Writing down ideas and/or key words, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by:
- Evaluating their writing with the teacher and other pupils
  - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - Proof-reading to check for errors in spelling, grammar and punctuation