



# Holy Family Catholic Primary School

## English - KS1– Pig the Pug Overview



**Text:** Pig the Pug by Aaron Blabey and How to be a Dog by Jo Williamson

**Outcomes:** Character comparisons, fact sheets, shared poem, own version narratives

**Main Outcome:** How to guide

**Overview and Outcomes:** In this three-week, dual-text planning sequence, Pig the Pug by Aaron Blabey provides a stimulus for children to explore character motives and feelings before researching a selection of animals and going on to write an own-version narrative. They are then asked by a character for some help in writing a ‘How to be a ...’ guide and using the text, How to be a Dog by Jo Williamson create a similar text for a chosen pet. The sequence includes regular opportunities for use of phonic knowledge and also embeds some of the spelling requirements. It supports the children into writing for a range of audiences and purposes, developing skills in composition, understanding of a range of punctuation and use of nouns and prepositions to construct a range of sentences and convey meaning.

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

### Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught
- Using letter names to distinguish between alternative spellings of the same sound

### 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.
- Listening to and discusses non-fiction at a level beyond which they can read independently (Y2)

### Vocabulary, Grammar & Punctuation

- Leaving spaces between words
- Joining words and joining clauses using and
- Co-ordination (using or, and, but) - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Using a capital letter for names of people and the personal pronoun ‘I’

### 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 pupils