



# Holy Family Catholic Primary School

## English - KS1– Sparky Overview



**Text:** Sparky by Jenny Offill

**Outcomes:** Descriptive passage, 'how to' guide, letter, discussion, non-chronological report

**Main Outcome:** Own version narrative about an unusual friendship

**Overview and Outcomes:** In this planning sequence, children research potential pets that need little care before creating a catalogue page. They explore the concept of irony and subtle characterisation by being 'Reading Detectives' to infer and deduce ideas from careful authorial choices. They develop an understanding of multi-clause sentences using commas and brackets. Fronted adverbials and the associated punctuation will be explored. Children write a response to the text from their own viewpoint after discussing the concepts of double-meanings, subtle humour and accepting someone for who they really are. The sequence concludes with the children writing an own-version narrative.

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

### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Writing Transcription (Spelling and Handwriting)

- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far

### Vocabulary, Grammar & Punctuation

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of commas after fronted adverbials
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

### Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- identifying themes and conventions
- discussing words and phrases that capture the reader's interest and imagination

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

- drawing 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

### Writing (Composition)

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- in narratives, creating settings, characters and plot
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Evaluate and edit by:

- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences