



Holy Family Catholic Primary School

English - KS1– Starbird Overview



Text: Starbird by Sharon King-Chai

Outcomes: An ode, dialogue, wanted poster, diary entry, song, letter, postcard, new law, own version fable

Main Outcome: A fable

Overview and Outcomes: In this sequence for Starbird - a fable written and illustrated by Sharon King-Chai - the children arrived to class to find a silver feather tied to which is an ornate beribboned gift tag. They write a gift tag in the style of an ode before beginning to share the story. After inferring the characters' feelings to write a short section of dialogue, the rest of the fable is read in stages and interpreted through activities such as creating a wanted poster, a diary entry, writing a song and eventually creating an own version fable.

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 most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Writing Transcription (Spelling and Handwriting)

Use further prefixes and suffixes and understand how to add them (English Appendix 1)

Vocabulary, Grammar & Punctuation

- Joining words and joining clauses using and
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- How the grammatical patterns in a sentence indicate its function as a statement,
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use expanded noun phrases to describe and specify

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
 - Recognising simple recurring literary language in stories and poetry
- 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 predictions and simple inferences

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:
- Encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
- 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 [for example, ends of sentences punctuated correctly]