



Holy Family Catholic Primary School

English - KS1– The Journey Home Overview



Text: The Journey Home by Frann Preston-Gannon

Outcomes: Posters, lists, postcards, wanted posters, information report, short stories

Main Outcome: Persuasive letter

Overview and Outcomes: This is a planning sequence based upon The Journey Home by Frann Preston-Gannon. This text explores issues of conservation and starts to explore whether we can escape the issues that endangered animals face on a day-to-day basis. Children create fact files on endangered animals as well as writing short persuasive pieces on why we need to save a particular endangered animal. Children will be able to identify how a sentence is formed by its grammatical structure as a question, a command, a statement or an exclamation. Children will be encouraged to edit work, being aware of tense and word choice. Word classes (nouns/verbs/adjectives) will be referred to throughout.

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

Word Reading

- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1)
- Read other words of more than one syllable that contain taught GPCs (Y1)
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

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

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - Being introduced to non-fiction books that are structured in different ways
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- 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
 - Answering and asking questions
- Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Vocabulary, Grammar & Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Expanded noun phrases to describe and specify, e.g. the blue butterfly
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Correct choice and consistent use of present tense and past tense throughout writing
- 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:
- Writing down ideas and/or key words, including new vocabulary
 - Encapsulating what they want to say, sentence by sentence
- 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 [for example, ends of sentences punctuated correctly]