



# Holy Family Catholic Primary School

## English - KS1– The Minpins Overview



**Text:** The Minpins by Roald Dahl

**Outcomes:** Danger posters, setting descriptions, character descriptions, information reports, postcards

**Main Outcome:** Own version adventure narrative

**Overview and Outcomes:** This is planning sequence for The Minpins by Roald Dahl in which children begin by engaging in the themes of the story by talking about danger and what they are allowed and not allowed to do, imagining gruesome consequences if they don't follow instructions! They then go on to read and explore The Minpins and create character descriptions (for their own monsters and The Minpins themselves), retellings of key events, reports about The Minpins and eventually writing a new chapter.

**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 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

### Vocabulary, Grammar & Punctuation

- Joining words and joining clauses using 'and' and 'or'
- Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
  - 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
  - Correct choice and consistent use of present tense and past tense throughout writing
  - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
  - Commas to separate items in a list

### 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
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Making inferences on the basis of what is being said and done
  - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

### 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/progressive form