



Text: The Owl and the Pussy-cat by Edward Lear and Charlotte Voake

Outcomes: Letters, interviews, lists, instructions

Main Outcome: Rhyming poem

Overview and Outcomes:

This is a two-week planning sequence for The Owl and the Pussy-cat by Edward Lear, illustrated by Charlotte Voake, in which children explore the themes of the poem, write in role as the characters, create fictitious interviews, create lists of items they can take on their honeymoon and eventually innovate upon the poem to create their own versions.

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 accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Re-read these books to build up their fluency and confidence in word reading

Writing Transcription (Spelling and Handwriting)

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - Learning to spell more words with contracted forms - Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - Apply spelling rules and guidance, as listed in English Appendix 1

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
 - Recognising simple recurring literary language in stories and poetry
 - 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:
- Answering and asking questions

Vocabulary, Grammar & Punctuation

- Capital letters for names and for the personal pronoun I [Y1]
- Formation of adjectives using suffixes such as –ful, –less
- Subordination (using when, if, that, because)
- 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]
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling

Writing (Composition)

- Develop positive attitudes towards and stamina for writing by:
- Writing poetry
 - 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:
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]