



# Holy Family Catholic Primary School

## English - KS1 – Wolves Overview



**Text:** Wolves by Emily Gravett

**Outcomes:** Captions, information writing, character descriptions and comparisons

**Main Outcome:** Non-chronological leaflet

**Overview and Outcomes:** This is a sequence in which children receive a letter from the library to say that a book they borrowed is now overdue (the letter found at the back of 'Wolves'. Taking the book back to the library, they meet a fairytale character (adult in role), either Goldilocks or one of the three little pigs. The character explains that there are all sorts of 'rumours' flying around about wolves. Some people are saying they are good, others saying they are bad. Character asks children to help them find out what is fact and what is fiction and if they can create a leaflet that will educate the townsfolk about wolves so that they can keep safe. Phonics focus: Revision of /aw/ phoneme, e.g. claws, jaws. Learning of alternative spelling of known phonemes, e.g. /oo/ spelt 'o', e.g. wolves/wolf.

**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

### Writing Transcription (Spelling and Handwriting)

Spell by: - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

### 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
  - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### Vocabulary, Grammar & Punctuation

- 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]
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

### Writing (Composition)

- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional)
  - Writing about real events
  - 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