



Holy Family Catholic Primary School

With Christ at our Centre, we live, love and learn together, reaching out to all.
Only our best is good enough!

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]



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