



A Writing Root for The Comet by Joe Todd-Stanton



Literary Theme: Similarities & differences
Mixed Age Theme(s): Similarities & differences (1/2)

Recommended age: Y1

Text(s): The Comet by Joe Todd-Stanton

Duration: 3 weeks, 15 sessions

Outcomes: Posters, letters of advice, poems, descriptions, writing in role, recipes
Main outcome: Own version narrative

Overview and outcomes: In this three-week Writing Root for The Comet by Joe Todd-Stanton, the children arrive to find a small, mysterious glowing object has landed. They share Nyla's story of life with her dad and write lists of the things Nyla loves to do in her home. But then dad has to move them to a city to take a new job: everything feels different and strange. Nyla writes to the children to ask for advice, to which the children respond. When Nyla catches sight of a comet, there is a moment of joy and the children explore movement by writing a poem using verbs. They write in role as Nyla and then explore sayings about the theme of home to write a description. They finish exploring the theme of home through creating noun phrases to weave into commands, written in the form of a recipe. After orally retelling the story of The Comet, the children plan their own version before drafting, editing and publishing The Shooting Star.

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

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs
- Read other words of more than one syllable that contain taught GPCs
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in 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 (Y2)
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2)

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Recognising simple recurring literary language in stories and poetry (Y2)
- Discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- Participating 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
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (Y2)

Writing Transcription (Spelling and Handwriting)

- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- 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 (Y2)

Writing (Composition)

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional) (Y2)
- Writing poetry (Y2)
- Planning or saying out loud what they are going to write about (Y2)
- Writing down ideas and/or key words, including new vocabulary (Y2)

Vocabulary, Grammar & Punctuation

- How words can combine to make sentences
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Expanded noun phrases for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]