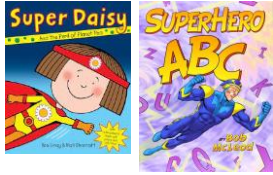


# English: Narratives - Superheroes/Comic Strip

## Key Stage 1

### English Learning Journey



#### Outcome:

**Purpose:** To entertain

**Audience:** Peers

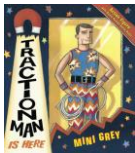
**Form:** Comic Strip

### Linked Guiding Reading Texts

Yr 1 -



Yr 2 -



## Key Writing Statements

**Year 1:** Say out loud what they are going to write about; Compose a sentence orally before writing it;

Begin to punctuate sentences.

Write sentences by sequencing sentences to form short narratives.

Re-read what they have written to check it makes sense.

Sit correctly at a table, holding a pencil correctly.

Form lowercase letters in the correct direction; Form capital letters correctly.

Use a capital letter for names correctly.

Spell Regular plural noun suffixes -s or -es.

Apply the spelling rules listed in appendix 2.

Spell words with suffixes ing, ed, er added with no change to the root word.

Name the letters of the alphabet in order;

Use letter names to distinguish between alternative spellings of the same sound.

**Year 2:** spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

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

- 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

- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

Read aloud what they have written with appropriate intonation to make the meaning clear.

Learn how to use: sentences with different forms: statement, question, exclamation, command.

## Key Reading Statements

**Year 1:**

Discuss word meanings; understand books by checking the text makes sense as they read and correcting inaccurate reading.

Explain clearly their understanding of what is read.

Read accurately by blending sounds in unfamiliar words; Read aloud books that are consistent with their phonic knowledge.

Read common exception words.

Make inferences.

Participate in discussion about what is read to them.

Discuss word meanings, linking to those known.

**Year 2:**

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.

read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

## English: Narratives - Superheroes/Comic Strip

Recognise simple recurring literary language in stories and poetry.  
 Discuss and clarify the meanings of words, linking new meanings to known vocabulary, discussing their favourite words and phrases.  
 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
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far.

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 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### Overview of Learning Journey - Narratives including Superheroes/comic strips

Stimulate & Generate	Capture, Sift & Sort	Create, Refine, Evaluate
To discuss and describe different superheroes, by writing descriptive sentences.	To explore spelling rules for plurals s/es EYFS: L: Spell words by identifying the sounds and then writing the sounds with letters.	To invent and describe a new superhero using words containing suffixes.

## English: Narratives - Superheroes/Comic Strip

EYFS: **CL:** Listen attentively and respond to what you hear with relevant comments, questions or actions when being read to and during discussions.

L: Write short sentences with words with known letter - sound correspondences using a capital letter and full stop.

Yr 1: **Spoken language** Maintain attention and participate actively in collaborative conversations; Participate in discussions. **Composition** Say out loud what they are going to write about; Compose a sentence orally before writing it; Read aloud their writing.

Yr 2: **Spoken language** Maintain attention and participate actively in collaborative conversations; Participate in discussions. **Composition:** write down ideas and/or key words, including new vocabulary: encapsulating what they want to say, sentence by sentence. **Transcription:** add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Introduce the text **Superheroes- All sorts** and read this through together. *What did they think about the story? What do they think the message of the story is? Ordinary people can be superheroes too by doing extraordinary things everyday! Do they know any everyday superheroes?*

Discuss some of the superhero comics, texts (and possibly toys) the children have bought in.

Ask children to describe their superheroes to a partner. Allow each child time to speak. Discuss their ideas.

Talk about what makes the superheroes special and briefly list some of the powers they have talked about - to display on working wall.

Recap adjectives - model how to describe a superhero.

EYFS: Children begin by discussing a favourite superhero they know with a partner. Remind children that they need to listen as well as talk. They then draw their favourite superhero. Children write the name of their superhero then orally say a caption to describe them. Adult to help children to write this and actually scribe some if necessary.

Yr 1: **Transcription:** Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun; Apply the spelling rules listed in Appendix 2

Yr 2: **Transcription:** apply spelling rules and guidance, as listed in English Appendix 1.

Show children a short video of superheroes

<https://www.youtube.com/watch?v=n3-QS5aruFM> or

<https://www.youtube.com/watch?v=IySRxv-RbMq> Write the word superhero on the board. Point out that when there is just one superhero we write it like this- superhero. Discuss that when there is more than one we call this plural. To show there is more than one superhero we write - superheroes

Discuss the rules for adding -s (in most cases) and -es (add -es when root word ends with s/ss, x, z/zz, ch, sh, usually o). Say that there are some other exceptions to adding 's' but we will discuss these in the plenary - can yr 2 think what these might be thinking about last term's phonics.

Look at how plural with -es is pronounced -iz. Can the children think of any examples? Feedback their ideas and write these on the board with the ending in red to display on working wall. Practise segmenting sounds of each suggested word out as you transcribe these. Children try some in pairs on whiteboards.

EYFS: Use images to sort into singular and plural - using the singular word have a go at spelling the plural - all just add s.

Yr 1: Provide children with the game. They have to pick a word from the word pile and read it to the group. They then work out whether they need 's' or 'es' to complete the plural of their word. They pick the ending and make their plural. If the rest of the group agrees they pick a counter. The next child then has a turn and repeat around the group.

Yr 2: Play plural game as Yr 1 but then choose 2 s and 2 es words to put into sentences. Write sentences.

Plenary: Point out that words ending with a consonant and y change y to i and add 'es' such as stories and cries. Most words ending with y just add an s. Yr 2 to spell examples from last terms phonics.

### To add suffix ing to words.

EYFS: L: Spell words by identifying the sounds and then writing the sounds with letters.

Yr 1: **Transcription** Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Apply simple spelling rules and guidance, as listed in English Appendix 1 **Grammar** Join words and clauses using and

EYFS: **CL:** Listen attentively and respond appropriately. L: Spell words by identifying the sounds and then writing the sound with letter/s.

Yr 1: **Spoken language** Listen and respond appropriately to adults and peers; Use spoken language to develop understanding through imagining and exploring ideas; Participate in discussions.

**Transcription** Spell using -ing; Apply simple spelling rules and guidance.

Yr 2: **Spoken language** Listen and respond appropriately to adults and peers; Use spoken language to develop understanding through imagining and exploring ideas; Participate in discussions.

**Transcription** Spell words with a range of suffixes, Apply simple spelling rules and guidance.

Display Superheroes Reading and briefly go through the pictures. Discuss the different powers these

superheroes might have. What might they be? Display the Superheroes Pictures and ask children which ones, if any, they recognise. What super powers do these have?

Explain to the children that they are going to invent a superhero of their own! They will need to decide what super powers their superhero has. They can improve/adapt their superhero from earlier in the unit or invent a new one. Discuss some possibilities, using the -ing form of verbs to name the power, e.g. rescuing animals in trouble, saving children in danger, trapping robbers, etc.

(**revise the spelling rules for adding suffixes**) Make a note of some of these special powers on the board.

EYFS: Children work with a partner to discuss their ideas for a new superhero. What will they be called? What will their special powers be? What might they be able to do to help people? They begin to invent their own superhero writing about their special powers using -ing words as appropriate e.g. pushing through walls, zooming through the sea.

Yr 1: Children work with a partner to discuss their ideas for a new superhero. What will they be called? What will their special powers be? What might they be able to do to help people? They begin to invent their own superhero writing about their special powers using -ing words as appropriate e.g. pushing through walls, zooming through

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Yr 1: Children begin by discussing a favourite superhero they know with a partner. Remind children that they need to listen as well as talk. They then draw their favourite superhero. Underneath this they then write the name and a short caption to describe what sort of a superhero they are, e.g. Batgirl is a flying superhero! Mr Incredible is a very strong superhero!

Yr 2: Children begin by discussing a favourite superhero they know with a partner. Recap suffixes ment, ful, ness, ly, less, create word banks of words with these suffixes that maybe useful to describe their superhero. Display word banks on working wall. They then draw their superhero and write descriptive sentences using a range of suffixes.

Plenary: Ask children to read their captions, can children guess the superhero? Ask children to identify exciting adjectives to add to working wall, yr 2 identify words with suffixes.

**To read text and answer questions.**  
EYFS: **CL:Learn and use new vocabulary.**  
L: Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words. Demonstrate understanding of what has been read to them.  
Yr 1: **Spoken language** Use spoken language to develop understanding; Use relevant strategies to build their vocabulary **Comprehension** Discuss word meanings; understand books by checking the text makes sense as they read and correcting inaccurate reading; Explain clearly their understanding of what is read. **Word Reading:** Read accurately by blending sounds in unfamiliar words; Read aloud books that are consistent with their phonic knowledge; Apply phonic knowledge.  
Yr 2: **Spoken language** Use spoken language to develop understanding; Use relevant strategies to build their vocabulary **Comprehension:** understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by

Yr 2: **Transcription:** add suffixes to spell longer words including changes to the root word. **Grammar:** join words and clauses including subordination (using when, if, that, or because) and co-ordination (using or, and, or but).  
Share with children the Class Book of Superheroes made in the previous week and the Superheroes All Sorts Group Reader. Point at Superman on page 1 and ask children what his superpowers are (immensely strong, can fly etc.) Discuss superpowers then make a list with -ing endings e.g. helping people in trouble, flying, freezing baddies, jumping high, using x-ray eyes... etc. Underline the 'ing' ending. Talk briefly about the spelling rules. Point out that if the word ends with a vowel then a consonant, then the last letter is often doubled - drop = dropping, plod = plodding, slip, slipping etc. Words ending in 2 consonants, e.g. jump, jumping, do not double last letter. Look at some superheroes and discuss what -ing words we can use to describe their special powers. E.g. top left - ice-woman: freezing baddies. Record ideas on whiteboards.  
EYFS: Provide pairs with the picture of superheroes performing different actions, e.g. Batman - jumps, Icewoman - freezes etc. (see resource). In pairs, children discuss the actions and then talk about an -ing word that might match one of the actions, e.g. climbing skyscrapers. Children write the ing word. They repeat this with each picture.  
Yr 1: Provide pairs with the picture of superheroes performing different actions, e.g. Batman - jumps, Icewoman - freezes etc. (see resource). In pairs, children discuss the actions and then talk about an -ing word that might match one of the actions, e.g. climbing skyscrapers. Children write this and then think of another -ing phrase to go with it, e.g. climbing skyscrapers and jumping off. They repeat this with each picture.  
Yr 2: As Year 1 but write a complete sentence e.g. Wonder Woman is climbing skyscrapers because someone is trapped on the top.  
Plenary: Hopefully one or more of children's efforts will have used a word ending in 'e'. Could we suggest a rule here? If a word ends in 'e', such as 'slide', then when we add the -ing ending, we lose the 'e' - sliding. E.g. write, writing, ride, riding.

**To add suffix ed to words.**  
EYFS: L: Spell words by identifying the sounds and then writing the sounds with letters.  
Yr 1: **Transcription** Spell using -ing, -ed, -er and -est where no change is needed in the spelling of root words; apply simple spelling rules and guidance, as listed in English Appendix 1

the sea etc. Remind them of the spelling rules for adding -ing, e.g. Double a single consonant (run/running) and drop the -e (save/saving). Children write full sentences including -ing words to describe the super powers, e.g. Sonic Girl loves flying through clouds.

Yr 2: Children write full sentences including -ing words to describe the super powers, e.g. Sonic Girl loves flying through clouds when she looks for people to help. She is great at fiercely zapping baddies. Trying to include adverbs and conjunctions to improve sentences.  
Plenary: Mime a superhero by miming an action they might do, e.g. rescuing a kitten from a tree, putting out a fire, throwing a giant spider web etc. Ask children to discuss with a partner what the superhero might be doing and then write this as an -ing word on their whiteboard. E.g. throwing a fireball, running in the sky, etc. Discuss answers and spellings, then repeat.

**To describe a hero and a villain in detail.**  
EYFS: **CL:Listen attentively and respond appropriately.** L: Spell words by identifying the sounds and then writing the sound with letter/s.  
Yr 1: **Spoken language** Use spoken language to develop understanding through imagining and exploring ideas: Ask relevant questions to extend understanding; Articulate and justify answers.  
**Composition** Say out loud what they are going to write about; Compose a sentence orally before writing it; Sequence sentences to form short narratives.  
Yr 2: **Spoken language** Use spoken language to develop understanding through imagining and exploring ideas: Ask relevant questions to extend understanding; Articulate and justify answers.  
**Composition** consider what they are going to write before beginning by planning or saying out loud what they are going to write about, write down ideas and/or key words, including new vocabulary: encapsulating what they want to say, sentence by sentence;  
Remind children about their new superheroes they had started inventing in Day 1. Give them 30 seconds to turn to a partner and tell them all about their superhero, they then swap and this time their partner tells them about their superhero. Create some 'thinking time' and ask

## English: Narratives - Superheroes/Comic Strip

the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading. **Word Reading:** apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; 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 Superheroes -All Sorts with the children.

Explain that they will be reading this story themselves (and some a shortened version) and then answering questions about it! Ask the children: What do we do if we come across a word that we don't know? Discuss their ideas. Make list to display. Remind children about some of the word attack strategies they might be able to use. Model finding a word such as country. Pretend to struggle to read it and then applying some strategies to decode the word e.g. trying to sound out the word, looking at the beginning and then end letters, looking for words within words etc. Once the children have helped work out the word, model re-reading the sentence so that it makes sense.

EYFS: Children read the shortened version of Superheroes with adult support and answer the second set of questions verbally with an adult scribe.

Yr 1: Children read the shortened version of Superheroes independently and answer the third set of questions in full sentences.

Yr 2: Children read Superheroes-All Sorts and answer the first set of questions discussing the reading skills needed to answer each question.

Plenary: Read out a variety of questions from each set, aiming the questions at the appropriate group. Choose children from each group to answer the question.

**To create and describe a superhero using full sentences.**

EYFS: **CL: Articulate ideas and thoughts in well-formed sentences.**

**Grammar** Begin to punctuate sentences using a capital letter and a full stop

**Composition:** Say out loud what they are going to write; Compose a sentence orally before writing it.

Yr 2: **Transcription** add suffixes to spell longer words, apply spelling rules and guidance,

**Grammar** use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks,

**Composition:** consider what they are going to write before beginning by planning or saying out loud what they are going to write about and encapsulating what they want to say, sentence by sentence

Show bit more of the clip/video from previous lesson. Then write a statement about one superhero. E.g. Spiderman looked into the darkness. Point out the -ed ending on the verb. Say that often when we are talking about something which has already happened, such as when we are telling a story, we use a doing word which ends -ed. Write another couple of statements, taking care to use regular verbs which end in -ed. Batman stepped into his new Batcar. Cat girl climbed the cliff and jumped onto the ledge. Point out the spelling, which is very like adding -ing. Words which end in vowel then consonant (step, drop, trek, flap) double the last letter when they add -ed. E.g. flapped, stepped etc. Look at words ending in two consonants, e.g. jump, jumped and how these do not double the last letter. Stress that the spelling rules are the same as for -ing.

EYFS: Children write a sentence about superheroes. They choose a superhero and a base verb and write this into a past tense sentence saying what the superhero did. E.g. Batman climb**ed** the wall. Remind children to re-read their sentence to check that it makes sense.

Yr 1: Children write 2 sentences about superheroes. They choose a superhero and a base verb and write this into a past tense sentence saying what the superhero did. E.g. Batman climb**ed** the wall. Remind children to re-read their sentence to check that it makes sense.

Yr 2: Challenge children to do four superheroes as above, and then recap and ask children to use the irregular verbs - these do not use -ed but change their form to be in the past tense e.g. run / ran.

Plenary: Get Yr 2 to explain irregular words. Practise spelling some of these.

**To add a range of suffixes**

EYFS: L: Spell words by identifying the sounds and then writing the sounds with letters.

Yr 1: **Transcription** Spell using -ing, -ed, where no change is needed in the spelling of root; Spell using the spelling rule for adding -s or -es as the plural **Grammar** Begin to punctuate sentences using a capital letter and a full stop **Composition:**

children to think about the history of their superhero in their heads. How did they discover their powers? Have all of their family got special powers? When did they discover them? What did they think about their powers? Were they happy or scared? How have they used their superpowers? Tell children that they are also going to think about a 'baddy' character who their superhero is opposed to. This might be a robber, or someone who harms animals, someone who is trying to take over the village or town...Give them time to imagine this 'baddy' in their heads. Allow them to discuss this in pairs. Show children the Superhero ID Form and explain that they will fill in their own one of these all about their superhero and the 'baddy' they imagine. Model filling in one part of the form and discuss what can go in each section. - focus on the villain.

EYFS: Children work with an adult to explore ideas. Adult supports this group so that each child can get their ideas down on paper - it may be just word-prompts or adult scribing.

Yr 1: Provide children with the Superhero ID Form. They discuss their ideas with a partner or small group on their table and then work individually at filling out their ID form about their superhero and his/her history. They also fill in the description of the 'baddy'. Encourage children to use as much description as they can to really build up a picture of their superhero.

Yr 2: As Year 1 but then use this to create a detailed description of their villain in full sentences.

Plenary: Use a cape or mask and ask a confident child to come and be 'hot-seated' in role as their new superhero. The rest of the class asks them questions, which they have to answer. Year 2 read descriptions- choose a sentence to improve.

**To write dialogue**

EYFS: L: Spell words by identifying the sounds and then writing the sound with letter/s. Write simple sentences and phrases that can be read by others. Write recognisable letters, most of which are correctly formed.

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L: Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.

Yr 1: **Spoken language** Give well-structured descriptions; Use spoken language to explore ideas. **Composition** Compose a sentence orally before writing it. Read aloud their writing. **Grammar** Begin to punctuate sentences.

Yr 2: **Spoken language** Give well-structured descriptions; Use spoken language to explore ideas. **Composition:** say out loud what they are going to write about; encapsulate what they want to say, sentence by sentence. **Grammar:** Use sentences with different forms: statement, question, exclamation, command and punctuate these correctly.

**On the board have a few sentences and non-sentences prepared and written. Use: Which are sentences?**

Briefly re-visit the story Superheroes- All Sorts. Ask children to brainstorm a superhero of their own. What sort of powers might he/she have? What else might they be really good at? What might they look like? After a quiet 'thinking' period, children discuss their ideas with a partner. Ensure that both children have a turn at talking. Look at how the text is laid out in the book. Does each page contain a full sentence? Why not? What do you think the marks ... indicate? Discuss how sentences have a capital letter at the start and full stop at the end and have a verb in them. Read the sentences and non-sentences together. Decide which are full sentences and which are not. Correct those with missing capital letters/ full stops. Dictate a sentence, e.g. 'There are superheroes at the beach and superheroes at the park.' Children have a go at writing this sentence on whiteboards. EYFS: Try They are at the park. Check that children have punctuated and spelled accurately. Send EYFS/Yr 1 to start tasks. With Yr 2 recap sentence types and other punctuation.

EYFS: Ask children to think about their superhero from the main session. Explain that they are going to plan a page for a new book on superheroes! They draw a picture of their superhero then write a sentence about their superhero.

Say out loud what they are going to write; Compose a sentence orally before writing it. Discuss what they have written with the teacher or other pupils

Yr 2: **Transcription** add suffixes to spell longer words, apply spelling rules and guidance, **Grammar** use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, **Composition:** consider what they are going to write before beginning by planning or saying out loud what they are going to write about and encapsulating what they want to say, sentence by sentence

Tell children that we have learned lots about plurals this week. What can they remember? Give them time to discuss their thoughts with a talk partner and encourage them to use examples. Briefly revise rules for adding 's' or 'es'. Point out that they are also good at adding -ed and -ing endings. Can they remember any of the rules of these endings? Ask a volunteer to come up and be the 'teacher' by modelling the rules with examples. Ask other children to join in if they get stuck! Show the Summary sheet. Recap this clearly again, reminding them that words ending with vowel and consonant, double the last letter when adding both -ed and -ing endings. E.g. Skip / skipping / skipped. Also, words ending in -e lose the 'e' when adding -ing or -ed. E.g. smile / smiling / smiled.

Organise the classroom in advance and set up three tables labelled the 'plurals table', the '-ing table' and the '-ed table'. Organise children into three mixed ability groups and start each at a different table. Each group spends five or ten minutes per table. Each child gets a card. They write the word, then the plural OR the word with the appropriate ending.

Yr 1 & 2 children to write a sentence using their word. After the requisite time, move each group on to the next table. Challenge Yr 2 children to write longer sentences using their word or to join two shorter sentences using a range of conjunctions.

Plenary: Keep children in their three groups. Ask each child to read their favourite sentence to their group. Praise good listening skills.

### **To recognise opposites. To use phonic knowledge to read sentences and discuss understanding.**

EYFS: L: demonstrate understand of what they have read and what has been read to them. Use and understand vocabulary during discussions about texts.

Yr 1: **Word Reading** Apply phonic knowledge to decode words; Read aloud accurately books consistent with their phonic knowledge; Read common exception words. Read by blending sounds. **Comprehension** Understand by checking the text makes sense as they read; Make inferences; Participate in discussion about what is read to them; Discuss word meanings, linking to those known.

Yr 1: **Spoken language** Use spoken language to develop understanding through imagining and exploring ideas; Participate in discussions and performances; Speak audibly and fluently. **Composition** Say out loud what they are going to write about; Compose a sentence orally before writing it. **Grammar:** Learn to punctuate sentences, using question & exclamation marks & full stops.

Yr 2: **Spoken language** Use spoken language to develop understanding through imagining and exploring ideas; Participate in discussions and performances; Speak audibly and fluently. **Composition** consider what they are going to write before beginning by planning or saying out loud what they are going to write about, write down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence; **Grammar:** use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.

Remind children of their superheroes. Ask them to also think about their 'baddy' character - this is who their superhero has to fight. Show the Superhero Pictures and discuss which 'baddies' some of them are fighting. What might a 'baddy' character do to upset your superhero? E.g. My superhero rescues cats and rabbits in danger, but the 'baddy' is a superhero wolf who tries to capture and eat them. Ask for a volunteer to be the superhero, and get them to describe their 'baddy' enemy. You then take on the 'baddy role'. Role-play a conversation between these two characters, ensuring that one or both of you asks a question or two. Elicit and write a list of 'question words' on the board. After the role-play, remind children how cartoon strip dialogue is written in speech bubbles. Together, write up part of the conversation using the Speech Bubble Dialogue sheet. Discuss the need for question marks, and exclamation marks to bring the dialogue alive and express surprise, excitement, etc. Children work in pairs to brainstorm ideas for a dialogue between their superhero and the 'baddy' character who is trying to attack them or stop them for doing something good. Give children a few minutes working in their pairs

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Yr 1: Ask children to think about their superhero from the main session. Explain that they are going to plan a page for a new book on superheroes! They draw a picture of their superhero then plan and write around their drawing some descriptive words and phrases to bring their superhero to life! Convert these into full sentences. Encourage children to talk about their ideas with a partner before writing. Remind children to use a capital letter and full stop for each sentence they create.

Yr 2: Ask children to think about their superhero from the main session. Explain that they are going to plan a page for a new book on superheroes! They draw a picture of their superhero then plan and write around their drawing some descriptive words and phrases to bring their superhero to life! Convert these into full sentences. Encourage children to talk about their ideas with a partner before writing. Encourage children to use different sentence types and punctuate these correctly. Also remind children of the use of adverbs to describe. Plenary: Ask children to read you one of their sentences about their own superheroes. Write on flip chart with omitted capitals/full stops. Ask children to correct your writing. Use visualiser to display and share good examples of full stops and capital letters.

### **To write names with capital letters. To form letters correctly.**

EYFS: L: Write simple sentences that can be read by others. Write recognisable letters, most of which are correctly formed.

Yr 1: **Composition** Write sentences by sequencing sentences to form short narratives; Re-read what they have written to check it makes sense. **Transcription:** Sit correctly at a table, holding a pencil correctly. Form lowercase letters in the correct direction; Form capital letters

**Grammar** Begin to punctuate sentences; Use a capital letter for names of people.

Yr 2: **Word Reading** 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,

**Comprehension** understand books that they can already read accurately and fluently; draw on what they already know or on background information and vocabulary provided by the teacher; check that the text makes sense to them as they read and correct inaccurate reading; make inferences on the basis of what is being said and done; answer and ask questions.

Read Super Daisy by Kes Gray to the children. Enjoy showing children the flaps and also pulling the tab on the 'peas with everything' pages. Discuss what the children liked about the book and then return to the pages: Super Daisy is faster than an astro rocket... stronger than a lunar elephant etc. Ask children what the opposite of **strong** is. They discuss their thoughts with a talk partner. Feedback and establish that it is **weak**. On the board, write Super Daisy is weaker than a new-born baby. Point out that 'strong' and 'weak' are opposites. Now ask children what the opposite of **fast** is. They discuss again and then establish that it is **slow**.

Write Super Daisy is slower than a snail. Point out that 'fast' and 'slow' are opposites. Ask if children can think of other pairs of opposites and brainstorm some ideas, e.g. cold/hot, soft/hard, /straight/curly, etc.

EYFS: Children read through the sentences with an adult and answer the second set of questions e.g. Who is super dog's friend? Discuss their answers as a group.

Yr 1 & 2: Provide children with the illustrated sentences. They work in mixed ability pairs to read each pair of sentences and discuss the animal superheroes. They then answer the questions about the sentences e.g. Which superhero is slow and steady? Encourage children to talk through their ideas with their partner and to talk through reading strategies if they become stuck on any words.

Plenary: Organise children into pairs and they label themselves A and B. Model the activity first with an adult or another child. 'A' says a word e.g. high. 'B' then replies with the opposite word e.g. low. Then swap roles and repeat. The children then try this with their partner.

### **To recognise and write comparisons.**

EYFS: L: Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Yr 1: **Composition** Say out loud what they are going to write about; Compose a sentence orally before writing it; Read aloud their writing. **Transcription** Spell words containing each of the 40+ phonemes taught; Spell using prefixes and suffixes.

to invent a dialogue where one is the superhero, the other the 'baddy'. Act out any action to animate the dialogue. They then swap roles to act out the other child's superhero/baddy dialogue.

EYFS: Write a speech bubble for either their hero or villain.

Yr 1: Children record their dialogue on a series of speech bubbles. 2 for each character.

Yr 2: Children do as Yr 1 but include questions and explanations as well as statements within their dialogue. Plenary: Ask a pair of children to come to the front and act out their dialogue. Whilst they do this, chose two or three of their lines to write down on the board, but omit the end of sentence punctuation. Children then discuss and decide which is needed: ? or !

### **To begin a comic strip**

EYFS: L: Spell words by identifying the sounds and then writing the sound with letter/s. Write simple sentences and phrases that can be read by others. Write recognisable letters, most of which are correctly formed. **EAD: Invent, adapt and recount narratives and stories with peers and teachers.**

Yr 1: **Composition** Sequence sentences to form short narratives; Re-read what they have written to check that it makes sense; Discuss what they have written with the teacher or other pupils.

**Grammar** Leave spaces between words; Begin to punctuate sentences.

Yr 2: **Composition** consider what they are going to write before beginning by planning or saying out loud what they are going to write about, write down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence; **Grammar:** use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.

Look at examples of comic book strip writing. Discuss the features of comic strips. Note that the speech bubbles contain the dialogue and tell most of the story, but that the action where necessary is written outside of these at the bottom or top of the 'frame'. Ask a pair of children

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Yr 2: **Composition:** 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.

**Transcription:** form lower-case letters of the correct size relative to one another; start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; write capital letters of the correct size, orientation and relationship to one another and to lower case letters; use spacing between words that reflects the size of the letters.

**Grammar:** use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.

Tell children that today they will create a finished version of their new page for a class book all about Superheroes!

Explain that they will be using all of their great ideas from yesterday but writing them up in best, and can redraft to improve our sentences, as the book will be read by lots of people. Model creating a page by drawing a picture of a superhero in the middle and then writing the name above. On purpose write the name with a lower-case letter and see if the children notice. If they don't point this out and ask them what you need to do to change it into a capital letter. Ask children to show this letter on their whiteboards. Then show children flashcards of lower-case letters to which they should write the equivalent capital on their whiteboards. Ask children the name of their superheroes. Write some of the names on the flip chart - what do we notice about names? All use a capital letter for titles, first names and surnames (if they have one).

EYFS: On A4 paper, ask children to write and illustrate a page to contribute to a class book, perhaps entitled 'Caterpillar Class' superheroes! They cut out the picture,

Yr 2: **Composition** consider what they are going to write before beginning by: saying out loud what they are going to write about and encapsulate what they want to say, sentence by sentence. **Transcription** segment spoken words into phonemes and represent these by graphemes, spelling many correctly; add suffixes to spell longer words; apply spelling rules and guidance, Re-read Super Daisy to the children. Point out the 'as fast as...' and 'as strong as...' sentences. Explain that the author is trying to explain Daisy's special powers in a way that makes it clearer for us to understand, by comparing them to things we know. Ask children: What comparisons can we make for our superheroes? Look at a couple of pages from Superheroes All Sorts and work together to write a comparison for some of the superheroes. E.g. Nana superhero is as nice as...chocolate cake. Nurse superhero is as gentle as ...a soft pillow. Skinny superhero is as...sly as a fox. Fat superhero is as ...greedy as a pig. Discuss how we can compare our superheroes to things to show how big/strong/brave/helpful/kind/fast... they are.

EYFS: As year 1 but only write 1 sentence - discuss lots of ideas and they choose to segment the sounds needed to write their sentences.

Yr 1: In pairs, children make up superheroes and then write comparative sentences about them, comparing their chosen superhero to something which shows how strong their power is. Provide children with the Helpful words sheet. They look through the words, pick one and generate a super hero, e.g. Bendy superhero. They then make up a comparison sentence to match e.g. Bendy superhero is as bendy as a snake. Encourage them to come up with a few ideas for each, then pick one and each write this as a sentence. They repeat with other superheroes generated from the words.

Yr 2: Challenge children to write comparative sentences where the first word is not repeated; instead they use a synonym. E.g. Bendy superhero is as flexible as a snake.

Plenary: Ask children to share their comparative sentences with the class. The rest of the class think of the opposite to that superhero, e.g. Bendy superhero...Stiff superhero.

**To invent new pairs of superheroes with opposites and write sentences to compare them.**

EYFS: L: write simple sentences that can be read by others with most letters correctly formed.

Yr 1: **Composition** Compose a sentence orally before writing it; Re-read what they have written to check it makes sense; Read aloud their writing.

**Transcription** Sit at a table, holding a pencil correctly; Form lower-case letters correctly and legibly.

who worked to create a dialogue yesterday to help you model the first 'frame' in a cartoon. Print and enlarge the Comic Strip sheet. Briefly draw the characters and write the first part of the children's dialogue in speech bubbles. Do we need any other text here, to help tell the story? If so, agree on a short caption, model rehearsing it orally, and write below the illustration. What punctuation is needed for each sentence? Why? Also stress the importance of finger spaces in their writing.

EYFS: Children draw their first 3 pictures and try and add a speech bubble to one of them. Adult scribes the captions underneath.

Yr 1: Children start to write up their comic pages, using the Comic Strip. Stress that children will not need to complete their comic strip today. They can complete it tomorrow, so they should not rush. Remind them to use all of their ideas from the rest of the unit to help them with this, especially their dialogue from previous lesson.

Yr 2: As Year 1 but with the expectation that they will be using longer sentences with adventurous vocabulary, including adverbs and conjunctions.

Throughout this part of the lesson, stop sporadically to highlight good examples of dialogue, captions and illustrations, as well as appropriate punctuation.

Plenary: With their permission, choose a couple of children's storyboards so far and display so the whole class can see these. Talk about what has gone well for this child, e.g. clear pictures, good words in the speech bubbles, possibly a little bit of extra action described. Now talk about what this child's next steps are. What have they got left to do? Are they speech bubbles clear enough? Have they used correct punctuation? etc. Children look at their own comic strips and think of their next steps or things they could do to improve their own work further.

**To complete comic strips.**

EYFS: L: Spell words by identifying the sounds and then writing the sound with letter/s. Write simple sentences and phrases that can be read by others. Write recognisable letters, most of which are correctly formed.

EAD: Invent, adapt and recount narratives and stories with peers and teachers.



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drawn yesterday and stick this in the middle of a new page. Children write the name of their superhero above the illustration and write up their sentence from yesterday in their best handwriting. Make the pages into a class book with all children's contributions.

Yr 1: On A4 paper, ask children to write and illustrate a page to contribute to a class book, perhaps entitled 'Caterpillar Class' superheroes! They cut out the picture, drawn yesterday and stick this in the middle of a new page. Children write the name of their superhero above the illustration and write up their sentence from yesterday in their best handwriting, ensuring that they remember the capital letter and full stop. Make the pages into a class book with all children's contributions.

Yr 2: On A4 paper, ask children to write and illustrate a page to contribute to a class book, perhaps entitled 'Caterpillar Class' superheroes! They cut out the picture, drawn yesterday and stick this in the middle of a new page. Children write the name of their superhero above the illustration and write up their description from yesterday in their best handwriting, after choosing one sentence to improve and correcting their spellings ensuring that they remember the capital letter and punctuation. Make the pages into a class book with all children's contributions.

Plenary: Share all the children's pictures and sentences. Children write the title of the class book on individual whiteboards. Do they put the capital letters in the correct place?

Yr 2: **Composition** consider what they are going to write before beginning by saying out loud what they are going to write about and encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently and proof-read to check for errors in spelling, grammar and punctuation.

**Transcription** form lower-case letters of the correct size relative to one another, start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined: write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; use spacing between words that reflects the size of the letters.

Look at the page of Opposite Superheroes used previously. Discuss these pairs and brainstorm some ideas for more pairs. Give children a moment to work with a partner and generate a pair of opposite superheroes. Note some of these on the board, e.g. boy superhero/girl superhero, tall superhero/short superhero, swimming superhero/flying superhero, etc. Explain to the children that they are going to invent their own pairs of superheroes, but they must be opposites! They can be as creative as they like. Remind children how they wrote comparisons. E.g. Tall superhero is as tall as a skyscraper. Short superhero is as tiny as an ant. Stress that these comparisons can really help us to describe our superhero. EYFS: Work in a small group and use the illustrations to help them think of opposite pairs. Draw out more opposites with questions e.g. Would 'loud superhero' be the opposite of 'screaming superhero'? No, so what is the opposite of loud? Show me. Quiet! They write one comparative sentence about one superhero.

Yr 1: Children work in pairs to invent superhero opposites using either superheroes from comics/films they know e.g. fiery superhero, freezing superhero. Or they might choose to invert an animal superhero e.g. slithery snake superhero, jumping kangaroo superhero. They can also use the Opposite Superhero Illustrations or the Superhero Words to help them. Once they have discussed and invented their opposites, they decide on their favourite opposite pair. They write these. They orally compose, then write comparisons to stress each of their superheroes' special powers e.g. Fiery superhero is as hot as the sun. Freezing superhero is as cold as the winter sea. Superhero kangaroo jumps as high as a double-decker bus. Slithery snake superhero slides as low as the daisies. Yr 2: As Year 1 but Encourage children to join their sentences with 'but'. Sleepy sloth is as lazy as my brother but lively kangaroo is as energetic as me. Plenary: Share some of children's opposite superheroes. Now they can illustrate these. Create a lovely display of opposite superheroes.

**To know the alphabet and recognise initial letters/sounds.**

Yr 1: **Composition** Sequence sentences to form short narratives; Re-read what they have written to check that it makes sense; Discuss what they have written with the teacher or other pupils. **Grammar** Leave spaces between words; Begin to punctuate sentences.

Yr 2: **Composition** consider what they are going to write before beginning by planning or saying out loud what they are going to write about, write 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 **Grammar**: use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive. By today, the children should have worked on, and hopefully completed, the first three 'frames' in their comic strip sequence. Remind children of the plenary yesterday and explain that it is good practice to re-read what they have written, look at what has gone well and then look at what is left to do and what can be improved. Explain that this process is called 'editing.' Enlarge another couple of children's storyboards from yesterday and explore them in same way as the plenary. Focus in particular on punctuation, and recap on use of question marks and exclamation marks. Do the children think that the cartoon shown has used punctuation correctly? If not, where should some be added? Explain that children will be given today's session to finish their comics, and that they will be sharing their work with an audience. Children start by re-reading and editing their storyboards just as in the main session. They pay particular attention to the punctuation they may or may not have used! Once they are happy they know where they have got to in their dialogue, they continue to write this until all the frames are finished. Once they have

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EYFS: CL: Listen attentively and respond appropriately to what they have heard. Participate in discussions offering their own ideas.

L: Spell words by identifying the sounds and then writing the sounds with letter/s.

Yr 1: **Spoken language** Maintain attention and participate actively in collaborative conversations; Use spoken language to develop understanding. **Transcription** Name the letters of the alphabet in order; Use letter names to distinguish between alternative spellings of the same sound.

Yr 2: **Spoken language** Maintain attention and participate actively in collaborative conversations; Use spoken language to develop understanding. **Transcription** segment spoken words into phonemes and representing these by graphemes, spelling many correctly, learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling. Read Superhero ABC by Bob McLeod and then go back and visit some specific pages e.g. A, B, C, D, P and W. Discuss how the author has invented different superheroes to go with each letter of the alphabet. Can they remember the whole alphabet?

Rehearse singing the alphabet together using a song children learned in Level 3 phonics. Discuss the sounds of the consonant letters. Look at and talk about the way the author has used the same initial sound e.g. 'The Firefly fights felons in the forest.' Explain this can give writing a fun effect almost like a tongue twister. Look at other alliteration in the book e.g. 'Danger man does daring deeds every day.' Allow children to invent simple ones of their own, perhaps using their own names. E.g. Ted tries tickling tigers!

Put four copies of each of the pages listed above on six different tables e.g. table 1 has four copies of G, table 2 has 4 copies of H, table 3 has 4 copies of O etc. Add some coloured post-it notes™ to each of the tables and coloured pens. Organise the children into groups and tell them they will travel round the different tables in a carousel. At each table the children write different words beginning with that letter to go with each superhero. They write these on the post it notes™. E.g. for V they might write; vast, violent, vain, valiant, vicious etc. When a bell is rung, they leave their post-it notes™ at the table and move around to the next table and repeat.

EYFS: Children work with an adult in a small group. They concentrate on using the 'T' page and brainstorm other 'T' words.

Yr 2: The V page is hard. allow children to use dictionaries if they can cope.

Plenary: Collect up the post-it notes™ from each of the tables and display around the appropriate letter on the working wall. Highlight some really good words and explain why you picked that word in particular. These will be used tomorrow.

finished, they re-read the whole storyboard and edit again.

Plenary: Invite butterfly class in. The children can show and share their units on superheroes including their drawings, opposite superhero, alphabet superheroes work. They can then share their comic book strips as a grand finale!

## English: Narratives - Superheroes/Comic Strip

### To use capital letters for proper nouns.

EYFS: L Form lower case and capital letters correctly.

Yr 1: **Grammar** Begin to punctuate using a capital letter; Use capital letters for names of people. **Composition** Say out loud what they are going to write about; Discuss what they have written with teacher or friends; Re-read what they have written to check it makes sense.

Yr 2: **Grammar** use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive. **Composition** consider what 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; 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; proof-read to check for errors in spelling, grammar and punctuation. Re-visit Superhero ABC. Can children remember any of the superhero names before they are read out? Tell children that today we will make our own alphabet display of superheroes! Write two children's names without using capital letters. See if any of the children notice! If not ask them if you have done something wrong. Can they spot the mistake? Oh no I forgot to use a capital letter for the names! Go back and correct this. Remind children how every superhero name, like our own names, must start with a capital letter. Pick a superhero who begins with the same letter as a couple of children. Say that we want to make a superhero page with a superhero beginning with a consonant letter. It could potentially be the same letter as one of our own names!

EYFS: Children are given the letters T, S or N as these are easier. Also use the suggested Helpful Words to go with their superhero.

Yr 1: Let the children pick a consonant letter and choose a matching Superhero planning sheet. Children begin to plan their superhero page, saying out loud and discussing their ideas as they go. Today they think of a name for their superhero beginning with the letter they have chosen. Remind them to use a capital letter! Then they jot down some words starting with the same letter in the thought bubble on the Superhero planning sheet.

Yr 2: As Year 1 but encourage more adventurous vocabulary, using dictionaries and thesaurus to help generate ideas.

Plenary: Hold up a consonant letter of the alphabet and ask children to stand up if they picked that letter. What did they call their superhero? Repeat with other letters. Choose two letters and ask children which superhero would appear first in the ABC book?

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### To use capital letters and punctuation correctly in alliterative sentences.

EYFS: L: Write recognisable letters most of which are correctly formed. Spell word by identifying the sounds and then writing the sound with letter/s.

Yr 1: **Grammar** Begin to punctuate using a capital letter; Use capital letters for names of people. **Composition** Say out loud what they are going to write about; Read aloud their writing. Discuss what they have written with teacher or friends; Re-read what they have written to check it makes sense. **Transcription:** Form lowercase letters correctly; Form capital letters.

Yr 2: **Grammar** use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive. **Composition** consider what 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; 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; proof-read to check for errors in spelling, grammar and punctuation. **Transcription:** form lower-case letters of the correct size relative to one another; start using some of the diagonal and horizontal strokes needed to join letters and

understand which letters, when adjacent to one another, are best left unjoined: write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; use spacing between words that reflects the size of the letters.

Show some of the pages from the Superhero ABC book again and talk through the words that have the same initial sounds. Look at one page in more detail e.g. 'W' and how it is set out. What features does it have? Draw out that is has a picture of the superhero, the name, then words and phrases mostly beginning with the same initial sound. Point out that there are phrases as well as words. Tell children that they will have to think about the layout for their own page. E.g. Where will their picture go? What words will they write around it? What phrases or sentences might they write? Where will the name for their superhero go? Remind them that the name needs to start with a capital letter!

EYFS & Yr 1: Provide children with their plans from previous session. Explain that today they will be designing their superhero page based on their plans. First they draw just the outline of their superhero, thinking where they would like their picture to go on the page. They then write the name of their superhero using a capital letter. Next children write words and phrases around their outline drawing. Encourage them to use their planner for this part. When they have

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finished the writing part of the page, they can then go back and add more detail and colour to their drawing.

Yr 2: Use alliterative sentences rather than alliterative phrases, focusing on different sentence forms and punctuation.

Plenary: Share their superhero pages with each other. Then children swap pages and choose children to read their partner's page to the rest of the class. Mount the pages to create a superhero alphabet display in the classroom.