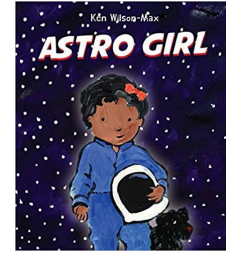


Diverse English Text summaries

Year One:

Astro Girl



Overview and Outcomes:

This is a 2+ week planning sequence using *Astro Girl* by Ken Wilson-Max. Children arrive to class to discover a backpack that contains several items and deduce that the owner might be an astronaut. They share part of the text before writing in role as Astrid. Then, reading for retrieval, the children read on in the text before 'book-marking' and using the noun found to create commands in the format of a 'how to' guide. They collaborate to pose questions and write predictions as responses before reading to the end of the text. Then they are asked to write a leaflet about training to be an astronaut, space-travel and other facts and research layout and language features of this type of writing. There is also a session on glossaries and the suggestion that the leaflets be 'instantly published'.

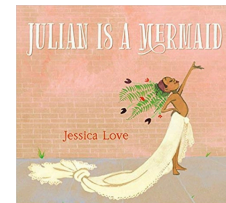
Synopsis of Text:

Astrid has always loved the stars and space. "I want to be an astronaut!" she says. While Mama is away, Papa and Astrid have fun acting out the challenges an astronaut faces on a space mission - eating food from a tube, doing science experiments, living and sleeping in near-zero gravity. Astrid can do it all! Then it's time to meet Mama at the airbase. But where has Mama been?

Links:

Space, space-travel, astronauts

Julian is a Mermaid



Overview and Outcomes:

This is a two- week planning sequence using *Julian is a Mermaid* by Jessica Love.

Children discover a letter that is about being yourself. They make statements about their dreams and wishes before sharing the text. They explore verbs and use these to write commands that form instructions for being a mermaid. As the story unfolds, they predict, write in role and sort inferential statements. They create and advertise carnival costumes before moving to music as the creature they've decided to become. Finally, they look at the features of a poem before writing their own poems based on the idea of movement, being who you want to be and using verbs in their infinitive and progressive forms. Phonics for reading and writing is embedded as is punctuation for KS1.

Synopsis of Texts:

While riding the subway home with his Nana one day, Julian notices three women spectacularly dressed up. Their hair billows in brilliant hues, their dresses end in fishtails, and their joy fills the train carriage. When Julian gets home, daydreaming of the magic he's seen, all he can think about is dressing up just like the ladies and making his own fabulous mermaid costume. But what will Nana think about the mess he makes – and even more importantly – what will she think about how Julian sees himself?

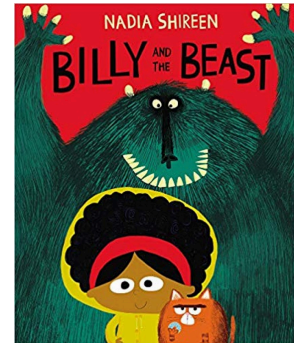
Links:

Mermaids, dreams, being yourself, gender identity

Billy and the Beast

Overview and Outcomes:

This is a three-week planning sequence using *Billy and the Beast* by Nadia Shireen in which children create their own version of the Billy character and use them to defeat a terrible beast intent upon boiling up animals into a terrible feast. During the sequence, they write a 'day in the life of' in the form of a summary, emails to give advice, recipes and then create their own version of a *Billy and the Beast* story.



Synopsis of Text:

One of The Observer's Best Children's Books of 2018!

'It's a great story for everyone, especially those not used to seeing themselves centre-stage'- The Guardian

From the author of *Bumblebear*, comes a new heroine for our times. Introducing: Billy!

Whilst on a lovely walk in the woods, Billy and her trusty sidekick Fatcathear a terrible rumble... a terrible rumble coming from a Terrible Beast...

He's making a Terrible Soup out of all of Billy and Fatcat's friends!

Links:

Superheroes, heroes