

Book Studied/Genre

National Curriculum Coverage

Impact



Leo and The Octopus  
Isabelle Marinov

Fact File

**Word Reading**

Read common exception words, noting unusual correspondences between spelling and sound

and where these occur in the word

- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

**Writing Transcription**

**Pupils should be taught to spell**

- Common exception words

- The days of the week

**Name the letters of the alphabet:**

- Naming the letters of the alphabet in order

**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
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

**Vocabulary Grammar**

**Develop their understanding of the concepts set out in English appendix 2 by:**

- Leaving spaces between words
- Joining words and join clauses using 'and'
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people.

**Writing (Composition)**

- 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
- Discuss what they have written with the teacher or other pupils
  - Read aloud their writing clearly enough to be heard by their peers and the teacher.

Children will receive a letter with a cuddly toy octopus from Leo, the main character, asking them for advice. They will explore and discuss how everyone is different and how it is important to be considerate and respectful to how individuals feel. They will celebrate the uniqueness of individuals, discuss the importance of inclusion and indirectly explore some of the considerations around autism. Children will have opportunities to talk about their feelings and what can trigger different feelings in different people. They will explore a range of emotion adjectives and the non-verbal cues that can accompany them. They will then go on a journey with Leo to investigate and learn all they can about octopuses. They will learn a range of skills building towards writing a fact file exhibiting all they have learned. This will be published as a brochure for the London Aquarium. Children will have opportunities to explore writing in simple past and present tense, using plurals and different sentence types. This Writing Root will be enriched by planning a trip to an aquarium to look at octopuses firsthand. A great non-fiction book to accompany this unit is Obsessive about Octopuses by Owen Davey.

**Outcomes:**

This is me! Posters, Letters of advice, factual descriptions, logbooks, scripts.

**Main Writing Outcome:**

Fact File

**Reading Outcomes**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:**
- Being encouraged to link what they read or hear to their own experiences
  - 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:**
- Discussing the significance of the title and events
  - Making inferences on the basis of what is being said and done
  - Predicting what might happen on the basis of what has been read so far
  - Participate in discussion about what is read to them, taking turns and listening to what others say
    - Explain clearly their understanding of what is read to them

