



# Holy Family Catholic Primary School

## English - UKS2 – Can We Save the Tiger Overview



**Text:** Can We Save the Tiger by Martin Jenkins and Vicky White

**Outcomes:** Letter, explanation, persuasive poster, persuasive speech, simple poem

**Main Outcome:** Discussion text

### Overview and Outcomes:

This is a teaching sequence based upon Can We Save the Tiger by Martin Jenkins and Vicky White, but also using the poem The Tyger by William Blake from Songs of Innocence and Experience. The sequence begins by asking children to explore an argument from another group's perspective, before going on to read the text. During the sequence, children create posters, persuasive speeches, poems (as well as having the opportunity to learn a poem by heart), explanation texts and discussion texts. The final outcome gives children the opportunity to publish their discussion text as a newspaper article.

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

### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

### Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand the guidance for adding them  
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  
- Use a thesaurus

### Reading Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Reading books that are structured in different ways and reading for a range of purposes

- Learning a wider range of poetry by ear

- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Asking questions to improve their understanding

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

- Retrieving, record and present information from non-fiction

- Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

- Explaining and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

- Providing reasoned justifications for their views



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### Vocabulary, Grammar & Punctuation

- Verb prefixes [for example, dis-, de-, mis-, over- and re-]
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- How words are related by meaning as synonyms
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

### Writing (Composition)

- Plan their writing by:
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - Noting and developing initial ideas, drawing on reading and research where necessary
- Draft and write by:
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - Précising longer passages
  - Using a wide range of devices to build cohesion within and across paragraphs
  - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by:
- Assessing the effectiveness of their own and others' writing
  - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - Proof-read for spelling and punctuation errors
  - Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.