



Holy Family Catholic Primary School

English - LKS2 – Cloud Tea Monkeys Overview



Text: Cloud Tea Monkeys by Mal Peet and Elspeth Graham

Outcomes: Descriptive passages, writing in role, 'how to' guide (instructions), letter, discussion

Main Outcome: Non-chronological report

Overview and Outcomes: This planning sequence begins with the arrival of a Royal Tea –Taster in class seeking apprentice tea-tasters. The children experience an immersive session where they smell and taste a range of different teas before creating descriptive statements to describe a tea. A basket is then delivered and inside is a magical and moving story about Cloud Tea and how monkeys save a young girl and her mother. As the text is read, the children are exposed to range of language activities to stimulate grammatical development and reading comprehension skills. The children then write letters of thanks to the monkeys. Using the authors' note as further stimulus, children research, plan and then write a non-chronological report on tea, the tea-trade and traditions relating to tea.

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 (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Writing Transcription (Spelling and Handwriting)

Use further prefixes and suffixes and understand how to add them (English Appendix 1)

Vocabulary, Grammar & Punctuation

- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Beginning to use paragraphs as a way to group related material - Headings and sub-headings to aid presentation
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Reading Comprehension

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

- identifying themes and conventions
- discussing words and phrases that capture the reader's interest and imagination
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing 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

Writing (Composition)

Plan writing by:

- Discussing and recording ideas

Draft and write by:

- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences