



Holy Family Catholic Primary School

English - UKS2 – Firebird Overview



Text: Firebird by Saviour Pirotta

Outcomes: Formal letters, retellings, character descriptions
Main Outcome: Fairytale narrative

Overview and Outcomes: This is a planning sequence for Firebird by Saviour Pirotta and Catherine Hyde, in which children begin by making predictions about the story theme and events by exploring images and props from the story, as a golden feather arrives in the class. Children continue to explore new language used within the book and use this to retell, describe and eventually plan and write their own version of a fairytale story, using devices similar to those in the text..

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
 - Identifying and discussing themes and conventions in and across a wide range of writing

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

Reading Comprehension

-Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - Making comparisons within and across books
 - Asking questions to improve their understanding
 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - Identifying how language, structure and presentation contribute to meaning

Vocabulary, Grammar & Punctuation

: - 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]
 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
 - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
 From Y5/6:
 - Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] - 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]
 - How words are related by meaning as synonyms and antonyms [for example, big, large, little].
 s- 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?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Writing (Composition)

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages - Using a wide range of devices to build cohesion within and across paragraphs - Assessing the effectiveness of their own and others' writing - Ensuring the consistent and correct use of tense throughout a piece of writing