Holy Family Catholic Primary School
English - LKS2 – Jabberwocky Overview

<table>
<tr><td>Text: Jabberwocky by Lewis Carroll</td><td>Outcomes: Performance poetry, explanatory descriptions
Main Outcome: Nonsense poem</td></tr>
<tr><td colspan="2">Overview and Outcomes:
This is a sequence for Jabberwocky by Lewis Carroll where children will use the language of the poem to investigate and explore their knowledge of etymology and morphology, before performing the poem and eventually creating their own nonsense verse with a gruesome creature based on the same structure.</td></tr>
<tr><td colspan="2">Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</td></tr>
<tr><td>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
Writing Transcription (Spelling and Handwriting)
- Use further prefixes and suffixes and understand how to add them</td><td>Reading Comprehension
Develop positive attitudes to reading and understanding of what they read by:
- Listening to and discussing a wide range of poetry
- Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume, action
- Recognising some different forms of poetry [for example, free verse, narrative poetry]
Understand what they read, in books they can read independently, by:
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Predicting what might happen from details stated and implied
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader’s interest and imagination
Understand what they read, in books they can read independently, by:
- Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identifying main ideas drawn from more than one paragraph and summarising these</td></tr>
<tr><td>Vocabulary, Grammar & Punctuation
- Expressing, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- 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</td><td>Writing (Composition)
Plan their writing by:
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Draft and write by:
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- In narratives, creating settings, characters and plot
Evaluate and edit by:
- Assessing the effectiveness of their own and others’ writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</td></tr>
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