



Holy Family Catholic Primary School

English - UKS2 – The Last Wild Overview



Text: The Last Wild by Piers Torday	Outcomes: Poster, retellings, formal report, character descriptions, diary entries, formal letters Main Outcome: Own version dystopian narrative
Overview and Outcomes: This planning sequence is based upon The Last Wild by Piers Torday. This is the first instalment of an exciting trilogy. Children will learn and revise many of the key grammar requirements of Y6 and have opportunity to apply them within short and longer written outcomes.	
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	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 - Identifying and discussing themes and conventions in and across a wide range of writing - Making comparisons within and across books Understand what they read by: - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Participate 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 - Provide reasoned justifications for their views
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 dictionaries to check the spelling and meaning of words	
Vocabulary, Grammar & Punctuation - Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision] - Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] [KS1/LKS2 Revision] - 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] - Brackets, dashes or commas to indicate parenthesis - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] - 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] - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	
Writing (Composition) Plan their writing by: - Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - Using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: - Assessing the effectiveness of their own and others' writing - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	