



Holy Family Catholic Primary School

English - UKS2 – Anne Frank Overview



Text: Anne Frank by Josephine Poole and Angela Barrett

Outcomes: Letters, short descriptions, extended diary entries, obituary, optional opinion piece
Main Outcome: Newspaper article

Overview and Outcomes: This is a planning sequence for Anne Frank by Josephine Poole and Angela Barrett. This sequence should also be supplemented by The Diary of a Young Girl which contains her original diary writing (this can be downloaded from the internet for free). The graphic novel adaptation by Ari Foreman and David Polonsky is also great particularly for its lively illustrations. Both – the original diary entries and the graphic novel - in their entirety are not always age appropriate and, with this sequence, only use extracts from both to support reading and understanding. It is however vital to use extracts from Anne Frank's original diary as this will help give children a deeper understanding and appreciation of her incredible character. The sequence begins with children discovering a package in class containing a red-chequered diary called Kitty and responding to a video of Otto Frank. As the sequences progresses, they will learn about Anne and her family's life. They will have opportunities to write extended diaries. The final pieces of extended writing will be an obituary, a newspaper report and an opinion piece. Children can then have fun publishing their own newspapers!

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

- 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
- 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

Vocabulary, Grammar & Punctuation

- 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
- 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
- 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