



Holy Family Catholic Primary School

English - LKS2 – Black Dog Overview



Text: Black Dog by Levi Pinfold

Outcomes: Description, dialogue

Main Outcome: Own version 'suspense' narrative

Overview and Outcomes: Children will be reading the book Black Dog by Levi Pinfold and identifying the structure of the text. Children will be looking at the issue of the size of the dog and how it relates to fear and worry. Children will write their own story with suspense based on a fear they might have using the structure of Black Dog. This will have opportunities to embed speech, and adverbials for how, where and when, which they will apply within their own writing.

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

Writing Transcription (Spelling and Handwriting)

- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Reading Comprehension

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

- 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
- Predicting what might happen from details stated and implied
- Identifying how language, structure, and presentation contribute to meaning
- Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Vocabulary, Grammar & Punctuation

- Expressing time, place and cause using conjunctions
- Introduction to inverted commas to punctuate direct speech
- The grammatical difference between plural and possessive –s
- 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)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use of inverted commas and other punctuation to indicate direct speech
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
- Use of commas after fronted adverbial

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
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)

Draft and write by:

- In narratives, creating settings, characters and plot