



Holy Family Catholic Primary School

English - LKS2 – FaRther Overview



Text: FaRther by Grahame Baker Smith

Outcomes: Retellings, recounts (postcards), setting descriptions, diary entries, instructions

Main Outcome: Sequel story

Overview and Outcomes: This sequence begins by introducing the concept of dreams and how important they are in our lives. It continues by exploring the text through a range of activities that include explicit grammar teaching, opportunities for shorter written outcomes and book talk. Children create a story-map of the key events from the book to write a sequel, they write a set of instruction to describe how their own flying machine works. Children finish by writing a longer story about an adventure in a sequel to 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 (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Writing Transcription (Spelling and Handwriting)

- Spell further homophones

Reading Comprehension

- Develop positive attitudes to reading and understanding of what they read by:
- increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally
 - identifying themes and conventions
 - discussing words and phrases that capture the reader's interest and imagination
- Understand what they read, in books they can read independently, by:
- Asking questions to improve their understanding of a text
 - 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

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Introduction to paragraphs as a way to group related material
- Use of paragraphs to organise ideas around a theme
- Using the present perfect form of verbs in contrast to the past tense Indicate grammatical and other features by:
- Using commas after fronted adverbials

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
 - Discussing and recording ideas
- Draft and write by:
- In narratives, creating settings, characters and plot
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Evaluate and edit by:
- Assessing the effectiveness of their own and others' writing and suggesting improvements