



Holy Family Catholic Primary School

English - LKS2– How to Live Forever Overview



Text: How to Live Forever by Colin Thompson

Outcomes: Lost poster, letter of warning, character and setting descriptions, instructions

Main Outcome: Prequel

Overview and Outcomes:

This is a planning sequences for How to Live Forever by Colin Thompson in which children explore the themes and ideas set out in the book, as well as writing a prequel, character and setting descriptions, lost book posters and also letters of warning/advice.

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)

- Use the first two or three letters of a word to check its spelling in a dictionary

Reading Comprehension

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Using dictionaries to check the meaning of words that they have read
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- 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
- 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

- Formation of nouns using a range of prefixes [for example super-, anti-, auto-] - Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Introduction to inverted commas to punctuate direct speech
- 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.]
- Use of inverted commas and other punctuation to indicate direct speech

Writing (Composition)

Plan 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:

- 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
- Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear