



# Holy Family Catholic Primary School

## English - UKS2 – The Arrival Overview



<p><b>Text:</b> The Arrival by Shaun Tan</p>	<p><b>Outcomes:</b> Letters, list of rules, character descriptions, diaries, short playscripts, short report, guides</p> <p><b>Main Outcome:</b> Narrative retelling (longer story built around a man's journey to another country)</p>
<p><b>Overview and Outcomes:</b> This is a sequence using The Arrival by Shaun Tan. It explores the issue of immigration and the reasons why people have to flee countries and seek asylum. Children will explore characters, emotions, different points of view and the challenges faced by the main character and some of the other characters that have made their way to the new land. Children will write a diary of the little girl. There will also be opportunities to write short scripts for scenes and narrative passages to describe what is happening at certain points in the book. It includes exemplified grammar activities throughout, as well as including drama techniques, such as thought tapping.</p>	
<p><b>Coverage from National Curriculum 2014:</b> Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</p>	
<p><b>Word Reading</b></p> <p>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</p> <p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"><li>- Use dictionaries to check the spelling and meaning of words</li><li>- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>- Use a thesaurus</li></ul>	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"><li>- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>- Asking questions to improve their understanding</li><li>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li><li>- Predicting what might happen from details stated and implied</li><li>- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>- Identifying how language, structure and presentation contribute to meaning</li></ul>
<p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"><li>- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>- Using passive verbs to affect the presentation of information in a sentence</li><li>- Using expanded noun phrases to convey complicated information concisely</li><li>- Using modal verbs or adverbs to indicate degrees of possibility</li><li>- Using relative clauses beginning with who, which, where, when, whose, that</li><li>- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li></ul>	<p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"><li>- Selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning</li><li>- Writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li><li>- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>- Précising longer passages</li><li>- Using a wide range of devices to build cohesion within and across paragraphs</li></ul>