



# Holy Family Catholic Primary School

## English - UKS2 – The Odyssey Overview



**Text:** The Odyssey by Gillian Cross

**Outcomes:** Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement

**Main Outcome:** Epic adventure story

**Overview and Outcomes:** This sequence takes children on an adventure with the greatest of heroes - Odysseus - as he battles great monsters, gods and mortals on his voyage home to Ithaca. Through the sequence children discover multiple reasons to make a speech: to make a proclamation, for persuasive purposes, and for personal reflection. They will write in role as Odysseus himself, as well as record dialogue and their own take on a key scene in the style of the author. Following research into the Greek Gods and a variety of ancient Greek monsters, the children will complete the sequence by writing their own epic adventure story based on their own invented character who encounters multiple trials on their journey home.

**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

### 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
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus

### Reading Comprehension

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

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks
  - Reading books that are structured in different ways and reading for a range of purposes
  - 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
- Understand what they read by:
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - Asking questions to improve their understanding
  - 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
  - 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
  - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - Retrieve, record and present information from non-fiction
  - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously



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### Writing (Composition)

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- 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

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors

### Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading