



# Holy Family Catholic Primary School

## English - LKS2 – Flotsam Overview



<p><b>Text:</b> Flotsam by David Wiesner</p>	<p><b>Outcomes:</b> Setting descriptions, narrative retelling, non-chronological reports, letters (informal)  <b>Main Outcome:</b> Sequel (mystery narrative)</p>
<p><b>Overview and Outcomes:</b> This is a three-week planning sequence for Flotsam by David Wiesner in which children discover a range of 'Flotsam' items. One item is a camera that contains mysterious photographs that the children must investigate. These photos come from the book Flotsam by David Wiesner. Children go on to read and reflect on the book, making predictions and retelling orally and in writing. Later in the sequence, the children have the opportunity to create their own sequel to the story, called Jetsam, where they write the story of the child who next finds the camera.</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>  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>Reading Comprehension</b>  Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- Reading books that are structured in different ways and reading for a range of purposes</li> <li>- Identify themes and conventions in a wide range of books</li> <li>- Ask questions to improve their understanding of a text</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>- Draw inferences such as infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>- Predicting what might happen from details stated and implied</li> <li>- Identify main ideas drawn from more than one paragraph and summarising these</li> <li>- Identifying how language, structure, and presentation contribute to meaning</li> </ul>
<p><b>Writing Transcription (Spelling and Handwriting)</b>  - (from KS1) identify spelling patterns for words ending in -er and -ure</p>	
<p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>- Use of paragraphs to organise ideas around a theme</li> <li>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>- 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]</li> <li>- Fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>- Use of commas after fronted adverbials</li> <li>- 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)</li> </ul>	
<p><b>Writing (Composition)</b>  Plan their writing by:</p> <ul style="list-style-type: none"> <li>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- Organising paragraphs around a theme</li> <li>- In narratives, creating settings, characters and plot</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	