



# Holy Family Catholic Primary School

## English - UKS2 – King Kong Overview



<b>Text:</b> King Kong by Anthony Browne	<b>Outcomes:</b> Job descriptions, letters, dialogue, missing scene 'in the style of...' <b>Main Outcome:</b> Newspaper report
<b>Overview and Outcomes:</b> This is a sequence for King Kong by Anthony Browne in which children use the text to act as investigative journalists, at first discovering a large footprint has been found in the playground and then investigating the story and character of King Kong. They write a job advert for the role of leading lady, a letter from Ann Darrow, a passage in the style of Anthony Browne and give advice using modal verbs, as well as exploring the conventions of dialogue punctuation and look at how the emotions of characters change through the story. Children finish by gathering relevant quotes at a press conference before writing a newspaper article about the events that have taken place.	
<b>Coverage from National Curriculum 2014:</b> Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.	
<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	<b>Reading Comprehension</b> - 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 - 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
<b>Writing Transcription (Spelling and Handwriting)</b> - Use further prefixes and suffixes and understand the guidance for adding them - Continue to distinguish between homophones and other words which are often confused - Use dictionaries to check the spelling and meaning of words - Use a thesaurus	
<b>Vocabulary, Grammar &amp; Punctuation</b> - Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] - How words are related by meaning as synonyms and antonyms - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis - Layout devices [for example, headings, sub-headings, columns to structure text] - Using modal verbs or adverbs to indicate degrees of possibility	
<b>Writing (Composition)</b> - 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 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Précising longer passages - Assessing the effectiveness of their own and others' writing - Proof-reading for spelling and punctuation errors	