



Holy Family Catholic Primary School

English - LKS2 – Shackleton’s Journey Overview



Text: Shackleton’s Journey by William Grill

Outcomes: Packing lists (justifications), letters (formal and informal), interviews, diaries

Main Outcome: Newspaper report

Overview and Outcomes: This is planning sequence for Shackleton’s Journey by William Grill in which children begin by discovering an advert asking for volunteers to join a ‘hazardous journey’. They then apply for one of the many roles on Shackleton’s expedition. Children then go on to use William Grill’s text to find out about the perilous adventure whilst creating interviews in role, writing both formal and informal letters and finally creating their own newspaper report about the events of Shackleton’s famous journey.

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 how to add them –tion and –ness suffixes (English Appendix 1)

Vocabulary, Grammar & Punctuation

- 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 paragraphs as a way to group related material - Headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play
- 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 commas after fronted adverbials
- Introduction to inverted commas to punctuate direct speech

Reading Comprehension

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

- 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

- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Understand what they read, in books they can read independently, by:

- 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

- Identifying main ideas drawn from more than one paragraph and summarising these

- Retrieving and recording information from non-fiction

Writing (Composition)

Plan their 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:

- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices

Evaluate and edit by:

- Assessing the effectiveness of their own and others’ writing and suggesting improvements
- Proof-reading for spelling and punctuation errors