



Holy Family Catholic Primary School

English - UKS2 - Some Places More Than Others Overview



<p>Text: Some Places More Than Others by Renée Watson</p>	<p>Outcomes: persuasive letter, summary, instructions Main Outcome: Poem</p>
<p>Overview and Outcomes: Through the course of this sequence, children will be mirroring the Suitcase Project completed by Amara in the book. Children will need a box (a shoebox would be suitable) to collect items. The project is timed with children moving on to secondary school and is aimed at helping them understand themselves and answer the question, What makes you, you? Planned opportunities include letters, diaries, memory maps, recipe instructions, leaflets, poems and a biography.</p>	
<p>Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</p>	
<p>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</p>	<p>Reading Comprehension -Identifying and discussing themes and conventions -Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -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 -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -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 -Explain and discuss their understanding of what they have read, including through formal presentations and debates</p>
<p>Writing Transcription (Spelling and Handwriting) -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 -Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -Choosing the writing implement that is best suited for a task</p>	
<p>Vocabulary, Grammar & Punctuation -Using expanded noun phrases to convey complicated information concisely -Using adverbs to indicate degrees of possibility -Using commas to clarify meaning or avoid ambiguity in writing -Using semi-colons, colons or dashes to mark boundaries between independent clauses -Using a colon to introduce a list</p>	
<p>Writing (Composition) -Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -Précising longer passages -Using a wide range of devices to build cohesion within and across paragraphs -Assessing the effectiveness of their own and others' writing -Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Distinguishing between the language of speech and writing and choosing the appropriate register -Proof-read for spelling and punctuation errors</p>	