



Holy Family Catholic Primary School

English - LKS2– The Iron Man Overview



Text: The Iron Man by Ted Hughes, illustrated by Laura Carlin

Outcomes: Character descriptions, short news report, letter of advice, menu (using descriptive devices), poetry

Main Outcome: Mystery narrative

Overview and Outcomes: This is a planning sequence using The Iron Man by Ted Hughes and illustrated by Laura Carlin in which children will explore the devices of mystery and suspense. They will write a range of different texts-types including letters, a news article and a poem with the extended written outcome being a published narrative. The planning sequence includes exemplified grammar and spelling activities throughout. Drama techniques such as Teacher in Role and Conscience Corridor and Sculptor/Sculpted are used to support understanding and to develop writing.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- Apply knowledge of root words linked with spelling.
- Understand and apply the rules and guidance for adding prefixes and suffixes.
 - When reading longer words test out and explore different pronunciations.
- To read, learn and understand the words from the year 3/4 word list: describe, therefore, eight, height, weight

Reading Comprehension

- Identify themes and conventions in books
- Discuss words and phrases that capture the reader's interest
- Identify how language, structure and presentation contribute to meaning

Writing Transcription (Spelling and Handwriting)

- Taken from the New Curriculum statutory word list for years 3/4: describe, therefore, eight, height, weight

Vocabulary, Grammar & Punctuation

- Add clarity and detail to sentences by adding fronted adverbials.
- Expand noun phrases by the addition of modifying adjectives, nouns and prepositions (e.g. the teacher expanded to the strict teacher with curly hair)
- Inverted commas for direct speech and using a comma after the reporting clause e.g. The conductor shouted, 'Sit down!')

Writing (Composition)

- Plan their writing by discussing the structure, vocabulary and grammar of a range of writing and by discussing and recording ideas.
- Draft and write by:
- Creating settings, characters and plots
 - Assessing their own and others' writing so as to improve meaning and effectiveness
 - Propose changes to grammar and vocabulary to improve consistency
 - Proof read for spelling and punctuation
 - Read aloud their own writing to a group or whole class using intonation and controlling tone and volume so that their meaning is clear.