



# Holy Family Catholic Primary School

## English - LKS2 – The Lion and the Unicorn Overview



**Text:** The Lion and the Unicorn by Shirley Hughes

**Outcomes:** Letters, diary entries, character and setting descriptions, non-chronological reports

**Main Outcome:** Own version historical narrative

**Overview and Outcomes:** This is a planning sequence using The Lion and the Unicorn by Shirley Hughes, where children explore the text in its historical context and discuss the themes and imagery within. They explore a range of grammatical concepts including dialogue to create inference about a character, a variety of noun phrases to create description, character comparisons using conjunctions, personification and prepositions to describe a setting. Children write a range of diary entries, letters, character comparisons, setting descriptions and finish by writing their own evacuation narrative. There is also an optional additional opportunity to write a non-chronological report about women in World War Two, as well as two optional additional spelling sessions

**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 (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

### 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
- 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]
- The grammatical difference between plural and possessive –s - Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
- 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 paragraphs to organise ideas around a theme
- Use of inverted commas and other punctuation to indicate direct speech
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

### Reading Comprehension

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identifying themes and conventions in a wide range of books
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the reader's interest and imagination
- Asking questions to improve their understanding of a text
- 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 how language, structure, and presentation contribute to meaning
- Retrieving and record information from non-fiction
- Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say



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### **Writing (Composition)**

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences