



Holy Family Catholic Primary School

English - UKS2 – The Lost Thing Overview



<p>Text: The Lost Thing by Shaun Tan</p>	<p>Outcomes: Diary entries, formal letters, adverts, character and setting descriptions, non-chronological reports Main Outcome: Own version fantasy narrative</p>
<p>Overview and Outcomes: Using Shaun Tan’s The Lost Thing, children initially engage with the themes of the story and make predictions about its content. They then engage with the story in order to retell the main events to one another. This then leads to a series of innovations upon the story structure and children create their own ‘lost things’, creating a story plan. In the final part, children write their own lost thing narratives, based upon their story plan.</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 Maintain positive attitudes to reading and understanding of what they read by: - Reading books that are structured in different ways and reading for a range of purposes Understand what they read by: - Asking questions to improve their understanding - Identifying how language, structure and presentation contribute to meaning - Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader - Providing reasoned justifications for their views</p>
<p>Writing Transcription (Spelling and Handwriting) - Identify an increasing range of homophones and other words that are often confused - Spell words containing the ‘ough’ grapheme and identify alternative pronunciations. - To recognise and spell the suffix cian/tion/ssion/sion</p>	<p>Writing (Composition) Plan their writing by: - 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 - In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed Draft and write by: - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Using a wide range of devices to build cohesion within and across paragraphs - Using further organisational and presentational devices to structure text Evaluate and edit by: - Assessing the effectiveness of their own and others’ writing</p>
<p>Vocabulary, Grammar & Punctuation - Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter) - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials - Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, “Sit down!” - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	