



Holy Family Catholic Primary School

English - LKS2 – The Pied Piper of Hamelin Overview



Text: The Pied Piper of Hamelin – version by Michael Morpurgo and Emma Chichester Clark, alongside Robert Browning’s poem of Pied Piper illustrated by Kate Greenaway

Outcomes: Writing in role, information reports, adverts, formal letter, poetry analysis

Main Outcome: Own version myth/legend

Overview and Outcomes: This sequence begins with reading a range of myths, legends, fables and traditional tales, where children identify and discuss common themes, for example good over evil, wise over foolish, etc. The class then look at the Pied Piper of Hamelin and sequence the key events using a storyboard and describe the key characters, with reference to the text. Children prepare reports on rats in response to a request from the mayor. Using a familiar story theme, children plan and write own stories in style of myth/legend/fable, etc.

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
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Writing Transcription (Spelling and Handwriting)

- Spell words that are often misspelt (English Appendix 1)
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.
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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.
- Organising paragraphs around a theme.
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Reading Comprehension

- 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
- Discussing words and phrases that capture the reader’s interest and imagination

Vocabulary, Grammar & Punctuation

- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- 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
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of paragraphs to organise ideas around a theme
- Use of a comma after a fronted adverbial