



Holy Family Catholic Primary School

English - UKS2 - The Promise Overview



<p>Text: The Promise by Nicola Davies</p>	<p>Outcomes: Experimentation with figurative language, report Main Outcome: Sequel to continue the cyclical story</p>
<p>Overview and Outcomes: Overview of text: On a mean street in a mean city, a thief tries to snatch an old woman's bag. But she finds she can't have it without promising something in return - to "plant them all". When it turns out the bag is full of acorns, the young thief embarks on a journey that changes her own life and the lives of others for generations to come. Inspired by the belief that a relationship with nature is essential to every human being, and that now, more than ever, we need to renew that relationship. Children will explore the language of the text in order to create a sequel using a synonym of 'promise'. They will be encouraged to draw upon the figurative language in the book to embed within their own narratives about nature.</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 Understand what they read by:</p> <ul style="list-style-type: none"> - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - 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 - Participating 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 - Explaining and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus 	<p>Writing (Composition) Draft and write by:</p> <ul style="list-style-type: none"> - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Creating narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages
<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> - Indicate grammatical and other features by: - Using commas to clarify meaning or avoid ambiguity in writing - Using expanded noun phrases to convey complicated information concisely - Using modal verbs or adverbs to indicate degrees of possibility From (LKS2 for revision and consolidation) - Using conjunctions, adverbs and prepositions to express time and cause, 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] 	