



# Holy Family Catholic Primary School

## English - LKS2 – Varmints Overview



**Text:** Varmints by Helen Ward & Marc Craste

**Outcomes:** Descriptive comparisons, retellings, setting descriptions, poetry

**Main Outcome:** Explanation

**Overview and Outcomes:** This is a sequence using the film and text of Varmints by Helen Ward and Marc Craste, in which children explore the settings and themes, writing a retelling of the story from the main character's point of view and sharing their thoughts and opinions about the story. The same text is then used to draw out the process and lifecycle of growing plants. Children use this as a starting point to create a lifecycle flow diagram, charting the changes that take place as a plant grows and what is needed to nurture it in order to give guidance to the next generation of 'varmint' on how to look after plants. Children then use this, alongside their explored knowledge of explanation texts, to write their own explanation of the lifecycle of plants to be published as a leaflet.

**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

### Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Using dictionaries to check the meaning of words that they have read
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination

### Writing Transcription (Spelling and Handwriting)

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Retrieve and record information from non-fiction

### 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 [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
- Use of paragraphs to organise ideas around a theme
- Use of commas to clarify meaning or avoid ambiguity
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using fronted adverbials

### Writing (Composition)

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Draft and write by:

- In non-narrative material, using simple organisational devices
- Organising paragraphs around a theme - In narratives, creating settings, characters and plot

Evaluate and edit by:

- Proposing changes to grammar and vocabulary to improve consistency