



Holy Family Catholic Primary School

English - LKS2 – Weslandia Overview



Text: Weslandia by Paul Fleischman

Outcomes: Retelling, character description, book review
Main Outcome: Non-chronological report

Overview and Outcomes: This is a planning sequence based around the book Weslandia by Paul Fleischman. It begins with children creating a shelter for their own civilization, as a hook to create engagement with the text. The first part then continues with children making predictions, describing Wesley's character and eventually retelling the story in their own words. In the second part, children begin by creating a non-chronological report, published as a brochure for Weslandia itself, using planning models and information from and inferred from the text. In the final part, children create their own civilization, based on Weslandia. Grammar and spelling objectives are embedded throughout.

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

Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand how to add them (-ous and -ation)
- Use the first two or three letters of a word to check its spelling in a dictionary

Vocabulary, Grammar & Punctuation

- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [e.g. 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
- 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 commas after fronted adverbials

Reading Comprehension

- 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
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- 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
- Retrieving and record information from non-fiction

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
- Discussing and recording ideas

Draft and write by:

- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements