



# Holy Family Catholic Primary School

## English - UKS2 – Freedom Bird Overview



**Text:** Freedom Bird by Jerdine Nolen

**Outcomes:** Writing in role, thought bubbles, dialogue, postcard, recount, poem

**Main Outcome:** Biography

**Overview and Outcomes:** This is a sequence for the book Freedom Bird by Jerdine Nolen, which tells the story of John and Millicent Wheeler, whose parents were sold as slaves and who now live and work on Simon Plenty's North Carolina Plantation. Before being sold, their parents told them stories of how one day their people would fly away to freedom; these are the hopes and dreams that remain alive in their hearts. The sequence begins with children considering the difference between their needs and wants, before going on to research the history of the slave trade in America. Children will write in role as the enslaved children, considering their experiences from a first-hand perspective, create dialogue of a conversation between the two siblings and write them a letter of advice to help them through their situation. The sequence culminates with children writing a biography of Harriet Tubman, one of the most famous conductors on the Underground Railroad.

**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 the guidance for adding them - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (where words are spelt differently in UK English to American English)

### Reading Comprehension

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

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Identifying and discussing themes and conventions in and across a wide range of writing
- Understanding what they read by:
  - Asking questions to improve their understanding
  - 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
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - Identifying how language, structure and presentation contribute to meaning
  - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - Provide reasoned justifications for their views

### Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using expanded noun phrases to convey complicated information concisely
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Use of commas to clarify meaning or avoid ambiguity

### 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

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning



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- 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

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing

- Ensuring the consistent and correct use of tense throughout a piece of writing

- Proof-reading for spelling and punctuation errors