



Holy Family Catholic Primary School

English - LKS2 – Jim: A Cautionary Tale Overview

<p>Text: Jim by Hilaire Belloc and Mini Grey and Matilda by Hilaire Belloc</p>	<p>Outcomes: Warning poster, alternative endings, performance poetry Main Outcome: Narrative poem</p>
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Overview and Outcomes: This is a sequence using Cautionary Tales by Hilaire Belloc in which children begin by exploring a range of scenarios and their consequences, in order to make predictions about the contents of a number of tales. Children then go on to read a number of these tales, eventually innovating upon a known cautionary tale before planning in detail.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

<p>Word Reading Phonics revision from Y1/2: - alternative pronunciation of known graphemes, e.g. & call and bawl.</p>	<p>Reading Comprehension Develop positive attitudes to reading and understanding of what they read by: - Listening to and discussing a wide range of poetry - Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume, action - Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>
<p>Writing Transcription (Spelling and Handwriting) Phonics revision from Y1/2: Revision of alternative spellings of known phonemes, e.g. liar and fire</p>	<p>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 - Predicting what might happen from details stated and implied</p>

Vocabulary, Grammar & Punctuation

- Expressing time, place and cause using conjunctions and adverbs [if and then]
- Relative clauses beginning with who, whose, which or that (Y5)
- Use fronted adverbials for time, place and manner, e.g. later that day.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

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:

- In narratives, creating settings, characters and plot

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear