



# Holy Family Catholic Primary School

## English - UKS2 - Suffragette Overview



<p><b>Text:</b> Suffragette: The Battle for Equality</p>	<p><b>Outcomes:</b> Formal letters, diary entries, balanced arguments, speeches, short news report</p> <p><b>Main Outcome:</b> Persuasive campaign</p>
<p><b>Overview and Outcomes:</b> This is a planning sequence using the book Suffragette: The Battle for Equality, which was written by David Roberts and published in 2018 to mark the anniversary of women receiving the vote. It is an illustrated information book which works chronologically through the history of suffrage, though in the sequence we focus on some key events and use these to eventually plan our own campaign for a law that should be changed somewhere.</p>	
<p><b>Coverage from National Curriculum 2014:</b> Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</p>	
<p><b>Word Reading</b> 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><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- 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</li> <li>- Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- 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</li> <li>- Providing reasoned justifications for their views</li> </ul>
<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>- Use dictionaries to check the spelling and meaning of words</li> </ul>	
<p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>- Assessing the effectiveness of their own and others' writing</li> <li>- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> <li>- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- Précising longer passages</li> </ul>	
<p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>- Brackets, dashes or commas to indicate parenthesis</li> <li>- Use of commas to clarify meaning or avoid ambiguity</li> </ul>	



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### **Vocabulary, Grammar & Punctuation Continued**

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis