



# Holy Family Catholic Primary School

## English - LKS2 – Tar Beach Overview



**Text:** Tar Beach by Faith Ringgold

**Outcomes:** Character descriptions, formal letter, book review, dialogue (direct speech), retellings

**Main Outcome:** Own version narrative (written as a playscript)

**Overview and Outcomes:** This is a planning sequence using Tar Beach by Faith Ringgold in which children explore the theme of 'freedom' and do so by creating their own story, written as a play script, where they master their own world by flying over it, eventually writing their own version of a 'Tar Beach' story about their own locality or chosen place. They will also create retellings, book reviews, character descriptions and dialogue.

**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
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Writing Transcription (Spelling and Handwriting)

Use further prefixes and suffixes and understand how to add them (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

### Reading Comprehension

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

- Reading books that are structured in different ways and reading for a range of purposes
- Identifying themes and conventions in a wide range of books

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

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identifying main ideas drawn from more than one paragraph and summarising these
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

### 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 [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
- Introduction to inverted commas to punctuate direct speech
- 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.]
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
- Use of commas after 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:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- 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