



# Holy Family Catholic Primary School

## English - UKS2 – The Hidden Forest Overview



<p><b>Text:</b> The Hidden Forest by Jeannie Baker</p>	<p><b>Outcomes:</b> Research notes, non-chronological report in the form of a letter to a character</p> <p><b>Main Outcome:</b> Balanced discussion</p>
<p><b>Overview and Outcomes:</b> This planning sequence is based on 'The Hidden Forest' by Jeannie Baker. The children start by creating a collage based on the author's artwork and write an artist's 'blurb' for the piece. They then move on to explore the main character (Ben's) feelings and how these change over time. After receiving a letter from the text's main character asking for help, the children conduct some research into the topic of Giant Sea Kelp and use the information to create a non-chronological piece in letter form in response to Ben's letter. Finally, a second letter arrives, this time from a local fisherman who cannot see why he must reduce fishing in areas where the Giant Kelp Forests are struggling to survive. Using the technique of Hot Seating an opposing view emerges and the children participate in a debate. This then leads to the writing of a balanced discussion. Throughout the unit, a variety of drama techniques such as Thought-Tapping and role-play are used. Modelled Writing gives the children the opportunity to develop skills in a supported environment. Words from the year 5/6 statutory word lists and direct teaching of grammar from the statutory appendix for year 5 are embedded in the sequence.</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> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Maintain positive attitudes to reading and understanding of what they read by:</li> <li>- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- Reading books that are structured in different ways and reading for a range of purposes understand what they read by:</li> <li>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- Identifying how language, structure and presentation contribute to meaning</li> <li>- Retrieve, record and present information from non-fiction -</li> <li>- Participate 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> </ul>
<p><b>Writing Transcription (Spelling and Handwriting)</b> 3 words to be explicitly taught, used and applied from the year 5/6 word list: according, desperate, persuade (also see 'vocabulary')</p>	
<p><b>Vocabulary, Grammar &amp; Punctuation</b> Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</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>- Using modal verbs or adverbs to indicate degrees of possibility</li> <li>- Using brackets, dashes or commas to indicate parenthesis</li> </ul>	
<p><b>Writing (Composition)</b> Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- Using a wide range of devices to build cohesion within and across paragraphs</li> <li>- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</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> </ul>	