



# Holy Family Catholic Primary School

## English - LKS2 – The Matchbox Diary Overview



**Text:** The Matchbox Diary by Paul Fleischman

**Outcomes:** Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, ship's log

**Main Outcome:** Non-chronological report

**Overview and Outcomes:** In this planning sequence using The Matchbox Diary by Paul Fleischman, the children will discover a set of matchboxes containing some of the mementoes from the story. After writing predictions about what the objects might relate to, the children listen to the story in stages. They make inferences about why the great-grandfather and his family went to America, explore vocabulary and write in role. After exploring prepositions, they create a ship's log that is in the form of a recount. They then investigate migration and read for research to gather ideas about Ellis Island. Following this, the children plan and then write a non-chronological report about the great-grandfather's and other who made a similar journey all those years ago.

**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

### Writing Transcription (Spelling and Handwriting)

- Spell further homophones
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### Vocabulary, Grammar & Punctuation

- 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
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
- Introduction to inverted commas to punctuate direct speech -
- Headings and sub-headings to aid presentation
- Use of paragraphs to organise ideas around a theme
- Use of commas to clarify meaning or avoid ambiguity (Y5)

### Reading Comprehension

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Using dictionaries to check the meaning of words that they have read
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination

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
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Retrieve and record information from nonfiction

### 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:

- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences