



Holy Family Catholic Primary School

English - UKS2 – The Sleeper and the Spindle Overview



Text: The Sleeper and the Spindle by Neil Gaiman

Outcomes: Warning poster, diary entry, dialogue, estate agent's description, character description, missing narrative

Main Outcome: Fairytale reworking (prequel or sequel)

Overview and Outcomes: This is a 3+ week planning sequence using The Sleeper and the Spindle by Neil Gaiman and Chris Riddell in which children explore and discuss fairytales and how this fairytale subverts the genre. They go on to create a number of varied written outcomes using the text as a starting point including narratives, dialogue, character descriptions, setting descriptions (estate agents' adverts), and diary entries before using the ideas and authorial devices identified within the text to plan, draft, edit and publish their own subverted fairytale using the idea of The Queen and the Glass Coffin to write a sequel.

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 (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand the guidance for adding them
- Continue to distinguish between homophones and other words which are often confused

Writing (Composition)

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages - Using a wide range of devices to build cohesion within and across paragraphs - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning)

Reading Comprehension

- Reading books that are structured in different ways and reading for a range of purposes
- 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
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader
- Providing reasoned justifications for their views

Vocabulary, Grammar & Punctuation

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- 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]
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- Use of expanded noun phrases to convey complicated information concisely
- How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)