



Text: The Story of Tutankhamun by Patricia Cleveland-Peck

Outcomes: Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters

Main Outcome: Biography of Tutankhamun

Overview and Outcomes: This is a sequence for The Story of Tutankhamun by Patricia Cleveland-Peck in which children begin by exploring the history of Tutankhamun and writing reports about Ancient Egypt before going on to find out about Howard Carter and exploring the stories and legends about the curse of Tutankhamun's tomb. The sequence finishes with children writing a biography of Tutankhamun.

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)

- Use further prefixes and suffixes and understand how to add them –tion and –ness suffixes (English Appendix 1)
- Introduction to inverted commas to punctuate direct speech

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
-Headings and sub-headings to aid presentation
-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
-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.]
-Use of commas after fronted adverbials

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:
-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
-Reading books that are structured in different ways and reading for a range of purposes
-Using dictionaries to check the meaning of words that they have read
-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
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
-Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these
-Retrieving and record information from non-fiction
- Participating 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

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
- Discussing and recording ideas

Draft and write by:

- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices [for example, headings and subheadings]

Evaluate and edit by:

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