



Holy Family Catholic Primary School

English - LKS2 – The Tin Forest Overview

Text: The Tin Forest by Helen Ward

Outcomes: Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions

Main Outcome: Persuasive information leaflet

Overview and Outcomes: This is a planning sequence that uses The Tin Forest by Helen Ward. The sequence begins with children arriving to class to find that rubbish has been emptied out all over the floor! They look at ways that the rubbish could be sifted and sorted, and even recycled into something new. Children will explore the main character and the journey he goes through in clearing up the rubbish around his little house and transforming it into a beautiful forest of tin. Through the sequence, children write in role as the old man, producing diary entries and wishes and also write a postcard to him to pass on some advice. The sequence finishes with children writing a persuasive information leaflet to encourage others to protect an area in the local environment. This book would work well alongside learning on conservation, climate change and the plant life cycle.

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 (English Appendix 1)

Reading Comprehension

- 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
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Discussing words and phrases that capture the reader's interest and imagination
- Asking questions to improve their understanding of a text
- 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
- 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

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
- 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)
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

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

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-reading for spelling and punctuation errors