



Holy Family Catholic Primary School

English - LKS2 – Until I Met Dudley Overview



Text: Until I Met Dudley by Roger McGough and Chris Riddell

Outcomes: Letter, short explanatory paragraph

Main Outcome: Two explanation texts - formal and informal

Overview and Outcomes: This is a planning sequence using Until I Met Dudley by Roger McGough and Chris Riddell. Children write their own explanation texts for everyday objects, inventing their own imaginary responses to the question of how they work, before researching and describing them properly. They also write letters to a fictional 'Dudley' character asking for his help to get to the bottom of some more complicated items.

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)

- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary

Vocabulary, Grammar & Punctuation

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials - Learning the grammar for years 3 and 4 in English Appendix 2
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- Reading books that are structured in different ways and reading for a range of purposes
- Discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently, by:
 - Asking questions to improve their understanding of a text
 - Identifying main ideas drawn from more than one paragraph and summarising these
 - Identifying how language, structure, and presentation contribute to meaning
 - Retrieve and record information from non-fiction

Writing (Composition)

- 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
- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear