

**Text:**

The Invention of Hugo Cabret by Brian Selznick

Outcomes: Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique

Main Outcome: Biography

Overview and Outcomes:

This is a teaching sequence based upon The Invention of Hugo Cabret by Brian Selznick. Children will learn and revise many of the key grammar requirements of UKS2 and have opportunity to apply them by writing a missing flashback chapter exploring Hugo's experience of living Uncle Claude, as well as researching the about the famous film director George Méliès and writing a biography about his life.

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
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use dictionaries to check the spelling and meaning of words

Reading Comprehension

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

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - Identifying and discussing themes and conventions in and across a wide range of writing - Making comparisons within and across books
- Understand what they read by:
- Asking questions to improve their understanding
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Distinguish between statements of fact and opinion -retrieve, record and present information from non-fiction
 - Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 - Providing reasoned justifications for their views



Vocabulary, Grammar & Punctuation

- Use of inverted commas and other punctuation to indicate direct speech (LKS2 Revision) –
 - Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (KS1/LKS2 Revision)
- 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]
- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
- Punctuation of bullet points to list information

Writing (Composition)

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- Using a wide range of devices to build cohesion within and across paragraphs
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register