



Holy Family Catholic Primary School

English - UKS2 – The Lost Happy Endings Overview



<p>Text: The Lost Happy Endings by Carol Ann Duffy</p>	<p>Outcomes: Newspaper report, an extended response to a text Main Outcome: Prequel- alternative perspective</p>
<p>Overview and Outcomes: This is a planning sequence for The Lost Happy Endings by Carol Ann Duffy, in which children will practise reading skills of inference as well as develop the ability to differentiate between fact, opinion, impartiality, bias and supposition. They will write a newspaper article having explored verb forms and sentence/ grammatical structures typical of very formal language. A philosophical discussion will support the children in exploring the themes in the text and give them the opportunity to form opinions in relation to events and characters. After writing an extended response to the text exploring the writer's craft, authorial choices and giving their own personal stance in relation to the events, characters and overarching themes in the text they will write a prequel to the text, from the perspective of the witch.</p>	
<p>Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</p>	
<p>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</p>	<p>Reading Comprehension Understand what they read by:</p> <ul style="list-style-type: none"> - discussing and evaluating how authors use language, including figurative language, considering the impact on the reader - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - distinguishing between statements of fact and opinion - participating in discussions, building on their own and others' ideas and challenging views courteously
<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> - Use further prefixes and suffixes and understand the guidance for adding them - Spell some words with 'silent' letters [for example, knight, psalm, solemn] - Continue to distinguish between homophones and other words which are often confused - Use dictionaries to check the spelling and meaning of words 	<p>Writing (Composition) Plan writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choice can change and enhance meaning - using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effect
<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> - Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun - Indicate degrees of possibility using modal verbs [for example, might, should, will, must] - Use expanded noun phrases as a descriptive device [revision from LKS2] - The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of subjunctive forms) <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using semi-colons, colons or dashes to mark boundaries between independent clauses 	