



# Holy Family Catholic Primary School

## English - LKS2 – Leon and the Place Between Overview



**Text:** Leon and the Place Between by Angela McAllister

**Outcomes:** Persuasive poster, setting description, thought bubbles / diary entry, dialogue

**Main Outcome:** Own version fantasy narrative

**Overview and Outcomes:** This is a planning sequence for the story Leon and the Place Between by Angela McAllister. Throughout the sequence children will explore the author's language and use it as the basis for their own descriptive writing. They will explore the characters' thoughts and emotions and take part in drama activities, leading to writing in role and the creation of dialogue. Using the structure of the original story, children will plan their own version of the story where their own character enters a magical world. This sequence would work most effectively in a LKS2 class, with links to other fantasy stories. It will be beneficial to have at least five or six copies of the text so that each group of learners can interact with and explore the text.

**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
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Writing Transcription (Spelling and Handwriting)

- 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
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- 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]
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of commas after fronted adverbials
- Using and punctuating direct speech
- 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)

### Reading Comprehension

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

- Increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally
- Identifying themes and conventions
- Discussing words and phrases that capture the reader's interest and imagination
- Participate in discussion about both books that are read to them and those they can read for Writing Transcription (Spelling and Handwriting) themselves, taking turns and listening to what others say.

### Writing (Composition)

Plan 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:

- In narratives, creating settings, characters and plot
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

- Organising paragraphs around a theme

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