



Holy Family Catholic Primary School

English - UKS2 – The Unforgotten Coat Overview



Text: The Unforgotten Coat by Frank Cottrell Boyce

Outcomes: Diary entries, explanations (sci experiment), dialogue, non-chronological reports

Main Outcome: Own version 'issues and dilemmas' narrative

Overview and Outcomes: Using The Unforgotten Coat by Frank Cottrell Boyce, explore the issue of refugees and the reasons why people have to flee countries and seek asylum. This could be used in conjunction with Black History Month or Refugee Week. Children will write extended narratives in the style of a journal, recorded as a series of diary entries. There are also opportunities to write explanation texts about a science experiment, mirroring the text, as well as non-chronological reports, following research about Mongolia.

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)

- Identify antonyms
- Use further prefixes and suffixes and understand the guidance for adding them (-tion, -ment & -ness)

Reading Comprehension

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence
- Predicting what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas
- Identify how language, structure and presentation contribute to meaning
- 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

Vocabulary, Grammar & Punctuation

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- How words are related by meaning as synonyms and antonyms [for example, big, large, little].
- 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)]
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Use of commas to clarify meaning or avoid ambiguity
- Use of the colon to introduce a list and use of semi-colons within lists

Writing (Composition)

Plan their writing by:

- Write narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Proof-reading for spelling and punctuation errors