



# Holy Family Catholic Primary School

## English - LKS2 – Cinderella of the Nile Overview



**Text:** Cinderella of the Nile by Beverley Naidoo and illustrated by Marjan Vafaeian

**Outcomes:** Short news report, diary entry, character description, advert

**Main Outcome:** Own version traditional tale

**Overview and Outcomes:** This three-week planning sequence begins with the discovery of a bottle that contains a map and a message. After interrogating the scenario presented and writing a short news report using the present perfect tense, the children then share the first part of Cinderella of the Nile. They develop skills of inference before exploring the author's use of literary language and the effect that this has on the reader. Suffix fixers are used to investigate abstract nouns which are then used to create an emotions graph before being woven in to a diary entry in role that also draws upon literary language from a previous session. Once the story has been read, the children sort statements about traditional Cinderella tales and statements about this version onto a Venn diagram and then go on to devise their own version of a Cinderella story complete with fable!

**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 further prefixes and suffixes and understand how to add them (English Appendix 1)

### Vocabulary, Grammar & Punctuation

- Beginning to use paragraphs as a way to group related material
- 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]
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

### Reading Comprehension

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

- identifying themes and conventions
- discussing words and phrases that capture the reader's interest and imagination

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

### Writing (Composition)

Plan writing by:

- Discussing and recording ideas

Draft and write by:

- Organising paragraphs around a theme Evaluate and edit by
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences