



Holy Family Catholic Primary School

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<p>Text: Beowulf by Michael Morpurgo</p>	<p>Outcomes: Letter of advice, diary entry, dialogue, character and setting description, action scenes, obituary Main Outcome: Own version legend or missing chapter</p>
<p>Overview and Outcomes: Using Beowulf by Michael Morpurgo and illustrated by Michael Foreman, children get an opportunity to discuss legends and the importance of heroic poetry in early European literature. They go on to create a number of varied written outcomes using the text as a starting point including recounts, formal letters, dialogue, descriptions, obituaries and writing their own epic, heroic narrative using various poetic devices. References will be made to the original manuscript throughout.</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</p> <ul style="list-style-type: none"> - Making comparisons within and across books - Reading books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Identifying and discussing themes and conventions in and across a wide range of writing - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Provide reasoned justifications for their views
<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> - 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 - Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus 	<p>Writing (Composition)</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 - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - 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 - Using a wide range of devices to build cohesion within and across paragraphs - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
<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 <ul style="list-style-type: none"> - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] - Brackets, dashes or commas to indicate parenthesis 	



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- Use of commas to clarify meaning or avoid ambiguity

Vocabulary, Grammar & Punctuation (Continued)

- Use of expanded noun phrases to convey complicated information concisely

- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

- How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)

- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)