

Overview

Using the film and text of Shaun Tan's *The Lost Thing*, children initially engage with the themes of the story and make predictions about its content. They then engage with the story in order to retell the main events to one another. This then leads to a series of innovations upon the story structure and children create their own 'lost things', creating a story plan. In the final part, children write their own lost thing narratives, based upon their story plan.

Main Outcome:

Own version 'issues and dilemmas' narrative

Key performance indicators we are focusing on

- Join writing legibly and fluently with increased speed.
- Ideas across paragraphs are linked using a wide range of cohesive devices.
- Secure use of complex sentences and position of clauses, which show an understanding of how to achieve different effects.

Focus Skills

- 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]

Key sentence type

2 pairs sentences

RULE:

Begins with two pairs of related adjectives.

Each pair is:

- Followed by a comma
- Separated by *and*

EXAMPLES:

Exhausted and worried, cold and hungry, they didn't know how much further they had to go.

Injured and terrified, numb and fearful, he couldn't believe that this was happening to him



Taddington and Priestcliffe
Knowledge organiser

Literacy Spring Term 1

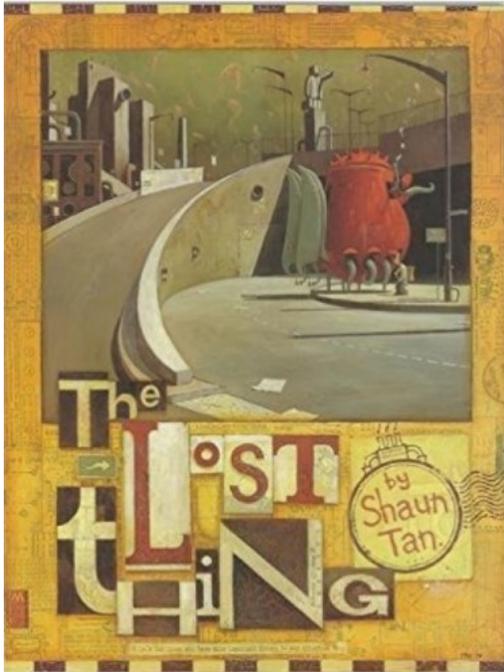
Year 5

How this book can enhance our overall learning journey.

The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Key vocabulary

concern separation
encounter resolve



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Main Outcome:

Own version 'issues and dilemmas' narrative

Key performance indicators we are focusing on

- Ideas organised into a planned coherent set of paragraphs, which are varied in length and structure. The overall direction of the text is supported by clear links between paragraphs using adverbials of time and place, conjunctions, pronouns etc.
- Use inverted commas for speech; commas for clarity; brackets or commas for separation mostly correctly;

Focus Skills

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
- Using a wide range of devices to build cohesion within and across paragraphs

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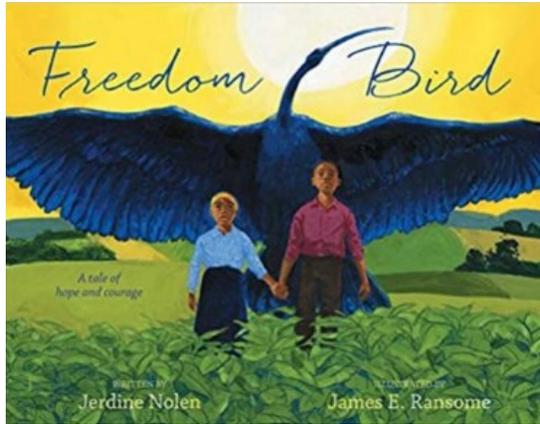
Year 6

How this book can enhance our overall learning journey.

The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Key vocabulary

concern separation
encounter resolve



Overview

This sequence for the book *Freedom Bird* by Jerdine Nolen, begins with children considering the difference between their needs and wants, before going on to research the history of the slave trade in America. Children will write in role as the enslaved children, considering their experiences from a first-hand perspective, create dialogue of a conversation between the two siblings and write them a letter of advice to help them through their situation. The sequence culminates with children writing a biography of Harriet Tubman, one of the most famous conductors on the Underground Railroad.

Main Outcome: Biography

Key performance indicators we are focusing on

- Join writing legibly and fluently with increased speed.
- Identify the audience for and purpose of the writing selecting the appropriate form.
- Ensures the consistent and correct use of tense throughout a piece of writing.

Focus Skills

- Using expanded noun phrases to convey complicated information concisely
- Use of commas to clarify meaning or avoid ambiguity

Key sentence type

The more, the more sentence

RULE::

This sentence type is particularly useful when developing a character trait in a story. The first **more** should be followed by an **emotive** word and the second **more** should be followed by a **related action**.

EXAMPLES:

The more it rained, the more depressed he became.

The more the crowd cheered, the more he looked forward to the race.

The more upset she was, the more she cried.



Taddington and Priestcliffe
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Literacy Spring Term 1

Year 5

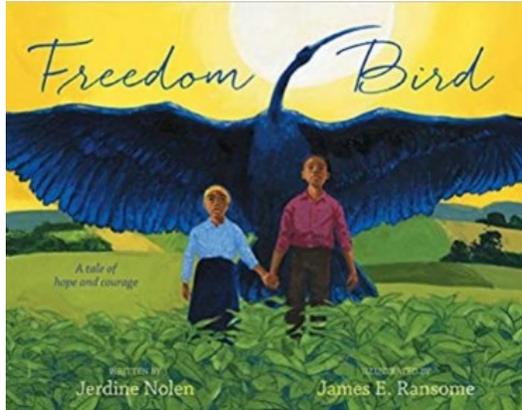
How this book can enhance our overall learning journey.

That families are important for children growing up because they can give love, security and stability.

The importance of respecting others, even when they are very different from them

Key vocabulary

disadvantage despite
demonstrate achievement



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The more upset she was, **the more** she cried.



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Literacy Spring Term 1

Year 6

Key performance indicators we are focusing on

- Selects appropriate form of writing
- Uses all of the following punctuation mostly correctly: *inverted commas for speech; commas for clarity; brackets or commas for separation.*
- Uses imaginative detail and precise vocabulary is included for effect

Focus Skills

- 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)]
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.

How this book can enhance our overall learning journey.

That families are important for children growing up because they can give love, security and stability.

The importance of respecting others, even when they are very different from them

Key vocabulary

disadvantage despite
demonstrate achievement