

Overview

Using *The Unforgotten Coat* by Frank Cottrell Boyce, we will explore the issue of refugees and the reasons why people have to flee countries and seek asylum. Children will write extended narratives in the style of a journal, recorded as a series of diary entries.

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

- In narratives, describing settings, characters and atmosphere *Can you remember when you described Mary Jackson and Dorothy Vaughan in Hidden Figures?*
- In narrative use dialogue to help convey character and advance the action
- Use both reported and direct speech with correct punctuation.

Key sentence type

Noun, which/who/where

RULE:

Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where.

EXAMPLES:

Cakes, **which taste fantastic**, are not so good for your health.

Snakes, **which scare me**, are not always poisonous.

Tom, **who was a little shorter than the others**, still made it into the football team.



Taddington and Priestcliffe
Knowledge organiser

Literacy Autumn Term 2

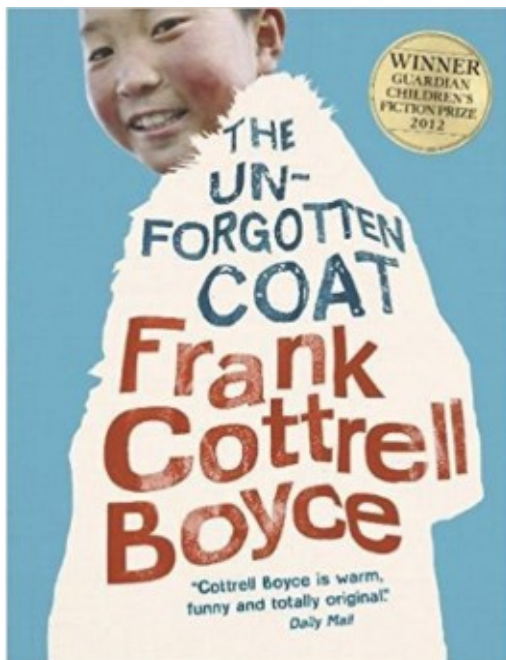
Year 5

How this book can enhance our overall learning journey.

Different cultures, migration, challenges in society, *That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences*

Key vocabulary

perspective, consequence perceive, significance, symbolise



Overview

Using *The Unforgotten Coat* by Frank Cottrell Boyce, we will explore the issue of refugees and the reasons why people have to flee countries and seek asylum. Children will write extended narratives in the style of a journal, recorded as a series of diary entries.

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.
- Uses imaginative detail and precise vocabulary included for effect

Focus Skills

- Use of the passive to affect the presentation of information in a sentence
- Uses a wide range of clause structures, sometimes varying their position within the sentence for effect on the reader. **Can you remember how to use subordinate and relative clauses?**
- Integrate dialogue to convey character and advance the action

Key sentence type

Noun, which/who/where

RULE:

Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where.

EXAMPLES:

Cakes, **which taste fantastic**, are not so good for your health.

Snakes, **which scare me**, are not always poisonous.

Tom, **who was a little shorter than the others**, still made it into the football team.



Taddington and Priestcliffe
Knowledge organiser

Literacy Autumn Term 2

Year 6

How this book can enhance our overall learning journey.

Different cultures, migration, challenges in society, *That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences*

Key vocabulary

perspective, consequence perceive, significance, symbolise



Overview

Using the award winning 2012 Guardian 'Three Little Pigs' advert, this planning sequence gives the children opportunities to explore journalistic writing by identifying viewpoint and bias. It also looks at other writing which requires a 'stance' or point of view portrayed from a particular angle, such as a diary, a defence case for a lawyer and balanced debate. / discussion text.

Main Outcome:
Discussion text

Key sentence type

Some; others

RULE:

Some; others sentences begin with the word some and have a semi-colon to replace the word but.

There is no capital letter after the semi-colon.

EXAMPLES:

Some people like football; **others** hate it.

Some days are full of enjoyment; **others** are long and boring.



Taddington and Priestcliffe
Knowledge organiser

Literacy Autumn Term 2

Year 5

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

- Distinguish between statements of fact and opinion
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use brackets, dashes and/or commas to indicate parenthesis. *Can you remember how to use commas to separate clauses?*

How this book can enhance our overall learning journey.

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Key vocabulary

bias argument balance
discussion viewpoint



Overview

Using the award winning 2012 Guardian 'Three Little Pigs' advert, this planning sequence gives the children opportunities to explore journalistic writing by identifying viewpoint and bias. It also looks at other writing which requires a 'stance' or point of view portrayed from a particular angle, such as a diary, a defence case for a lawyer and balanced debate. / discussion text.

Main Outcome:
Discussion text

Key sentence type

Some; others

RULE:

Some; others sentences begin with the word some and have a semi-colon to replace the word but.

There is no capital letter after the semi-colon.

EXAMPLES:

Some people like football; **others** hate it.

Some days are full of enjoyment; **others** are long and boring.



Taddington and Priestcliffe
Knowledge organiser

Literacy Autumn Term 2

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

- Distinguish between statements of fact and opinion
- Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text) *Can you remember using organisational devices in non-fiction texts?*
- How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)

How this book can enhance our overall learning journey.

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Key vocabulary

bias argument balance
discussion viewpoint