

Jacqueline Wilson

Stories with issues is the focus for this half-term's work, with Jacqueline Wilson's *The Suitcase Kid* and *Cliffhanger* and Charles Causley's poem 'Timothy Winters' being read as the basis for study. The children will consider how the writers have conveyed information about their character through the use of inference. They will use this in their own work, writing a story and several haiku based on a range of issues they have identified. The children will find out about Jacqueline Wilson, including using her website. They will write a blurb, tell a story in postcards and formulate questions. Also, they will do further work on grammatical features. Spelling work will cover further prefixes and suffixes.



Expected prior learning

- Can talk about the work of a single author.
- Can understand that themes and ideas can be compared across an author's work.
- Can understand how a theme can be explored through a novel.
- Can understand the perfect tense.
- Can discuss inference and say why writers use it.
- Can discuss the planning, writing and editing processes.
- Can understand that poems have a variety of forms following different conventions.



Overview of progression

- Close reading offers the opportunity for further insight into the interpretation of inference about characters' feelings. The children will transfer this developing knowledge to their writing. They will broaden their experiences by writing in different forms.
- They will reinforce their knowledge of conjunctions, prepositions and adverbs of time and cause, fronted adverbials and the use of pronouns for clarity and cohesion. Spelling will focus on prefixes and suffixes.



Creative context

- There are clear links with PSHE where the issues covered can be investigated in greater depth and from different perspectives.



Preparation

Before you start this half term read the two Jacqueline Wilson books it features – *The Suitcase Kid* and *Cliffhanger*. Familiarise yourself with the author's website. Collect as many of her novels as possible, reading several other titles to become familiar with the themes in her work.

It would be a good idea to start reading *The Suitcase Kid* to the class as a serial during the first week of the term, in order for them to quickly become familiar with it.

You will also need:

Internet access; picture of Jacqueline Wilson; individual whiteboards and pens; images of mascots and lucky charms; scissors; glue sticks; postcards with messages; dictionaries; A3 paper; leaf-shaped paper, twigs in a solid base to form a small tree

On the CD-ROM you will find:

Interactive activities 'Character comparisons', 'Absolutely lovely!'; photocopiable pages 'Timothy Winters', 'Some haiku', 'Perfect verbs', 'Choose the spelling'