

# INDIAN IN THE CUPBOARD - DIARY AND DILEMMA

## National Curriculum Objectives

En6/2.2b understand what they read by

- i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ii. asking questions to improve their understanding
- iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- iv. predicting what might happen from details stated and implied
- v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- vi. identifying how language, structure and presentation contribute to meaning

En6/3.3b Draft and write by:

- i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- iii. using a wide range of devices to build cohesion within and across paragraphs

En6/3.3c Evaluate and edit by:

- i. assessing the effectiveness of their own and others' writing
- ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- iii. use a thesaurus

## KEY VOCABULARY - STAR WORDS

|                   |                |             |                 |
|-------------------|----------------|-------------|-----------------|
| Omri              | Little Bull    | Iroquois    | tribe           |
| Patrick           | indigenous     | longhouse   | Native American |
| medicine cupboard | headdress      | tipi        | culture         |
| cowboy/Boone      | savage         | medic/Tommy | figurine        |
| Twin Stars        | blood brothers | miniature   | plains          |



## Glossary of star words and their meaning

| Intent   | Knowledge to acquire  | Child review | Teacher review |
|----------|---|--------------|----------------|
| Intent 1 | How can we develop story, characters, setting and context through shared reading and questioning?                               |              |                |
| Intent 2 | How can we draft and write to describing settings, characters and atmosphere?   |              |                |
| Intent 3 | How can we make changes to vocabulary to enhance meaning?   |              |                |
| Intent 4 | How can we use diarised form to convey a person's state of mind and their feelings?   |              |                |
| Intent 5 | How can we improve our work by evaluating it and the work of others, proposing changes to vocab and grammar to enhance meaning? |              |                |
| Intent 6 | How can we incorporate speech punctuation to convey character and advance the action?   |              |                |
| Intent 7 | How can we use the concept of dilemma to argue successfully, including counter argument?  |              |                |
| Intent 8 | How can we write effectively and differentiate between main and subordinate clauses?  |              |                |