

Year 6 Autumn 1:

English		
Key Learning		
Unit	Novel as a Theme	Recount: Biography
Outcome	<ul style="list-style-type: none"> A debate related to an issue from the chosen text. A survival/adventure story. 	<ul style="list-style-type: none"> Carry out research, write and present a biography, e.g. Mary Anning (1799-1847); Charles Darwin (1809-1882); or Alfred Wallace (1823-1913).
Possible Duration	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Listening to whole novels read aloud by the teacher from a range of authors, which they may not choose themselves. Recognising themes within and across texts e.g. hope, fortune, survival. Comparing texts written in different periods. Expressing preferences about a wider range of books including modern fiction and fiction from our literary heritage. Using a reading journal to record on-going reflections and responses to reading. Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point:Evidence:Explanation. Predicting what might happen from information stated and implied Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. Participating in debates on issues related to reading. 	<ul style="list-style-type: none"> Analysing the conventions of different types of writing. Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text. Scanning for key information e.g. looking for words associated with 'childhood'. Skimming for gist. Using a combination of skimming, scanning and close reading across a text to locate specific detail. Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. Preparing formal presentations individually or in groups. Using notes to support presentation of information. Responding to questions generated by a presentation.
Key Learning Writing	<ul style="list-style-type: none"> Identify the subject and object of a sentence. Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken.</i> Use active and passive voice to achieve intended effects. Drawing on similar writing models. Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs. Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Evaluate and improve performances of compositions focusing on intonation and volume and audience engagement. 	<ul style="list-style-type: none"> Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in recount e.g. <i>in the meantime, meanwhile, in due course, until then.</i> Plan their writing by drawing on similar writing models, reading and research. Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. Proofreading for grammatical, spelling and punctuation errors. Evaluate and improve performances of compositions focusing on intonation and volume, and audience engagement.

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English

Key Learning (contd.)

Suggested Texts

- Robinson Crusoe by Daniel Defoe.
 - Bear Grylls Mission Survival: Gold of the Gods.
 - Running Wild by Michael Morpurgo.
 - Amazon Adventure by Willard Price.
 - My Side of the Mountain by Jean Craighead George.
- Range of simple biographies including print and film versions.
 - Use the Biography.com website to investigate famous people such as:
 - Neil Armstrong (<http://bit.ly/U0mrqy>).
 - Steve Irwin (<http://bit.ly/U0n6rS>).
 - Michelle Obama (<http://bit.ly/Sk2468>).

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English

Novel as a Theme - Creative Learning Opportunities and Outcomes

Creating interest

- Show the children a backpack/rucksack (or picture); contents could include a tent, first aid kit, water purification tablets, water carrier, emergency rations, torch, matches, compass, hat etc. Who might own the backpack? Where might they be going? Children discuss the items and select just three to take on a journey into the wilderness. Justify their selection.

Learning outcomes

- Children will be able to participate in discussions, building on their own and others' ideas and challenging views courteously.
- Children will be able to justify their choices.

Reading

Grammar: Warm ups throughout the reading phase – focus on identifying the subject and object within a sentence.

Reading and responding

- Read and explore the selected text using Book Talk and a range of active reading strategies to develop comprehension.
- Begin a reading journal, modelling how to record ongoing responses to the text as well as other reading based activities. These might include KWL grids, mind mapping, *Point, Evidence, Explanation* (PEE prompt), writing in role, adding themselves as a character into the story, writing summaries and making predictions.
- Read further sections/chapters (use additional time outside of English sessions) and provide a range of drama strategies to deepen understanding e.g. hot seating, freeze framing, thought tracking, conscience alley and role play.
- Participate in discussion and debates related to an issue from reading, e.g. the capture of animals for zoos and circuses linked to *Amazon Adventure* by Willard Price.

Learning outcomes

- Children will be able to infer characters' feelings, thoughts and motives from their actions.
- Children will be able to justify inferences with evidence e.g. Point:Evidence:Explanation.
- Children will be able to predict what might happen from information stated and implied.
- Children will be able to participate in debates, challenging peers with questions, justifying opinions, responding to different viewpoints.

- Children will be able to explain the effect on the reader of the authors' choice of language.
- Children will be able to compare texts written in different periods.
- Children will be able to express preferences about books including modern fiction and fiction from our literary heritage.
- Children will be able to comment on themes within and across texts.
- Children will know and understand features of survival adventure stories.

Reading and analysing

- Compare writing from different times, e.g. Bear Grylls and Daniel Defoe. Identify similarities and differences.
- Explore themes within the text, e.g. use literacy ITP storymodeller from the Teachfind website (<http://bit.ly/1kppayp>).
- Map 'hope' at key events within the story.
- Analyse the author's use of language, describing the effect upon the reader.
- Read and view other survival adventure stories. Compare characters, settings and plot. Discuss the theme of survival across the texts.
- Create a class checklist of features for use during the writing phase.

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English

Novel as a Theme - Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on exploring and investigating active and passive.

- Model creating a simplified plot structure based on the text e.g. *Running Wild* by Michael Morpurgo.

Original Story	Generic Events	Plot new story:
While on holiday in Indonesia Will rides Oona the elephant.	Main character in unfamiliar setting.	
A tsunami hit the beach Oona charged into jungle with Will.	Disaster strikes – main character finds themselves stranded and alone.	
Will learned to survive in the jungle with Oona.	Main character learns to survive in the setting.	
A series of challenges – tiger, hunters, bear.	A series of challenges.	
Met Dr Geraldine at the orang-utan orphanage.	Main character is rescued.	
Reunited with Grandparents.	Reunited with family.	

- Innovate on the plot pattern.

Learning outcomes

- Children will be able to develop ideas for a new narrative and organise them into a plot pattern structure.

Writing

- Use the new plot pattern plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – use of active and passive, introducing and developing characters through blending action, dialogue and description within sentences and paragraphs, drawing on models from writing.
- Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write a survival adventure narrative which:
 - Includes passive voice to create suspense.
 - Includes a blend of action, dialogue and description within sentences and paragraphs.
 - Draws on writing models, e.g. detailed settings created through precise use of nouns, carefully chosen adjectives, fronted adverbials.

Outcome

- A debate related to an issue from the chosen text.
- A survival/adventure story based on a plot inspired by a novel.

Presentation

- Publish narrative using ICT and place in school or class library or on school website.
- Share the completed narrative with peers to enjoy.

Year 6 Autumn 1:

English

Recount: Biography - Creative Learning Opportunities and Outcomes

Creating interest

- Show a short film version of a biography, such as the one of JK Rowling on the Biography.com website (<http://bit.ly/1mzlqgl>).
- Watch and enjoy. Show the film again asking children to note down key dates with associated events. Create a timeline of the events and use to structure a short oral biography. Include some simple devices to link events and build cohesion, e.g. *in the meantime, meanwhile, in due course, until then*.

Learning outcomes

- Children will be able to pick out key events and organise chronologically.

Reading

Grammar: Warm ups throughout the reading phase – focus on devices to build cohesion between paragraphs in recount e.g. *in the meantime, meanwhile, in due course, until then*.

Reading and responding

- Read and view a selection of biographies in different forms, e.g. print, film and reading on screen.
- Model re-reading and reading ahead to locate clues to support understanding.

Learning outcomes

- Children will be able to discuss and sequence events.
- Children will be able to orally recount a series of events using devices to build cohesion e.g. *in the meantime, meanwhile, in due course, until then*.
- Children will be able to identify the conventions of biographical writing.
- Children will be able to comment on and describe the organisation of biographical writing.

Reading and analysing

- Analyse the conventions of biographical writing including techniques to engage the reader, appropriate tone and style, rhetorical questions, direct address to the reader.
- Box-up a biography to create a planning and writing frame.
- Discuss the purpose of paragraphs and identify key information in each paragraph.
- Identify and evaluate how specific information is organised within a biography e.g. sections with sub-headings, events in time order.
- Create a checklist of features for use in the writing phase.

Year 6 Autumn 1:

English

Recount: Biography - Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on manipulating sentences to create particular effects.

- Select a scientist related to study of the natural world, e.g. Mary Anning (1799-1847); Charles Darwin (1809-1882); or Alfred Wallace (1823-1913).
- Generate questions to help focus research.
- Explore information about the selected person, reading information in print, on screen and by using film clips. Discuss and record information.
- Model skimming for gist using a range of texts and scanning for key information e.g. looking for words associated with 'childhood'.
- Model using a combination of skimming, scanning and close reading across a text to locate specific detail.
- Model the process of note making.
- Children conduct research into a different scientist, following the model.
- Children are provided with frequent opportunities to share their findings with peers.

Learning outcomes

- Children will be able to use a range of sources to conduct research.
- Children will be able to use a range of reading techniques to locate and retrieve information.
- Children will be able to make notes.
- Children will be able to understand what they have read and share their findings with others.

Writing

- Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on skills – devices to build cohesion, making conscious choices about techniques to engage the reader and proofreading for grammatical, spelling and punctuation errors.
- Children follow the modelling each day from the whole class focus.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write a biography which includes:
 - Devices to build cohesion between sentences and paragraphs.
 - Appropriate organisational and layout features.
 - Appropriate vocabulary and grammar choices.

Outcome

- Carry out research and write a biography, e.g. Mary Anning (1799-1847); Charles Darwin (1809-1882); or Alfred Wallace (1823-1913).

Presentation

- Prepare and present compositions in small groups, using notes to support presentation of information. Evaluate and improve performances of compositions focusing on intonation and volume, and audience engagement. Support children in responding to questions generated by the presentation.