

Year 6 Summer 2:

English			
Key Learning			
Unit	Novel as a Theme	Recount: Autobiography	Poems on a Theme
Outcome	<ul style="list-style-type: none"> A range of writing outcomes linked to the novel, e.g. <i>diary, letter, internal monologue, summary, prediction</i>. Character description(s) written in the style of the author. A chapter for a novel. 	<ul style="list-style-type: none"> An autobiography, written in role as a character: <ul style="list-style-type: none"> A fictional person linked with the seaside, e.g. <i>pier show performer, Punch and Judy puppeteer, fairground ride inventor, ice-cream salesman, owner of a donkey ride company</i>. A character from the class novel. 	<ul style="list-style-type: none"> A poem based on a model.
Possible Duration	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 1-2 weeks. 	<ul style="list-style-type: none"> 1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Read extensively for pleasure. Independently read longer texts with sustained stamina and interest. Recognising themes within and across texts e.g. hope, peace, fortune, survival. Understand underlying themes, causes and consequences within whole texts. Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Participate in discussions about books building on their own and others' ideas and challenging views courteously. Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. 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. Reread and reads ahead to locate clues to support understanding and justifying with evidence from the text. 	<ul style="list-style-type: none"> Evaluate texts quickly in order to determine their usefulness or appeal. Demonstrating active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>. Reread and reads ahead to locate clues to support understanding and justifying with evidence from the text. Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). Recognise authors' techniques to influence and manipulate the reader. Skim texts to ascertain the gist. Scanning for key information e.g. <i>when and where a person was born</i>. Use a combination of scanning and close reading to locate information. Analysing the conventions of different types of writing e.g. <i>recount, autobiography</i> 	<ul style="list-style-type: none"> Listen to, read and discuss an increasingly wide range of poetry. Preparing poems to read aloud and perform using dramatic effects. Employ dramatic effect to engage listeners whilst reading aloud. Recognise themes within and across texts e.g. <i>leisure, threat, time, nature</i>. Making comparisons within and across texts. Use a reading journal to record ongoing reflections and responses to personal reading. Explore texts in groups and deepening comprehension through discussion. Explore new vocabulary in context. Explore, recognise and use the terms personification, analogy, style and effect. Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.

Year 6 Summer 2:

English

Key Learning (contd.)

Key Learning Writing

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| <ul style="list-style-type: none">▪ Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.▪ Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning</i>.▪ Identify audience and purpose.▪ Draw on similar writing models, reading and research.▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.▪ Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i>.▪ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium; one word sentence</i>.▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.▪ Proofread for grammatical, spelling and punctuation errors. | <ul style="list-style-type: none">▪ Manipulate sentences to create particular effects.▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader</i>.▪ Use devices to build cohesion.▪ Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.▪ Select the appropriate language and structures.▪ Draw on similar writing models, reading and research. | <ul style="list-style-type: none">▪ Select the appropriate language and structures.▪ Draw on similar writing models, reading and research.▪ Reflect 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:<ul style="list-style-type: none">– Intonation and volume.– Gesture and movement.– Audience engagement. |
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Year 6 Summer 2:

English

Key Learning (contd.)

Suggested Texts	<ul style="list-style-type: none">▪ Rooftoppers by Katherine Rundell.▪ Alone on a Wide, Wide Sea by Michael Morpurgo.▪ Why the Whales Came by Michael Morpurgo.▪ Over Sea, Under Stone by Susan Cooper.▪ Ingo by Helen Dunmore.	<ul style="list-style-type: none">▪ Mud, Sweat and Tears Junior Edition by Bear Grylls.▪ Boy: Tales of Childhood by Roald Dahl.▪ Jessica Ennis Unbelievable (extracts).▪ Who We Are by One Direction.▪ Bill Peet: An Autobiography.	<ul style="list-style-type: none">▪ Sea Fever by John Masefield.▪ The Sea by James Reeves on the Poem Hunter website (here).▪ The Tide Rises, the Tide Falls – Henry Wadsworth Longfellow on the Poetry Foundation website (here).▪ A Speck Speaks by Adrian Mitchell.▪ A Sea Dirge by Lewis Carroll on the Poem Hunter website (here).▪ Picnic by Judith Nicholls on the Children's Poetry Archive website (here).▪ Seashell by James Berry on the Children's Poetry Archive website (here).▪ Lord Neptune by Judith Nicholls on the Children's Poetry Archive website (here).▪ The Cave's Mouth by George Szirtes on the children's Poetry Archive website (here).▪ Ocean Travel by Jennifer Tweedie on the Word Power website (here).
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Year 6 Summer 2:

English

Novel as a Theme – Creative Learning Opportunities and Outcomes

Creating interest

- Show images linked to the focus text, e.g. if using *Rooftoppers*, images of a cello, a shipwreck, a baby, Paris, rooftops.
- Share only the first sentence of the novel with the children. Ask them to summarise what they know about the story so far by completing the first column of a KWL grid:

What do we Know? (K)	What do we Want to know? (W)	What have we Learnt? (L)

- Predict what might happen. Encourage the children to use tentative language when predicting from information which is implied, e.g. **Maybe** *the baby will be found by a musician because the author says the baby was found in a cello case, suggesting the cello case is significant in some way.*

Learning outcomes

- Children will be able to construct a prediction based on clues.
- Children will be able to use tentative language when making predictions.

Reading

Grammar: Warm ups throughout reading phase – focus on exploring how hyphens can be used to avoid ambiguity e.g. *man eating shark versus man-eating shark.*

Reading and responding

- Through shared reading, explore the selected novel and complete using additional reading time outside of the English lesson. Use a reading journal to record ongoing responses to the text as well as other reading based activities, e.g. *KWL grids, mind mapping, writing in role, adding themselves as a character into the story, writing summaries and making predictions.*
- Model and use book talk to deepen comprehension. Focus on a small section of text at a time, asking children to identify particular words or phrases which they feel are particularly interesting or effective. Through questioning, explore the children's responses to these words and phrases; *What did the word make you think about? What is going on in your head as you read this sentence? What did you feel when you read...?* Model the use of speculative language to support children in articulating their responses: *this word suggests...; this word is associated with..., this supports the idea of...*
- Provide opportunities for children to extend book talk in small groups. Assign group discussion roles such as chair, mentor and scribe to help ensure all children participate in the discussion. For descriptions of group roles, see the PNS Speaking and Listening posters on the Lancsngfl website ([here](#)). Remind the children to build on their own and others' ideas, and support this where necessary.
- Explore the thoughts, feelings and motives of characters using drama techniques such as *freeze framing, thought tracking (in role as characters, children speaking their thoughts aloud), role play and conscience alley.* Examine incidents

Learning outcomes

- Children will be able to avoid ambiguity by using hyphens appropriately.
- Children will be able to record on going thoughts in a reading journal.
- Children will be able to respond to reading in a variety of ways, including in writing.
- Children will be able to take on specific roles within group discussion, enabling them to participate actively.
- Children will be able to explore characters using a range of drama techniques.
- Children will be able to demonstrate empathy through drama and writing.
- Children will be able to identify and generate fact and opinion questions.
- Children will be able to demonstrate understanding of a theme.
- Children will be able to select evidence and explain their opinions using the PEE prompt.

Year 6 Summer 2:

English

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

from the viewpoint of different characters within the story. For example, if using *Rooftoppers*, look at the visit from Miss Eliot from the National Childcare Agency comparing the points of view of Charles, Sophie and Miss Eliot. Ask children to justify their inferences, both orally and in writing. Link to short writing opportunities such as diary entries, internal monologues and letters.

- Provide opportunities for children to make predictions based on information stated and implied. Include predictions beyond the end of the story, e.g. *What might Matteo be doing ten/twenty/thirty years from now?*
- Ask a range of questions, including those which children can respond to using the point; evidence; explanation prompt. Show them how to gather multiple pieces of evidence to support their answer, rereading and reading ahead to locate clues to support understanding. Support the children in considering the relative significance of evidence gathered and how to organise this within their written response.
- Focusing on themes within the text, provide each group of children with a card which identifies a theme from the novel, e.g. for *Rooftoppers*, these might include: *family, belonging, hope, and determination*. Without revealing their word to other groups, ask them to make themselves into a 'statue', still picture or tableau to represent that word. Other children then have to guess the word (this can be made simpler by listing a number of themes on the board so children have to choose the correct word and interpret the image, justifying their opinion). Link this into a short writing opportunity where the children have to explore their theme further, selecting evidence from more than one paragraph or section of the text to support their ideas. The PEE prompt (Point + Evidence + Explanation), writing frame or paragraph planner could be used to support this.

Reading and analysing

- Identify a section of the text such as a character description. For example, if using *Rooftoppers*, read and compare the descriptions of Charles Maxim – the narrator's description in chapter one which begins '*Think of night-time with a speaking voice.*'; Miss Eliot's report in chapter two, beginning '*C.P. Maxim is bookish, as one would expect of a scholar...*'; and Sophie's view of Charles, also in chapter two: '*Sophie thought about that later, in bed...*'. Focus on the vocabulary used within these descriptions, discussing the meanings of any unfamiliar words. Ask the children to identify, highlight and discuss key words within the descriptions, annotating the text using the speculative language already practised, e.g. *this word suggests...; this word is associated with...; this supports the idea of...*
- Analyse the text with the children and create a short toolkit or checklist of techniques used by the writer to create the character description. Where there are contrasting descriptions – such as those found in *Rooftoppers* – create separate toolkits or checklists for each description.
- Ask the children to draw on the model text and use the checklist to write character descriptions of another character. For example, if using *Rooftoppers*, write two contrasting descriptions of Sophie, one from the point of view of Charles, one from the point of view of Miss Eliot. Support with modelled, shared or guided writing as appropriate.

- Children will be able to identify effective vocabulary and describe the effect.
- Children will be able to use appropriate techniques to write contrasting character descriptions in the style of the author.

Year 6 Summer 2:

English

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

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on examples of where authors have broken conventions to achieve specific effects. Explore and experiment with a view to using some in their own writing.

- Pause the reading of the novel at a suitable point and explain to the children that they will be writing the next chapter. For example, if using *Rooftoppers*, pausing at the end of chapter 27 would give the children opportunity to write a chapter including an action scene or, alternatively, they could write the ending to the story.

Developing characters

- Organise the children into groups and allocate a different character from the story to each group. Ask the children to identify, discuss and make notes on large sheets of paper about what they know about this character. Support this activity with prompts such as: *Where do they live? What do they care about? Who do they care about? Can you describe their appearance? Can you describe their behaviour? Can you describe their speech?* Provide a short writing opportunity for the children to write a brief description or biography of the character. Ask the children for feedback, displaying notes on the working wall.

Developing plot

- In groups, discuss possible events for the next chapter. Encourage children to explore different scenarios whilst maintaining consistency of behaviour and personality traits of characters. Following group discussions, share ideas.
- From the ideas, ask the children to decide the sequence of events for their own writing and create a story map to record these. Add key vocabulary, snippets of characters' speech and planning notes to the maps. Support with modelling.

Developing setting

- Consider the setting(s) for the chapter. Provide opportunity for children to work collaboratively to develop the vocabulary to describe the setting(s), e.g. *labelling pictures; completing a zone of relevance activity in which descriptive words are placed on a target board according to their relevance; collaboratively drawing details from the setting on fabric using washable markers and labelling with nouns, adjectives, similes; conducting a visualisation activity in which the setting is described, orally, in detail whilst others listen and visualise the scene; using the drama technique 'tour guide' in which pairs of children walk around the room and one, in role as the 'tour guide', describes to the other what they 'can see'*. Display useful words and phrases on the working wall to support the writing phase.

Writing

- Using the story map created, use shared writing techniques to model a section at a time. Focus on skills – correct use of hyphens to avoid ambiguity and breaking conventions of writing in order to achieve specific effects. Make frequent references to the character notes on the working wall, demonstrating and explaining how characters' behaviour, speech and personalities are being maintained.
- Children follow the modelling each day from the whole class focus and use their own map to inform writing.

Learning outcomes

- Children will be able to explain why an author has broken a convention and the effect this has created.
- Children will be able to identify the characteristics, behaviour and speech of characters from the novel.
- Children will be able to create their own plot and record this as an annotated story map.
- Children will be able to generate, collect and record vocabulary to describe the setting/s for their story.

Learning outcomes

- Children will be able to write a chapter which includes:
 - correct use of hyphens to avoid ambiguity.
 - the deliberate breaking of conventions in order to achieve specific effects.

Year 6 Summer 2:

English

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

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| <ul style="list-style-type: none">▪ Use AFL, marking and feedback to adjust shared writing focus daily. | <ul style="list-style-type: none">- a blend of action, dialogue and description.- characters, events and settings which are consistent with the focus novel. |
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Outcome

- A new chapter or ending for the novel.

Presentation

- Share chapters or endings with peers in small groups.

Year 6 Summer 2:

English

Recount: Autobiography – Creative Learning Opportunities and Outcomes

Creating interest

- The teacher’s own childhood might provide a good starting point for creating interest in autobiography. Choose a particularly interesting or amusing incident from the past and share the story with the children, including sufficient detail to entertain and engage. Use photographs and/or objects as prompts if possible.
- Ask the children to work in pairs or small groups to entertain each other by sharing stories from their own past.

Learning outcomes

- Children will be able to entertain or interest a partner through an oral recount of an event from their own life.

Reading

Grammar: Warm ups throughout the reading phase – focus on devices to build cohesion.

Reading and responding

- Through shared reading and independent reading, explore a selection of autobiographies. These might include selected extracts from adult autobiographies such as *Jessica Ennis Unbelievable: From My Childhood dreams to Winning Olympic Gold*, as well as those written specifically for children such as *Mud, Sweat and Tears Junior Edition* by Bear Grylls. A complete, appropriate biography could be read to the children using additional time outside of English lessons.
- In groups, children read and discuss extracts from different autobiographical texts matched to their reading ability. Encourage them to build on one another’s responses, challenging ideas courteously.
- Model rereading and reading ahead to locate clues to support understanding. Ask the children to devise questions in pairs which require the respondent to gather evidence from different parts of the text. Children then swap questions and answer the questions using the techniques demonstrated by the teacher.

Reading and analysing

- Analyse the conventions of autobiographical writing including techniques to engage the reader, appropriate tone and style, rhetorical questions, direct address to the reader.
- In order to create a planning and writing frame, ‘box-up’ an autobiography by drawing rectangles (or ‘boxes’) around each paragraph or section. Ask the children to give each paragraph or section a subheading to identify or summarise the content, e.g. *early life; school days; starting work*.
- Discuss the purpose of each paragraph and identify the key information within it.
- Compare a selection of autobiographies, identifying and evaluating how specific information is organised e.g. *sections with sub-headings, events in time order*. This could be recorded in a grid format:

Comment on:	Text one	Text two	Text three
Chronological order			
Devices to build cohesion			
Sections and sub-headings			
Use of anecdotes – funny or interesting incidents and extra detail			

Learning outcomes

- Children will be able to identify and use devices which build cohesion in recount (autobiography) texts.
- Children will be able to discuss and sequence events.
- Children will be able to devise probing questions.
- Children will be able to reread and read ahead to locate clues to support understanding.
- Children will be able to compare autobiographies, identifying similarities and differences between them.
- Children will be able to identify the conventions of autobiographical writing.
- Children will be able to comment on and describe the organisation of autobiographical writing.

Year 6 Summer 2:

English

Recount: Autobiography – Creative Learning Opportunities and Outcomes (contd.)

Description of a place, a person or an event in more detail			
Opinion of the writer			
New paragraph used when the time changes, something new happens or a new place or person is being written about.			

- Create a checklist of features for use in the writing phase.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on manipulating sentences to create particular effects. Revisit different sentence types (simple, compound and complex) and openers (-ed, -ing, simile starters, adverb starters), and create sentences which would be suitable for autobiography, e.g. *Having grown up on a farm, perhaps I was always destined to work outdoors.*

- Ask the children to consider the content for their writing; this will depend upon the intended, final outcome.
- If writing an autobiography in role as a fictional character, the children will need opportunity to:
 - Create the character, inventing a name, family details, their job, key events from their life etc.
 - Carry out research into the occupation they have invented for the character, e.g. end of the pier show or Punch and Judy show entertainer; fairground ride inventor; ice-cream salesman; owner of a donkey ride company. This will help to make the autobiography sound more authentic.
- If writing in role as a character from the class novel, the children will need opportunity to:
 - Identify what is already known about the character, from the text.
 - Where necessary (for example if using Matteo from *Rooftoppers*) invent a back story for the character, filling in details about their past.
 - Think about what might have happened to the character after their story within the novel ends.
- Following the teacher's modelling, the children create a timeline of the character's life, identifying and annotating key events, e.g. *when and where they were born; where they went to school; where they lived; when they left home; when they began work and what they did.*
- Using the timeline, model the telling of a fictitious anecdote relating to an event on the timeline. Include details to make it funny or interesting. Allow the children some thinking time to invent fictitious anecdotes linked to the key events of their timelines.
- Working in pairs or small groups, the children interview each other in role. Encourage the interviewers to use open questions and prompts such as 'Tell me about...' Encourage the interviewees to relate their fictitious anecdotes using details to make them humorous or interesting.

Learning outcomes

- Children will be able to construct different sentences of different types, and use a range of openers.
- Children will be able to comment on the function and effect of sentences in context.
- Children will be able to identify and gather the content required for their own autobiographical writing.
- Children will be able to create and annotate a timeline for a fictional character's life.
- Children will be able to relate fictitious anecdotes using details to make them humorous or interesting for the listener.

Year 6 Summer 2:

English

Recount: Autobiography – Creative Learning Opportunities and Outcomes (contd.)

Writing

- Use the timeline created. Use shared writing techniques to model a section at a time with the children. Focus on skills – devices to build cohesion and manipulating sentences to create particular effects.
- Children follow the modelling each day from the whole class focus and use their own timelines to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily, e.g. making conscious choices about techniques, using rhetorical questions and direct address to the reader.

Learning outcomes

- Children will be able to write an autobiography, in role, which includes:
 - devices to build cohesion.
 - sentences which have been manipulated to create particular effects.
 - the features of autobiography (recount).

Outcome

- An autobiography, written in role.

Presentation

- Share autobiographies with other children from the class or consider publishing them on a site such as the Lend Me Your Literacy website (**here**).

Year 6 Summer 2:

English

Poems on a Theme – Creative Learning Opportunities and Outcomes

Creating interest

- Look at contrasting images of the sea such as *The Angry Sea* by Thomas Moran, *The Seekers* by Mark Shasha, and *Sea Shadows* by Leonid Afremov. What impression of the sea do these paintings give? Discuss preferences, encouraging the children to give reasons for their choice.
- Provide the children with opportunity to work collaboratively to collect vocabulary in relation to each painting or image. Use thesauruses to explore synonyms and extend the vocabulary.
- Display on the working wall for use in the writing phase.

Learning outcomes

- Children will be able to express their preferences, giving reasons.
- Children will be able to generate vocabulary linked to a theme.
- Children will be able to use a thesaurus to identify synonyms.

Reading

Grammar: Warm ups throughout the reading phase – focus on selecting appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification.

Reading and responding

- Through shared reading, read and explore a selection of poems about the sea or the seaside (see suggested texts).
- Explore the meaning of words in context: *Can you work out the meaning by looking at the other words in the line or poem? What type of word is it? Does the root word help? Can you think of another word which would fit in and make sense? What definition(s) does the dictionary give? Using the appropriate dictionary definition, can you explain what the word means in the context of this poem?*
- Model and use book talk to deepen comprehension, using tentative language to propose, express and refine ideas, e.g. *I wonder whether...; Maybe...; At first I thought ... but now ...* Show the children how to reread and read ahead to locate clues to support understanding. Justify with evidence from the text.
- Provide opportunities for children to participate in discussions about poems, building on their own and others' ideas. Encourage the children to challenge the views of others courteously and revisit strategies to do this, e.g. using speaking frame prompts such as *I like that idea but have you thought about...; I agree but also...; I hadn't thought about that, can you tell me more?*
- Provide opportunities for children to read other poems, matched to their reading ability. Encourage them to highlight words and phrases which create powerful images, annotating these with their responses. Provide opportunities for them to discuss their preferences, make recommendations and give detailed reasons for their opinions.
- Learn some poems by heart.
- Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Rehearse and perform a poem or selection of poems for an audience. Children should be encouraged to improve their own performance by watching back a recording of it, or listening to and acting on feedback from peers.

Learning outcomes

- Children will be able to select language for effect.
- Children will be able to create language effects, e.g. *similes, metaphors, personification*.
- Children will be able to explore the meaning of words in context.
- Children will be able to discuss poems, building on and challenging others' ideas.
- Children will be able to demonstrate their understanding, interpretation and response to the poetry through discussion and in writing.
- Children will be able to build on their own ideas and those of others and challenge the views of others courteously.
- Children will be able to compare poems and explain their preferences.
- Children will be able to learn poetry by heart.
- Children will be able to take account of meaning when reading aloud.
- Children will be able to prepare, rehearse and perform a poem.
- Children will be able to improve their performance by listening to and acting on feedback.

Year 6 Summer 2:

English

Poems on a Theme – Creative Learning Opportunities and Outcomes (contd.)

Reading and analysing

- Identify examples of figurative language within different poems – metaphor, simile, personification. Discuss the effect of these on the reader. Highlight examples within the text and annotate, describing the effect of the techniques. Provide response stems to support personal response, e.g. *It makes me imagine ...; It reminds me of ...; It makes it seem ...*
- Analyse the structural features of the poems, e.g. *How many stanzas does it have? Does anything change from stanza to stanza? How many lines does it have? What kinds of lines are used? Are they 'end-stopped' or 'run-on' (i.e. is the meaning complete at the end of the line or run on to the next line? Does the poem rhyme? If so, what is the pattern of that rhyme? Is there a rhythm?*

- Children will be able to identify examples of figurative language within poems including metaphor, simile and personification.
- Children will be able to describe the effect of these on the reader.
- Children will be able to describe the structural features of poems.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on examples of where poets have broken conventions to achieve specific effects.

- Select a suitable poem as a model for the children's own writing, e.g. *The Tide Rises, The Tide Falls* by Henry Wadsworth Longfellow or *Ocean Travel* by Jennifer Tweedie. Using techniques and prompts used in the reading phase, discuss the children's responses to the poem. Record these in reading journals.
- Analyse the structural features of the model poem, e.g. *How many stanzas does it have? Does anything change from stanza to stanza? How many lines does it have? What kinds of lines are used? Are they 'end-stopped' or 'run-on' (i.e. is the meaning complete at the end of the line or run on to the next line? Does the poem rhyme? If so, what is the pattern of that rhyme? Is there a rhythm?*
- 'Box-up' the text by drawing rectangles (or 'boxes') around sections of the text to create a planning and writing frame. For example, if using *The Tide Rises, The Tide Falls*, this might be:

Verse 1

The tide rises, the tide falls.

A series of events/actions describing twilight in a seaside town.

And the tide rises, the tide falls.

Verse 2

A series of events/actions describing night in a seaside town.

And the tide rises, the tide falls.

Verse 3

A series of events/actions describing morning in a seaside town.

And the tide rises, the tide falls.

Learning outcomes

- Children will be able to identify where and how poets have deliberately broken conventions of writing.
- Children will be able to describe the effect of these techniques on the reader.
- Children will be able to describe the structural features of a poem.
- Children will be able to use a structure of a known poem to support their own writing.
- Children will be able to generate ideas and language for their own and others' writing.

Year 6 Summer 2:

English

Poems on a Theme – Creative Learning Opportunities and Outcomes (contd.)

- Support the children in gathering the ideas and language to use in their own poems. For example, if using *The Tide Rises, The Tide Falls*, provide opportunity for the children to work collaboratively to generate ideas of activities which take place at different times of the day in seaside towns, e.g. *the shop owner opening up his rock and souvenirs shop, the fortune teller packing up for the day*. Alternatively, linked to learning opportunities in history, the scenes being described through the poem could be holidays in Victorian or Edwardian times, or any other historical period studied as part of this theme. Support with still and moving images where appropriate. Display the ideas and language on the working wall to support the writing phase.

Writing

- Use shared writing techniques to model the writing of a new poem using ideas and language from the gathering content phase. The emphasis within poetry writing should always be on the effects created through careful and precise word choice. It may be advisable therefore, to discourage the children from attempting to rhyme as this limits the choice of words available to them.
- Through modelled and shared writing, focus on skills – selecting appropriate vocabulary and language effects for impact, and breaking writing conventions for effect.
- Children follow the modelling from the whole class focus and write their own new poem(s).
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Children assess the effectiveness of own and others' writing in relation to audience and purpose. They suggest changes to vocabulary to enhance effects and clarify meaning.
- Ensure that children have the opportunity to learn and perform new poems.
- Children should be involved in evaluating and improving performances of compositions focusing on:
 - Intonation and volume.
 - Gesture and movement.
 - Audience engagement.

Learning outcomes

- Children will be able to write a poem, based on a model, which includes appropriate use of:
 - vocabulary and language effects for impact.
 - breaking writing conventions for effect.
 - careful selection of words – *specific nouns, well-chosen adjectives, verbs and adverbs*.
 - imagery – *similes, metaphors and personification*.
- Children will be able to perform, evaluate and improve their writing.

Outcome

- A performance of poems learned by heart during the reading phase.
- Interesting and engaging poem(s) which are based on a model and linked to the theme.
- A performance of the new poem(s).

Presentation

- Presentation of a poem to an audience e.g. assembly, other class, recorded for live playback.
- Presentation of a poem with imagery using artwork or ICT combining words, phrases, images and sounds e.g. PowerPoint, Photostory3.