

## Year 6 Spring 2:

English		
Key Learning		
Unit	Detective / Crime Fiction	Explanations
Outcome	<ul style="list-style-type: none"> <li>A detective story to entertain and intrigue children in another class.</li> </ul>	<ul style="list-style-type: none"> <li>An explanation linked to learning experiences in another subject, for example:               <ul style="list-style-type: none"> <li>History: <i>How did William triumph at the Battle of Hastings? How were motte and bailey castles constructed? How did the feudal system work?</i></li> <li>Science: <i>How are living things classified into broad groups according to common observable characteristics? What would happen if all the insects/mammals/microbes/birds died out?</i></li> </ul> </li> <li>and/or</li> <li>An explanation linked to the detective fiction English unit: <i>How was the case solved?</i></li> </ul>
Possible Duration	<ul style="list-style-type: none"> <li>3-4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>
Key Learning Reading	<ul style="list-style-type: none"> <li>Understand underlying themes, causes and consequences within whole texts.</li> <li>Recognise authors' techniques to influence and manipulate the reader.</li> <li>Listen to, read and discuss an increasingly wide range of fiction.</li> <li>Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>Analyse the conventions of different types of writing, e.g. detective fiction: <i>red herring, motive, alibi, alias, the reveal</i>.</li> <li>Use a reading journal to record ongoing reflections and responses to personal reading.</li> <li>Explore texts in groups and deepen comprehension through discussion.</li> <li>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</li> <li>Infer characters feelings, thoughts and motives from their actions, justify inferences with evidence e.g. Point; Evidence; Explanation.</li> <li>Predict what might happen from information stated and implied.</li> <li>Justify opinions and elaborate by referring to the text e.g. Point; Evidence; Explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Understand underlying themes, causes and consequences within whole texts.</li> <li>Understand the structures writers use to achieve coherence; <i>headings; links within and between paragraphs; connectives</i>.</li> <li>Analysing the conventions of different types of writing.</li> <li>Exploring texts in groups and deepening comprehension through discussion.</li> <li>Exploring new vocabulary in context.</li> <li>Scanning for key information e.g. looking for words associated with a key idea.</li> <li>Skimming for gist.</li> <li>Using a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>Identifying how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.</li> </ul>

## Year 6 Spring 2:

### English

#### Key Learning (contd.)

<p><b>Key Learning Writing</b></p>	<ul style="list-style-type: none"> <li>▪ Manipulate sentences to create particular effects.</li> <li>▪ Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>▪ Identify the subject and object of a sentence.</li> <li>▪ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></li> <li>▪ Select the appropriate language and structures.</li> <li>▪ Draw on similar writing models, reading and research.</li> <li>▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>▪ 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></li> </ul>	<ul style="list-style-type: none"> <li>▪ Manipulate sentences to create particular effects.</li> <li>▪ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken.</i></li> <li>▪ Use devices to build cohesion between paragraphs in explanatory texts e.g. <i>similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>▪ Identify and use colons to introduce a list.</li> <li>▪ Selecting the appropriate language and structures.</li> <li>▪ Using devices to build cohesion.</li> <li>▪ Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative.</li> <li>▪ Evaluate and edit by:             <ul style="list-style-type: none"> <li>– Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>– Proofreading for grammatical, spelling and punctuation errors.</li> </ul> </li> </ul>
<p><b>Suggested Texts</b></p>	<ul style="list-style-type: none"> <li>▪ An Oxford Anthology of Mystery Stories by Dennis Hamley.</li> <li>▪ The Hangman's Lair and Other Case Files by Simon Cheshire.</li> <li>▪ Foul Play by Tom Palmer.</li> <li>▪ Whodunit? Detective Stories Chosen by Philip Pullman.</li> <li>▪ The Case of the Deadly Desperados by Caroline Lawrence.</li> <li>▪ The London Eye Mystery by Siobhan Dowd.</li> <li>▪ Adventure Island: The Mystery of the Whistling Caves by Helen Moss (series of titles).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk for Writing Across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong.</li> <li>▪ The History Detective Investigates: Anglo-Saxons by Neil Tonge.</li> <li>▪ The Boys' Book: How to be the Best at Everything by Guy MacDonald (<i>note: take care to select explanation texts from this book – such as How to Fly a Helicopter – not instruction texts</i>).</li> <li>▪ Why? Encyclopaedia by DK.</li> <li>▪ A Really Short History of Nearly Everything by Bill Bryson.</li> <li>▪ The Complete Skeleton Book for Non-Fiction Text Types by Sue Palmer</li> </ul>

## Year 6 Spring 2:

### English

#### Detective / Crime Fiction – Creative Learning Opportunities and Outcomes

##### Creating interest

- Create a scenario in which a bag has been found. Share the bag and its contents with the children, explaining that they should examine these carefully as they provide clues to the identity of the owner. Contents might include train tickets, maps, photographs, books and clothing.
- In groups, children discuss their ideas about who might own the bag. Provide prompt questions to focus the children's discussion. These might include: How old is the owner? Where do they live? What is their occupation? What kind of house do they live in? What do we know about their family? What interests or hobbies do they have?
- Encourage the children to support their ideas with evidence. Model and encourage the use of tentative language such as 'This suggests...' 'Maybe...' 'At first I thought...' 'Perhaps...' 'This could mean...'
- Each group of children is asked to create a profile of the owner of the bag. Provide each group of children with a large sheet of paper to record their ideas.
- Children present their profiles, again using tentative language. The point + evidence + explanation prompt could help to structure presentations.
- The above activities could be carried out in role with the children as detectives and the teacher in role as the chief detective inspector.

##### Learning outcomes

- Children will be able to deduce information from clues.
- Children will be able to justify their ideas using evidence.
- Children will be able to use tentative language in explaining their views.

##### Reading

**Grammar:** Warm ups throughout the reading phase - identifying the subject and object of a sentence.

##### Reading and responding

- Through shared reading, explore a range of detective fiction (short stories and a class novel). Also include extracts from children's mystery films, e.g. Scooby Doo, Young Sherlock Holmes, Basil the Great Mouse Detective, Nancy Drew.
- Create a large KWL grid for the working wall. Use this to examine how the writer gradually reveals clues for the reader. Plot these on the grid, recording the children's ongoing thoughts as the story progresses and clues are revealed.
- Support the children in using tentative language to propose, express and refine ideas, e.g. *I wonder whether...; Maybe...; At first I thought...but now...*
- Using Book Talk, take part in discussions as a class and in smaller groups. Support children in challenging their peers with questions, justifying opinions and responding to different viewpoints.
- Support the children in recognising and comparing authors' techniques to influence and manipulate the reader, e.g. the use of red herrings; character descriptions which suggest characters are unsavoury or suspicious or, conversely, upstanding and beyond reproach; providing multiple characters with a plausible motive.
- Focus on vocabulary. In tackling unfamiliar words, explore pronunciation as well as meaning. Use dictionaries to find definitions then discuss these in the context of the text. In order to support the writing phase, record any useful vocabulary on the working wall, including genre specific language such as *alibi, motive* and *red herring*.

##### Learning outcomes

- Children will be able to identify the subject and verb in a sentence.
- Children will be able to understand causes and consequences.
- Children will be able to record ongoing thoughts in a reading journal.
- Children will be able to explore texts and deepen understanding through discussion and drama.
- Children will be able to justify opinions with reference to the text.
- Children will be able to make predictions based on information stated and implied.

## Year 6 Spring 2:

### English

#### Detective / Crime Fiction – Creative Learning Opportunities and Outcomes (contd.)

- Children should record ongoing responses in their reading journals. Entries might include Point + Evidence + Explanation (PEE prompt), writing in role as investigating detectives, writing summaries and making predictions.
- Predict what might have happened from information stated and implied. Use drama and short writing tasks to explore different theories linked to the crimes, flashing forwards and backwards in time.

#### Reading and analysing

- Compare aspects of different detective stories and novels such as suspects, red herrings, detective and culprit. A full list of features can be found on the Lancashire English Team's mystery fiction tablemat ([here](#)).
- With the children, create a checklist of genre features for detective fiction.

Children will be able to describe the features of detective fiction.

#### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – use of the active and passive voice.

The gathering content phase is particularly important for detective fiction in that all the elements need to work together to intrigue the reader. Consequently, it may be necessary to spend longer in this phase for this unit than for other narrative units.

#### Developing a plot

- Simple plot outlines can be provided, e.g.

Detective approached by a character asking for help.
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Detective explores the scene of crime.
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Detective interviews/meets suspects.
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Detective finds him/herself in danger.
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Detective reveals the culprit.
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- Alternative ideas for plots might include:
- Using ideas from nursery rhymes or fairy tales, e.g. the case of the stolen porridge (invent motives for Goldilocks, Little Jack Horner, Mrs Sprat, the Knave of Hearts...), the case of the vandalised London Bridge – (who might have damaged it?) or the case of the poisoned the apple.
- Plots from children's film or TV animations, e.g. Scooby-doo.
- The board game Cluedo – the latest versions of the game come with short biographies of all the characters and ways in which they are related or interlinked.

#### Developing characters

##### The detective

- Share images of fictional detectives from television, film and fiction, e.g. Sherlock Holmes, Miss Marple, Poirot, Jonathan Creek, Jessica Fletcher.

#### Learning outcomes

- Children will be able to identify the use of the active and passive voice within sentences.
- Children will be able to construct sentences using the active and passive voice.
- Children will be able to create and develop ideas for their own story.
- Children will be able to establish and maintain behavioural characteristics of their character.

## Year 6 Spring 2:

### English

#### Detective / Crime Fiction – Creative Learning Opportunities and Outcomes (contd.)

- Fictional detectives are often eccentric or quirky in some way and this can be shown through appearance, behaviour and speech. Provide a selection of hats, scarves, and accessories – the more unusual the better. Working in groups and following the teacher’s modelling, the children are asked to create their detective, selecting one or two items to form part of their character’s ‘signature look’. The children should then list a few words or phrases to sum up the appearance of their detective.
- Children should discuss the personality of their detective and list words or phrases to describe this, e.g. methodical, an introvert/extrovert etc. Vocabulary cards and opportunity to explore word meanings could be provided to support this.
- Ideas for each detective – including their name, words and phrases to describe appearance and personality – could be recorded on a plain white t-shirt using washable marker pens. The t-shirts could then be worn by children. In role as their detective, they could take part in interviews, e.g. a chat show.
- Further develop ideas about the character of the detective by providing the children with a selection of scenarios to discuss or role play, e.g. how would they react if:
  - they were asked to open a jar which no one else could open?
  - they had just missed their bus?
  - someone spilled a hot drink in their lap?
- Children should be encouraged to show their character’s personality through the ways in which they act, react and interact. Use short writing opportunities to record these.

#### Additional characters (suspects)

- Following modelling, children should create a number of additional characters who will be the suspects. Show the children how to create characters which are clearly contrasting in terms of their appearance and their roles. These could be planned on a grid as follows:

Additional Character	Notes about the character – appearance, behaviour, personality	Motive
Character asking for help Name:		
Suspect 1 Name:		
Suspect 2 Name:		
Suspect 3 Name:		

- A supporting homework task might be to find images from newspapers, magazines or the internet to represent each character. Images could be constructed from a selection of facial features, resembling an identikit type image.
- As an alternative to each child creating their own full set of suspects, groups of children could be provided with an image on which to create their character. Large, annotated images of these characters could be displayed in the classroom and used by all children as the suspects in their stories. Each individual child would however, still identify their own culprit from this selection.

## Year 6 Spring 2:

### English

#### Detective / Crime Fiction – Creative Learning Opportunities and Outcomes (contd.)

##### Writing

- Use the plan created. Use shared writing techniques to model a section at a time. Focus on skills – effective use of the active and passive voice, devices to build cohesion between paragraphs, and introducing and developing characters through action, dialogue and description.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Support the children in evaluating, editing and improving their stories to suit their audience and purpose.

##### Learning outcomes

- Children will be able to write their own detective story including:
  - Appropriate use of the active and passive voice.
  - Devices to build cohesion between paragraphs.
  - Characters presented through action, dialogue and description.
  - Features of the genre.

##### Outcome

- A detective story to entertain and intrigue children in another class.

##### Presentation

- Arrange a time for the children to visit another class and read their stories in pairs or small groups. Allow the children opportunity to rehearse their reading, encouraging them to use appropriate intonation and expression.

## Year 6 Spring 2:

### English

#### Explanations – Creative Learning Opportunities and Outcomes

##### Creating interest

- Tall tales: Challenge the children to invent wildly imaginative excuses about why they were late for school. Share and display useful words and phrases to link the stages of their explanations, e.g. *the reason that; this happened because; this caused; therefore; later on; before this happened; consequently; this meant that; the effect of this was...*

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on use of devices to build cohesion between paragraphs in explanatory texts e.g. *similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*

##### Reading and responding

- Through shared and independent reading, explore a range of explanation texts. Explore new vocabulary, discussing meanings, using dictionaries and considering the words in context.
- Provide children with differentiated explanation texts to read independently. Organise the children into mixed ability pairs and challenge them to give a one minute presentation to their partner based on what they have read.
- Model generating and answering questions based around cause and effect linked to the text, '*What caused...? '... was caused by...*' Using differentiated texts, children work in pairs to generate and answer cause and effect questions.
- Through shared reading, explore a hybrid text such as page from an encyclopaedia (hybrid texts contain a mixture of text types). Model the use of skimming to ascertain the gist of the text and locate a section which is primarily explanation.
- Provide a question in a written form which requires the children to search for a specific piece of information from the explanation text. Through modelling, remind the children how to scan for information using any useful information available, e.g. capital letter to signpost names; numbers to signpost statistical data etc. Once a potentially useful piece of information has been located, model the use of close reading of the sentence(s) to ascertain whether that is the information required to answer the question. Make explicit reference to the different reading skills involved – **skimming**, **scanning** and **close reading**. Extend this by scanning for information *associated* with a key word in the question.
- Using differentiated texts, the children work in pairs to generate questions which require scanning and close reading. They then swap texts and answer the questions, practising scanning and close reading.
- Cut up an explanation text and present the paragraphs to the children in a mixed up order. Ask them to reassemble the text in the correct order then read it aloud to check it makes sense. What helped to signpost them?
- In order to give the children a clear model to work from, use the talk for writing approach to learn an explanation text by heart. Use actions and text mapping to support the process. See *Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years* by Pie Corbett and Julia Strong for further information on this approach.

##### Learning outcomes

- Children will be able to give an oral explanation, using devices to build cohesion.

##### Learning outcomes

- Children will be able to select devices to build cohesion appropriately.
- Children will be able to discuss the meanings of words in context.
- Children will be able to demonstrate their understanding of what they have read by giving an oral summary.
- Children will be able to generate and answer questions focusing on cause and effect.
- Children will be able to use different reading skills appropriately in order to locate information.
- Children will be able to scan for specific information including words associated with key words in the question.
- Children will be able to describe the processes and purposes of skimming, scanning and close reading.
- Children will be able to identify devices to build cohesion and use these to sequence an explanation text.
- Children will be able to imitate an explanation text.

## Year 6 Spring 2:

### English

#### Explanations – Creative Learning Opportunities and Outcomes (contd.)

##### Reading and analysing

- Read and compare explanation texts, identifying similarities and differences. Following brief modelling, children work in pairs to complete a comparison grid, locating, noting and commenting on structure and language features of different texts, e.g.

<i>Comment on the following features in each text, copying examples where appropriate:</i>	Explanation Text A	Explanation Text B	Explanation Text C
<i>How or Why Title</i>			
<b>General opening statement</b>			
<b>Devices to build cohesion within paragraphs</b>			
<b>Devices to build cohesion between paragraphs</b>			
<b>Use of the passive voice (find and copy an example)</b>			
<b>Technical vocabulary (give examples)</b>			
<b>A clear, logical style</b>			
<b>How effective is this text?</b>			

- Children pool their knowledge of explanation texts to create a checklist of features. Display on the working wall for use during the writing phase.

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on use of the passive voice.

- Share with the children the specific writing outcome for the unit.
- Through learning experiences in another subject area (e.g. history or science), ensure they have enough knowledge of the topic to be explained.
- Build the children's confidence and expertise by providing opportunities for them to orally rehearse ideas, e.g. interviews in role as an expert on the given topic; playing 'Just a Minute' (talking for one minute on the topic without hesitation, deviation or repetition); preparing and presenting a one minute presentation for *The One Show* or similar TV or radio show; using drama techniques such as mime or freeze-frame to represent the process and providing the accompanying voiceover narration.
- Model the planning of the explanation. Techniques to do this could include:

##### Learning outcomes

- Children can identify and comment on structural and language features of explanation texts.

##### Learning outcomes

- Children will be able to identify the use of the passive voice in explanation texts.
- Children will be able to give oral explanations.
- Children will be able to respond to questions in role.
- Children will be able to plan their explanation text.
- Children will be able to select appropriate devices to build cohesion.



## Year 6 Spring 2:

### English

#### Explanations – Creative Learning Opportunities and Outcomes (contd.)

- Boxing up the model learnt using talk for writing (drawing boxes around sections of text, labelling each and then using this as a planning frame).
- Noting the main stages of the process on a flow chart or paragraph planner.
- Using a writing skeleton (see *The Complete Skeleton Book for Non-Fiction Text Types* by Sue Palmer).
- Add words and phrases which will act as devices to build cohesion, e.g. *similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence, the reason that; this happened because; this caused; therefore; later on; before this happened; this meant that; the effect of this was...*
- Children follow this process to create their own plans.
- Decide whether images or other features are required to help the reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary.

#### Writing

- Use the plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – use of devices to build cohesion between paragraphs, use of the passive voice.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Support children to evaluate and edit their writing by considering its effectiveness in relation to audience and purpose.
- In pairs, ask children to read the explanation as if they know nothing at all about the subject. Check that there are no gaps in the information.
- Proofread to identify any grammatical, spelling and punctuation errors.

#### Learning outcomes

- Children will be able to write their own explanation including:
  - Devices to build cohesion between paragraphs.
  - Passive voice.
  - Features of the text type.
- Children will be able to evaluate, edit and improve their writing.

#### Outcome

- An explanation linked to learning experiences in another subject and/or an explanation linked to the detective fiction English unit.

#### Presentation

- Explanations could be collated to create a class book, displayed in the library or entrance hall, or to create a wall display. Alternatively, they could be shared as speeches or presentations to an audience.