

## Year 6 Summer:

English			
Key Learning			
Unit	Short Stories with Flashbacks	Discussion and Debate	Classic Narrative Poetry
Outcome	<ul style="list-style-type: none"> <li>A story told in flashback.</li> </ul>	<ul style="list-style-type: none"> <li>A discursive essay.</li> <li>A formal debate.</li> </ul>	<ul style="list-style-type: none"> <li>Written response to the poem in another text type and form, e.g. <i>newspaper report, series of diary entries, letter of complaint, accident report, cartoon strip.</i></li> </ul>
Possible Duration	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>3-4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>1-2 weeks.</li> </ul>
Key Learning Reading	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness; dis+repute+able; dis+respect+ful; re+engage+ment.</li> <li>Make comparisons within and across texts e.g. <i>viewing events through the eyes of the child and the adult.</i></li> <li>Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i></li> <li>Explore texts in groups and deepening comprehension through discussion.</li> <li>Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point:Evidence:Explanation.</li> <li>Explore, recognise and use the terms 'style' and 'effect'.</li> </ul>	<ul style="list-style-type: none"> <li>Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial.</i></li> <li>Analyse the conventions of different types of writing e.g. <i>persuasive language.</i></li> <li>Reread and reads ahead to locate clues to support understanding and justifying with evidence from the text.</li> <li>Distinguish between statements of fact or opinion across a range of texts.</li> <li>Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</li> <li>Explain and discuss their understanding of what they have read through formal debates, maintaining a focus on the topic and using notes where necessary.</li> <li>Prepare formal presentations individually or in groups.</li> <li>Use notes to support presentation of information.</li> <li>Respond to questions generated by a presentation.</li> <li>Participate in debates on issues related to reading (non-fiction).</li> <li>Provide reasoned justifications for their views.</li> </ul>	<ul style="list-style-type: none"> <li>Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.</li> <li>Explore, recognise and use the terms 'style' and 'effect'.</li> <li>Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.</li> <li>Listen to, read and discuss an increasingly wide range of poetry.</li> </ul>

## Year 6 Summer:

### English

#### Key Learning (contd.)

#### Key Learning Writing

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| <ul style="list-style-type: none"><li>▪ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li><li>▪ Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li><li>▪ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i></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>▪ Use ellipsis to link ideas between paragraphs.</li><li>▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li><li>▪ Proofread for grammatical, spelling and punctuation errors.</li></ul> | <ul style="list-style-type: none"><li>▪ Use devices to build cohesion between paragraphs in persuasive and discursive texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li><li>▪ Investigate and collect a range of synonyms and antonyms e.g. <i>bad: awful, substandard, unacceptable, unsatisfactory, dreadful, inferior, inadequate; superior, beneficial.</i></li><li>▪ Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i></li><li>▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</li><li>▪ Use active and passive voice to achieve intended effects.</li><li>▪ Evaluate and improve performances of compositions focusing on:<ul style="list-style-type: none"><li>- intonation and volume.</li><li>- gesture and movement.</li><li>- audience engagement.</li></ul></li></ul> | <ul style="list-style-type: none"><li>▪ Explore and collect vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – request.</i></li><li>▪ Find examples of where authors have broken conventions to achieve specific effects – e.g. <i>non-standard English for effect in monologues</i> - and using similar techniques in own writing.</li><li>▪ Identify audience and purpose.</li><li>▪ Choose appropriate text-form and type for all writing.</li><li>▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li><li>▪ Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.</li><li>▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</li></ul> |
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## Year 6 Summer:

### English

#### Key Learning (contd.)

<b>Suggested Texts</b>	<p><b>Short story</b></p> <ul style="list-style-type: none"><li>▪ Kidnapped by Pie Corbett on the Teach Primary website (<b>here</b>).</li></ul> <p><b>Picture books</b></p> <ul style="list-style-type: none"><li>▪ The Sea Chest by Toni Buzzeo.</li><li>▪ Miss Rumphius: a picture book by Barbara Cooney.</li></ul> <p><b>Extracts</b></p> <ul style="list-style-type: none"><li>▪ Carrie's War by Nina Bawden - the opening chapter is available on the Love Reading 4 Kids website (<b>here</b>).</li></ul> <p><b>Films</b></p> <ul style="list-style-type: none"><li>▪ Up (2009) - a clip is available on the Trailer Addict website (<b>here</b>).</li><li>▪ Titanic (1997) (<i>selected scenes</i>).</li><li>▪ Encyclopaedia Titanica website (<b>here</b>).</li><li>▪ Titanic: A Child Survivor's Story on the CBBC website (<b>here</b>).</li><li>▪ The Piano by Aidan Gibbons on YouTube (<b>here</b>).</li></ul>	<ul style="list-style-type: none"><li>▪ How to write a balanced argument on the BBC Bitesize website (<b>here</b>).</li><li>▪ Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong.</li></ul> <p><b>Animals in the entertainment world</b></p> <ul style="list-style-type: none"><li>▪ Norman Barrett MBE and his budgie circus act on YouTube (<b>here</b>).</li><li>▪ Sea World:<ul style="list-style-type: none"><li>- Shamu Show on the Sea World website (<b>here</b>)</li><li>- Conservation on the Sea World website (<b>here</b>).</li></ul></li><li>▪ Knowsley Safari Park:<ul style="list-style-type: none"><li>- Sea Lion Show on the Knowsley Safari Park website (<b>here</b>).</li><li>- Conservation and Research on the Knowsley Safari Park website (<b>here</b>).</li></ul></li><li>▪ Blackpool Zoo:<ul style="list-style-type: none"><li>- Sea Lion Trainer on the Blackpool Zoo website (<b>here</b>).</li><li>- Conservation on the Blackpool Zoo website (<b>here</b>).</li></ul></li><li>▪ Wild Animals in Captivity on the RSPCA website (<b>here</b>).</li><li>▪ Animal Actors on the PETA website (<b>here</b>).</li></ul>	<ul style="list-style-type: none"><li>▪ The Lion and Albert by Marriott Edgar on the Monologues website (<b>here</b>).</li><li>▪ Albert's Return by Marriott Edgar on the Monologues website (<b>here</b>).</li><li>▪ Albert and the Pancakes by Col Gray on the Monologues website (<b>here</b>).</li><li>▪ The Lion and Albert performed by Stanley Holloway on YouTube (<b>here</b>).</li><li>▪ I Do Like to be Beside the seaside on the Monologues website (<b>here</b>).</li></ul>
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## Year 6 Summer:

### English

#### Short Stories with Flashbacks – Creative Learning Opportunities and Outcomes

##### Creating interest

- Show a short film such as The Piano by Aidan Gibbons on YouTube (**here**), or an extract of a longer film such as Up (2009) on the Trailer Addict website (**here**) which show events in flashback.
- Allow children opportunity to discuss their responses to the film in pairs or small groups.
- Explain that they will be using this technique to write a short story.

##### Reading

**Grammar:** Warm ups throughout reading phase – focus on identifying and using semi-colons to mark the boundary between independent clauses e.g. *It is raining; I am fed up.*

##### Reading and responding

- Through shared reading, explore the opening of a text which is told in flashback, e.g. Carrie's War by Nina Bawden (the opening chapter is available on the Love Reading 4 Kids website (**here**)). What clues are there about the historical and geographical setting for the story? What evidence is there in the text that time has passed since the events of the story began? How does the character feel about recalling the events of the past? What evidence is there in the text to support this?
- Following reading, explore a section of the text through drama. For example, having read the first chapter of Carrie's War, ask the children to highlight the dialogue on page two and use it to act out the scene. At the end of the scene, ask the children to freeze, in position and then explore the thoughts of the children (older and younger) and Carrie through thought tracking (speaking aloud the thoughts in the character's head).
- Through shared reading, explore the next section of text. 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 inferring characters' thoughts and feelings from their actions. Ensure the children justify inferences with evidence e.g. Point; Evidence; Explanation.

##### Reading and analysing

- Select an extract from one of the focus texts to explore through writer talk. This involves the children in talking about the effect the text has upon them then identifying the techniques the writer has used to create that effect. For example, if using 'The Sea Chest', focus on a descriptive passage such as:
  - *Spring mornings found me scrambling beneath the porch, robbing the brooding hens of their tawny eggs. I circled double-yolk days in yellow on the feed calendar above the davenport. Supply-boat days were double blue stars, with their promise of news, fellowship, and sugar to sweeten summer tea.*
- Through the use of speech prompts where necessary, support the children in discussing the effect of the text, e.g. *The part I really saw in my imagination was...; It made me imagine...*

##### Learning outcomes

- Children will be able to discuss their responses to a film text, explaining and justifying their views.

##### Learning outcomes

- Children will be able to use semi-colons correctly to mark the boundary between independent clauses.
- Children will be able to infer characters thoughts and feelings from their actions, justifying inferences with evidence e.g. Point; Evidence; Explanation.
- Children will be able to contribute effectively to group discussions about texts.
  
- Children will be able to recognise and use the terms 'style' and 'effect'.
- Children will be able to describe the effect of a text on themselves as the reader.
- Children will be able to identify techniques used to create particular effects.
- Children will be able to compare texts in terms of style and effect.

## Year 6 Summer:

### English

#### Short Stories with Flashbacks – Creative Learning Opportunities and Outcomes (contd.)

- Create a toolkit of features and techniques to support the writing phase, e.g.
  - carefully chosen adjectives, e.g. **brooding** hens, **tawny** eggs.
  - powerful verbs, e.g. *scrambling, robbing, circled*.
  - precise nouns, e.g. *porch, davenport, news, fellowship*.
- Explore other texts such as *Miss Rumphius* by Barbara Cooney, comparing the style and effect of the writing with the other texts studied. Add further examples and techniques to the toolkit.

#### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on using knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness; dis+repute+able; dis+respect+ful; re+engage+ment. Words from *Carrie's War* might include the following: arthritic, government, electrified, archaeologist, impatiently.

- Explain to the children that they will be writing their own short story, told in flashback, which is loosely based around the true story of Titanic. Share the story of Titanic. Factual information can be found on the Kids Window website (**here**).
- A list of children on board the Titanic, together with biographical details of some, can be found on the Encyclopaedia Titanica website (**here**). From the list, select a child who survived the disaster (the column on the right denotes the number of the lifeboat in which they were found) who was aged between five and ten at the time. In small groups, ask children to discuss and note their initial thoughts about what this person might remember of the events of that day and night.
- Share the Blue Peter film 'Titanic: A child survivor's story' from the CBBC website (**here**). Ask children to make notes of the key events in the retelling. Watch the film again, this time noting down any descriptive words and phrases. Add these to the working wall.

#### Developing a character

- Share images of children from around 1912. Support the children in creating a character, perhaps based on one of these images, selecting or creating a name which sounds authentic for the time (provide lists for children to choose from if necessary). Provide a short writing opportunity for the children to write a brief biography similar to those on the Encyclopaedia Titanica website (**here**).

#### Developing a plot

- From information read and gained from the CBBC recount, identify key events to create a basic structure, e.g.

Boarding the Titanic and setting sail.
Being woken on the third night of the voyage.
Being put in the lifeboat.

#### Learning outcomes

- Children will be able to explain how the addition of prefixes and suffixes change the meaning of words.
- Children will be able to use some historically accurate detail to create their own character for a story.
- Children will be able to record their ideas by creating an annotated story map.
- Children will be able to draw on reading, visual sources and drama to generate ideas for writing.
- Children will be able to mimic the style of a writer to create the opening of their story.

## Year 6 Summer:

### English

#### Short Stories with Flashbacks – Creative Learning Opportunities and Outcomes (contd.)

Watching Titanic break in half.
Watching as the stern sank below the surface of the ocean.
Being rescued by RMS Carpathia.

- Further develop ideas about the thoughts and feelings of characters at these key points using drama techniques such as freeze frame, thought tracking and role play. Ask the children to create a story map of the events. Add descriptive words and phrases, thoughts, feelings and snippets of dialogue as appropriate. Explore/revisit synonyms for over used words such as *sad, scared, happy* if necessary.
- These events will provide the main body of the story. The flashback element will be created by adding a present day opening and ending.

#### Developing settings

- Using pictures such as those found on Interior of the Titanic blog ([here](#)) and selected scenes from the 1997 film Titanic, develop settings. Use a collaborative drawing approach (drawing on large sheets of paper, or on large bed sheets with washable marker pens) for children to record ideas for different rooms on board Titanic. They label the items they have drawn with appropriate nouns then develop some into noun phrases. Encourage the use of descriptive and precise vocabulary observed during the reading phase, and include historical detail. Display on the working wall to support the writing phase. Support with photographs, illustrations and moving images where necessary.

#### Develop an opening

- As the story will be told in flashback, the opening should be present day, i.e. the Titanic survivor as an old person. Read an opening from a flashback story, e.g. *The Sea Chest* by Tony Buzzeo:
  - *City lights flicker in the dusk like winking fireflies. I hold my Auntie Maita's papery hand. Together we stare at the shiny photo in her lap, touched so often with hope, the edges curl. My heartbeat rushes in an impatient waltz as we watch for the stranger to arrive. While we wait, Aunt Maita remembers her childhood on a rocky Maine island eighty years ago and more, only child of the lighthouse keeper and his bride. She gazes out of the window as she tells the story.*
- As in the reading and analysing phase, discuss the effect of this opening and identify techniques the author has used to create these effects. Create a toolkit.
- Share modern day scenarios in which the Titanic survivor might be talking about their experiences, e.g. they are being interviewed by children from a school who are learning about Titanic; they are now living in a retirement home and are telling a nurse about it; they are telling a family member. Select one and ask the children to do the same; this will provide the starting point for the story.
- Imitating the style of the writer by using similar techniques, model the opening of the story. Following the modelling, children write the opening of their story.

## Year 6 Summer:

### English

#### Short Stories with Flashbacks – Creative Learning Opportunities and Outcomes (contd.)

##### Writing

- Using the story plan created, use shared writing techniques to model a section at a time. Focus on skills – using semi-colons to mark the boundary between independent clauses, using knowledge of root words, prefixes and suffixes, and using techniques identified to create specific effects (using toolkits).
- Children follow the modelling each day from the whole class focus and use their own plan or map to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- When the main body of the story has been completed, discuss with the children how the story can be brought back into the present. Look at examples in the texts studied if possible. Model a brief ending to the class story which brings it back into present day, e.g. *Shakily, Alice's frail hands closed the heavy pages of the album. "Of course, that was all a long time ago," she murmured. "A very long time ago."*

##### Learning outcomes

- Children will be able to write a story, told in flashback, which includes:
  - semi-colons to mark the boundary between independent clauses.
  - knowledge of root words, prefixes and suffixes.
  - techniques, identified in the work of published authors, which are used to create specific effects.

##### Outcome

- A story told in flashback.

##### Presentation

- Share stories with children from another class or consider publishing them on a site such as the Lend Me Your Literacy website ([here](#)).

## Year 6 Summer:

### English

#### Discussion and Debate – Creative Learning Opportunities and Outcomes

##### Creating interest

- Entertainment has always played a big part in seaside holidays, both in this country and abroad. Traditionally, this has included circus acts and other animal attractions such as zoos. Show the children a video of a traditional animal act such as Norman Barrett MBE and his budgie circus act on YouTube ([here](#)). He performed this type of act at Blackpool's Tower Circus for over twenty five years.
- In pairs or small groups, ask the children to identify reasons why people might like the budgie act, collecting as many ideas as they can.
- Explain that some people are opposed to animal acts such as these, in fact, some of the children may feel this way. Again, in pairs or small groups, ask them to identify reasons why some people may be opposed to animals being used for entertainment.
- Organise the children into pairs with each partner being assigned either 'for' or 'against' entertainment acts such as this. Each child must then talk for one minute, presenting arguments to support their case. Speaking frames could be used to support this process if appropriate, e.g. *I believe that...; Firstly...; As a consequence of...; Additionally...; Furthermore...*

##### Learning outcomes

- Children will be able to identify simple reasons for and against an issue.
- Children will be able to orally present a series of simple arguments, maintaining viewpoint.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on investigating and collecting a range of synonyms and antonyms e.g. *bad: awful, substandard, unacceptable, unsatisfactory, dreadful, inferior, inadequate; superior, beneficial.*

##### Reading and responding

- Through shared reading and independent reading, explore a range of persuasive texts in print and on screen. These might include some which promote the idea of animals being used for entertainment such as:
  - The Shamu Show ([here](#)) and Conservation ([here](#)) on the Sea World website.
  - Sealion Trainer ([here](#)) and Conservation ([here](#)) on the Blackpool Zoo website.
  - Sea Lion Show ([here](#)) and Conservation and Research ([here](#)) on the Knowsley Safari Park website.
- Through shared reading and independent reading, explore texts which oppose this view. Ensure the children understand that these texts are also trying to persuade the reader, this time from an opposing standpoint. Texts might include:
  - Wild Animals in Captivity on the RSPCA website ([here](#)).
  - Animal Actors on the PETA website ([here](#)).

*Please note: when selecting these texts, teachers should be sensitive to content – including images – which children may find distressing.*

Discuss the meaning of words in context: *Can you work out the meaning by looking at the sentence? 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 sentence?*

##### Learning outcomes

- Children will be able to suggest a range of synonyms and antonyms for commonly used words.
- Children will be able to identify viewpoint within a range of texts.
- Children will be able to decode and comprehend the text using their knowledge of suffixes.
- Children will be able to use a range of approaches to find the meanings of unfamiliar words and explain these in relation to their context.
- Children will be able to identify information from a text which supports a particular viewpoint.
- Children will be able to make comparisons between texts.
- Children will be able to express their personal responses to texts, in speech and writing.



## Year 6 Summer:

### English

#### Discussion and Debate – Creative Learning Opportunities and Outcomes (contd.)

- Identify words in the text which have suffixes. Discuss the meaning of these suffixes and how this knowledge helps us to make sense of the word within the sentence, e.g.

Suffix	Meaning	Example words
-cious	full of	ferocious, spacious, suspicious
-tious	full of	fictitious, ambitious, cautious
-tial	full of	substantial, sequential
-cial	having to do with	financial, racial, beneficial

- Support the children in identifying the main arguments in each text. Provide them with opportunities to summarise the information provided, both orally and in writing.
- Make comparisons between the texts; how do the texts support the argument that animals working in the entertainment industry is a positive thing? Complete a comparison grid, e.g.

	Text A Sea World, Florida	Text B Blackpool Zoo	Text C Knowsley Safari Park
Why might people want to see animals at this attraction?			
What is the effect of the photographs and illustrations on the reader?			
What does the text say about taking care of the animals?			

- Ask the children, in groups, to discuss their personal responses to the texts. Which words, phrases, ideas and images do they feel have affected their responses. Children record their responses in writing.

#### Reading and analysing

- Through shared and independent reading, analyse the features of the text type, highlighting and annotating printed versions of the text.
- Support the children in identifying examples of persuasive language and devices. Discuss the effect of these on the reader. Collect examples on the working wall or in children's writing journals for use in the writing phase.
- Through close reading, identify and discuss statements of fact and opinion within the texts.

- Children will be able to identify and comment on features of persuasive texts.
- Children will be able to identify persuasive words and phrases.
- Children will be able to identify statements of fact and opinion within text.

## Year 6 Summer:

### English

#### Discussion and Debate – Creative Learning Opportunities and Outcomes (contd.)

- Explain that we will present both sides of an argument in order to create a discussion text. This will need to be balanced and will require them to research and present arguments from both sides.
- Using the Talk for Writing approach, begin to learn a simple discussion text by heart (imitation) – see Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong for an example. This would provide the children with a useful model to support the construction of their own discussion text. For more information on the Talk for Writing approach, see the website ([here](#)).

- Children will be able to learn a basic oral model for discussion texts.

#### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on devices to build cohesion between paragraphs in persuasive and discursive texts e.g. *on the other hand; the opposing view; similarly; in contrast; although; additionally; another possibility; alternatively; as a consequence.*

- Present the children with a title for their discussion text, e.g. *Should animals in circuses be made illegal? Should animal acts in zoos and wildlife parks be banned? Should zoos be made a thing of the past in the UK?*
- Using the think, pair, share approach, provide children with the opportunity to pool their thoughts. Having shared information on the topic, they should then construct and follow a plan for researching further information.
- Provide opportunities for them to locate information in a text in print or on screen, using contents, indexes, sections, headings and IT equivalents.
- Revisit research skills as appropriate: skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding.
- In pairs or groups, ask the children to consider the relative strength of the arguments they have identified; this could involve putting statements on card and asking children to rank them in according to how compelling the argument is. Where do the children think the most compelling argument should be placed within the text?
- Look at examples of paragraphs where the argument is presented as a simple statement, e.g. *Some people argue that there is no need to use animals as performers in films and television.* Continue by looking at how this point is then elaborated, e.g. *Highly advanced technologies now exist, including animatronics, animation and computer-generated-technology, and these mean that there is no reason to subject animals to the misery of working in entertainment.*
- Ask the children to orally practice the point (clear, simple) + elaboration (detailed, supporting information and examples) model.
- Using the model for a discussion text learnt using the Talk for Writing approach during the reading phase, show the children how to construct their discussion text using the arguments and information they have gathered. Following modelling, ask them to create text maps.
- Using these maps as a visual reminder of their arguments for and against the issue, children work in pairs to orally rehearse and present their discussion.

#### Learning outcomes

- Children will be able to identify, generate and use devices to build cohesion in persuasive and discursive texts.
- Children will be able to begin research by reviewing what they already know.
- Children will be able to create a plan for how they will find further information.
- Children will be able to conduct research using appropriate reading and research skills.
- Children will be able to comment on the significance and strength of different points or arguments.
- Children will be able to present the main point of each of their arguments using a clear statement.
- Children will be able to elaborate on each point by providing more detailed information and examples.
- Children will be able to create a text map to support their oral presentation of the discussion.
- Children will be able to give an oral presentation of their discussion.
- Children will be able to plan their discursive essay.

## Year 6 Summer:

### English

#### Discussion and Debate – Creative Learning Opportunities and Outcomes (contd.)

- Support the children to create a plan for their discursive essay, e.g.

##### Introduction

##### Arguments in favour

- Point + elaboration
- Point + elaboration
- Point + elaboration

##### Arguments against

- Point + elaboration
- Point + elaboration
- Point + elaboration

##### Summary and conclusion

#### Writing

- Using the plan created, use shared writing techniques to model a section at a time with the children. Focus on skills – using range of appropriate synonyms and antonyms, and devices to build cohesion between paragraphs.
- 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, e.g. use of the passive voice to increase formality, making conscious choices about techniques, using rhetorical questions and direct address to the reader.
- Show the children how to acknowledge sources in their writing.

#### Learning outcomes

- Children will be able to write a discursive essay which includes the appropriate and effective use of:
  - synonyms and antonyms for commonly used words.
  - devices to build cohesion.
  - text type features.

#### Outcome

- A discursive essay.
- A formal debate.

#### Presentation

- Hold a debate:
  - Explain that the research they have completed for their discursive essay is now going to form the basis of a debate. 'How to Debate: An Introduction' on YouTube ([here](#)) explains debating.
  - Further information about holding a formal debate can be found on the CBBC website ([here](#)) or The Noisy Classroom website ([here](#)).
- Provide opportunities for the children to make notes to support the presentation of their arguments and discuss strategies for responding to questions generated by the presentation. Speaking prompts might help with this, e.g. *I like that idea but have you thought about...; Ok, but what about looking at it this way...; How might you feel if...*
- Support the children in evaluating and improving performances focusing on intonation and volume; gesture and movement; audience engagement.

## Year 6 Summer:

### English

#### Classic Narrative Poetry – Creative Learning Opportunities and Outcomes

##### Creating interest

- Introduce the term dialect. Discuss similarities and differences with the term 'accent' and links with geographical origin. Discuss the dialects and accents of staff or children in the school. Listen to some examples e.g. listen to the poem 'A Street Scene' written and spoken using the Lancashire dialect by Samuel Laycock ([here](#)). Can the children recognise any words or phrases?
- Explain that generally, authors and poets write using Standard English. However, on occasion, they might break this convention to achieve specific effects.
- Challenge the children to find out more about dialect.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on exploring and collecting vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for – request, go in – enter.*

##### Reading and responding

- Provide the children with photographs of items from the poem e.g. lion; stick with horse's head handle; police man; boy in cap; purse. Ask children to predict a story from the pictures.
- Listen to 'The Lion and Albert' performed by Stanley Holloway on YouTube ([here](#)). Introduce the term 'monologue'. Holloway first performed this monologue and others like it during the 1930s.
- Through shared reading, explore the poem in more detail. Working in pairs, children annotate the poem with their initial responses. Alternatively, ask them to record their responses on a focus grid:

Likes	Dislikes
Patterns	Puzzles

- Organise the children into nine groups and allocate a verse of the poem to each group. Children rehearse, and then perform their verse. Support them in using the words and punctuation to inform intonation and expression and encourage them to use or mimic the northern accent to add to the effect.
- Use a zone of relevance activity to consider the effects created by the writer in this poem. This involves providing children with a selection of cards with possible effects written on them, e.g. *engages my interest; makes me cry, makes me laugh; makes me think; makes me smile; makes me shudder; makes me gasp; makes me angry; fascinates me.* Children are asked to place these on a target board according to how relevant they feel that effect is; the more significant the effect, the closer to the centre it is placed.

##### Learning outcomes

- Children will be able to talk about differences between dialect and Standard English.

##### Learning outcomes

- Children will be able to distinguish between vocabulary typical of formal and informal speech.
- Children will be able to make predictions from pictures.
- Children will be able to express their responses to a poem.
- Children will be able to perform a poem using the vocabulary and punctuation to inform intonation and expression.
- Children will be able to identify and discuss the style and effect of the writing.
- Children will be able to discuss the meanings of words in context.

## Year 6 Summer:

### English

#### Classic Narrative Poetry – Creative Learning Opportunities and Outcomes (contd.)

- Consider the writer's style. Explain that the term 'style' means the ways in which a writer uses words. This includes the author's word choice, sentence structure, figurative language, and sentence arrangement which work together to establish mood, images, and meaning in the text. Discuss the style of the poem.
- Read Albert's Return by Marriott Edgar on the Monologues website (**here**) and compare this sequel with the original, focusing particularly on style.
- Provide the children with copies of other poems such as Albert and the Pancakes by Col Gray on the Monologues website (**here**). Several poets, like Col Gray, have attempted to mimic Marriott Edgar's style. Again focusing on style, ask the children to discuss the similarities and differences between the poems.
- 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 poem.

#### Reading and analysing

- Use an etymological dictionary to explore the origin of some words e.g. *vexed, purse, trouble, settle, decide, magistrate, waste, occurrence, cage, ocean*. Explain that the English language is incredibly rich, constantly changing and has been influenced by many factors including traders, invaders and settlers over many centuries. This could lead to a wider discussion about language – the influence of film and television, and the internet. The YouTube clip (**here**) shows Professor David Crystal talking about how the internet is changing language.
- Referring back to the zone of relevance activity, analyse the ways in which the writer created the effects. Do the words give clues about the geographical or historical setting for the poem? Ask the children to select an amusing image from in the poem – can they say why it is funny? An example might be Mrs Ramsbottom's 'under reaction' to the tragic news of her son's fatal accident: 'Well, I am vexed!'

- Children will be able to find and discuss the origin of words.
- Children will be able to explain how the writer has created effects.

#### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on investigating and collecting a range of synonyms and antonyms using vocabulary from the poem e.g. *lad, ferocious, fear, nice, nasty, awkward, occurrence*.

- A decision is needed about the writing outcome for this unit. This decision could be made by the teacher and shared with the children (this could be different text types for different groups or one text type that all children will work on). Alternatively, children could be given a choice of text types to work on. Suitable text types might include: a newspaper report; a series of diary entries (different characters at different points in the story); a letter of complaint; an accident report; a cartoon strip.
- Children identify the audience and purpose for their writing. What do we want to say? Who are we communicating with? What are we trying to do, e.g. persuade? If the children are working on different text types, gather pupils in groups according to the text type chosen/allocated.

#### Learning outcomes

- Children will be able to identify synonyms and antonyms for selected words from the poem.
- Children will be able to identify the purpose and audience for their writing.
- Children will be able to recall and discuss the organisational and language features of the text type.
- Children will be able to identify and collect vocabulary which is typical of formal and informal speech.

## Year 6 Summer:

### English

#### Classic Narrative Poetry – Creative Learning Opportunities and Outcomes (contd.)

- Children discuss their writing in terms of:
  - organisation and layout on the page.
  - language features – What type of words do we need? What type of sentences do we need?
- Explore and collect vocabulary typical of formal and informal speech and writing e.g. *find out – discover; ask for – request; go in – enter*. Provide opportunity for children to identify and collect the vocabulary which is appropriate for their text type.
- In the poem, there were several examples where the author had broken conventions by using non-standard English. In the children's own writing, where might the use of non-standard English be appropriate? For example, in the accident report, a formal style would be mostly appropriate but quotes from Mr and Mrs Ramsbottom might use non-standard forms; diary entries, written in role, might use mainly non-standard forms but a quote from the magistrate might reflect greater formality.
- Where necessary, provide children with the opportunity to conduct research or to gather any further content necessary for their outcome, e.g. revising the format and style of newspaper reports or recreating scenes through drama techniques.
- Children create the plan for their own writing.

- Children will be able to identify when it is appropriate to use standard and non-standard English.
- Children will be able to gather appropriate content for their own writing.
- Children will be able to create a plan for their writing.

#### Writing

- Use shared writing techniques to model sections with the children. Focus on skills – using vocabulary typical of formal and informal speech and making conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader*.
- Children follow the modelling 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.
- Proofread to identify any grammatical, spelling and punctuation errors.

#### Learning outcomes

- Children will be able to write their own text, based on the poem, which includes appropriate use of:
  - formal and informal speech.
  - standard and non-standard English.
  - features of the text type.
- Children will be able to edit and improve their writing.

#### Outcome

- Written response to the poem in another text type and form, e.g. a newspaper report; a series of diary entries; a letter of complaint; an accident report; a cartoon strip.

#### Presentation

- A large display of the children's writing or, alternatively, a class book for the library would be a great way to share the writing outcomes – especially if lots of different writing outcomes have been created.