

Year 6 Spring 1:

English			
Key Learning			
Unit	Older Literature	Information Text Hybrid	Poems With Imagery
Outcome	<ul style="list-style-type: none"> A scene for a story or a new chapter, drawing on the writing style of a particular author. 	<ul style="list-style-type: none"> An information text containing a mixture of non-fiction text types and forms, e.g. a speech containing elements of persuasion, recount and report. 	<ul style="list-style-type: none"> Interesting and engaging poem(s) which use powerful imagery.
Possible Duration	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Employ dramatic effect to engage listeners whilst reading aloud. Understand underlying themes, causes and consequences within whole texts. Recognise themes within and across texts e.g. heroism. Make comparisons within and across texts e.g. same scene in play script, narrative and film versions. Compare texts written in different periods. Prepare play scripts to read aloud and perform using dramatic effects. Explore new vocabulary in context. Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence. Predict what might happen from information stated and implied. Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. 	<ul style="list-style-type: none"> Make comparisons within and across texts. Analyse the conventions of different types of writing. Explore texts in groups and deepen comprehension through discussion. Explore new vocabulary in context. Reread and read ahead to locate clues to support understanding and justify with evidence from the text. Scan for key information. Skim for gist. Use a combination of skimming, scanning and close reading across a text to locate specific detail. Distinguish between statements of fact or opinion across a range of texts. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Participate in debates on issues related to reading. 	<ul style="list-style-type: none"> Learning a wider range of poems by heart. Preparing poems to read aloud and perform using dramatic effects. Listen to, read and discuss an increasingly wide range of poetry. Recommending poems to their peers with detailed reasons for their opinions. Explore poems in groups and deepen comprehension through discussion. Explore new vocabulary in context. Reread and read ahead to locate clues to support understanding and justify with evidence from the text. Discuss and evaluate how poets use language including figurative language, considering the impact on the reader. Explore, recognise and use the terms personification and effect. Explain the effect on the reader of the poets' choice of language and reasons why the poet may have selected these. Participate in discussions about books building on their own and others' ideas and challenging views courteously.

Year 6 Spring 1:

English

Key Learning (contd.)

<p>Key Learning Writing</p>	<ul style="list-style-type: none"> ▪ Manipulate sentences to create particular effects. ▪ Use ellipsis to link ideas between paragraphs. ▪ Investigate and collect a range of synonyms and antonyms e.g. <i>heroic, bold, courageous, daring, fearless, gallant, noble, valiant, cowardly, fearful, meek.</i> ▪ Draw on similar writing models and reading. ▪ 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. ▪ Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing, e.g. repeated use of 'and' to convey tedium, one word sentence. 	<ul style="list-style-type: none"> ▪ Identify and use colons to introduce a list. ▪ Punctuate bullet points consistently. ▪ Combine text-types to create hybrid texts e.g. persuasive speech. ▪ Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences. ▪ Explore and collect vocabulary typical of formal and informal speech and writing. ▪ Identify audience and purpose. ▪ Draw on research. ▪ Select appropriate vocabulary and language effects for task, audience and purpose. ▪ Evaluate and improve performances of compositions focusing on: <ul style="list-style-type: none"> - intonation and volume. - gesture and movement. - audience engagement. 	<ul style="list-style-type: none"> ▪ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> ▪ Evaluate and edit by: <ul style="list-style-type: none"> - reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. - proofreading for grammatical, spelling and punctuation errors. ▪ Selecting the appropriate language and structures. ▪ Drawing on similar writing models, reading and research. ▪ Selecting appropriate vocabulary and language effects for precision and impact.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ Macbeth by William Shakespeare. ▪ Romeo and Juliet by William Shakespeare. ▪ Shakespeare Stories by Leon Garfield. ▪ Stories from Shakespeare by Usborne. ▪ Jane Eyre by Charlotte Bronte. ▪ Jane Eyre retold by Gill Tavner. ▪ David Copperfield by Charles Dickens. ▪ David Copperfield retold by Gill Tavner. ▪ Shakespeare for all Ages and Stages from the National Strategies Archives website (here). 	<ul style="list-style-type: none"> ▪ Thomson in-flight safety film YouTube clip (here). 	<ul style="list-style-type: none"> ▪ The Warm and the Cold by Ted Hughes on the All Poetry website (here). ▪ Owl by Pie Corbett and City Jungle by Pie Corbett from the National Literacy Strategy Year 6 Revision Unit on the Digital Education Resource Archive website (here). ▪ The Sea by James Reeves on the Poem Hunter website (here). ▪ Beach by John Coldwell in Ramshackle Rainbow Poems for Year 5 Chosen by Pie Corbett. ▪ Ten Things Found in a Wizard's Pocket by Ian McMillan. ▪ Winter Morning by Ogden Nash on Google (here).

Year 6 Spring 1:

English

Older Literature – Creative Learning Opportunities and Outcomes

Creating interest

- Display the words 'hero' and 'villain' and ask the children to choose one but not reveal their choice to anyone else. Ask the children to make themselves into statues to represent the word they have chosen.
- Use this as a starting point for discussion, exploring interpretations of the terms 'hero' and 'villain'. What makes a hero (or heroine)? Do you know any real life heroes/heroines? Can you name any heroes or heroines from books and films? What is a superhero and how are they different? What makes a villain? Can you name any villains from books and films?
- In pairs or small groups, identify and record the characteristics of heroes and villains. Alternatively, challenge the children to write a 'recipe' for each, e.g. in the style of the recipe for a good friend on the Key Stage 2 Literacy website ([here](#)).

Learning outcomes

- Children will be able to articulate their understanding of the terms hero and villain.
- Children will be able to talk and write about the characteristics of heroes and villains.

Reading

Grammar: Warm ups throughout the reading phase – focus on investigating and collecting a range of synonyms and antonyms e.g. **heroic** – *bold, courageous, daring, fearless, gallant, noble, valiant, cowardly, fearful, meek*.

Reading and responding

- Read and explore the selected story through shared reading. The study could include a mixture of:
 - Using short extracts from the original text, e.g. Macbeth by William Shakespeare.
 - Extracts from modern retellings of the story, e.g. Shakespeare Stories by Leon Garfield.
 - The teacher telling sections of the story.
 - Film versions, e.g. Shakespeare; The Animated Tales (2013).
- Examine a scene from the play or story in different forms, e.g. Macbeth Act 1 Scene 1, The Three Witches – original text, a modern retelling such as Leon Garfield's and The Animated Tales. Discuss similarities and differences, asking for suggested reasons for these. Which version do the children prefer?
- Use book talk to explore short extracts from the original text. Focus on the language, identifying unfamiliar vocabulary and grammatical structures. Use phonic strategies and analogies with other words to decode and to support pronunciation. Discuss the meanings of these words, making links with other similar known words, using context clues and dictionary support where appropriate. Support the children in tackling unfamiliar sentence construction by focusing on punctuation and using it to support reading for meaning. Once meaning has been discussed, ask children to summarise the scene using modern day language.
- Prepare a scene from a play script or story to act out or read aloud. Employ dramatic effect to engage listeners whilst reading aloud.
- Through reading and studying the complete story, explore the journey of key characters. Through book talk, infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Identify heroes and villains within the text. Are their roles clearly defined from the outset and are they maintained throughout the story? Macbeth for example, presented as a hero at the start of the play, ends up as a murderer.

Learning outcomes

- Children will be able to identify and use synonyms and antonyms.
- Children will be able to discuss the effect of word selection on the meaning of a sentence.
- Children will be able to make comparisons between different versions of a story, suggesting reasons for differences.
- Children will be able to draw on a range of reading skills to decode archaic language and understand a piece of older literature.
- Children will be able to employ dramatic effect in performing or reading aloud older literature.
- Children will be able to infer character's thoughts, feelings and motives from their actions.
- Children will be able to describe the journey of key characters through a story.
- Children will be able to explore alternative courses of action through drama and discussion.
- Children will be able to demonstrate active reading strategies through ongoing responses within a reading journal.

Year 6 Spring 1:

English

Older Literature – Creative Learning Opportunities and Outcomes (contd.)

- Use drama techniques such as conscience alley to consider consequences of choices made by characters and explore alternative courses of action at key points.
- Use a reading journal to record ongoing responses e.g. KWL grids, mind mapping, writing in role, writing summaries and making predictions.

Reading and analysing

- Analyse a high quality, modern retelling of a story from older literature. What elements of the original text have been retained in this version?
- Consider the effect the modern writer created through the selection of words and narrative techniques. Focus particularly on the breaking of conventions, e.g. in *Macbeth* (Leon Garfield's *Shakespeare Stories*), the first sentence does not contain a verb, the second begins with the conjunction 'but' and the third uses the conjunction 'and' three times. Consider the effect of these examples of deliberately breaking the rules. Use response prompts to support children in articulating the effect of language, e.g. *It makes me imagine...; It makes you feel that...; It's the author's way of saying...; The author wants me to know...; Ask children to annotate the text with responses.*
- Create a toolkit of techniques used by the writer which can then be used to support the writing phase.

- Children will be able to highlight elements of an older text within a modern retelling.
- Children will be able to identify sentences where conventions have been broken.
- Children will be able to describe the effect of the deliberate use of these techniques.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on manipulating sentences to create particular effects. These sessions can be used to practise techniques on the toolkit from the reading analysis phase, e.g. for *Macbeth* (Leon Garfield), these might include metaphor, onomatopoeia, repeated use of a conjunction, simile etc.

- Select a section of original text from the play or story, e.g. *Macbeth* Act 3 Scene 4 Banquo's Ghost.
- Explore this text, decoding and discussing unfamiliar words, establishing meanings etc.
- Children work in groups to add stage directions e.g. *adverbs to suggest how words should be spoken, pauses etc.*
- The text is read aloud by the children, taking note of the stage directions.
- Actions are added and the scene is rehearsed, performed and improved.
- Create a simple timeline of events within the scene of the play or story, e.g. for *Macbeth*:

Macbeth and Lady Macbeth welcome the lords to the banquet.
Murderer at back door tells Macbeth Banquo is dead but Fleance has escaped.
Macbeth sees Banquo's ghost at the table.
Lady Macbeth makes excuses for her husband's odd behaviour.
Macbeth continues to talk to Banquo's ghost.
Lady Macbeth sends the lords home as her husband is unwell.

Learning outcomes

- Children will be able to manipulate sentences to create particular effects.
- Children will be able to draw on a range of reading skills to decode archaic language and understand a piece of older literature.
- Children will be able to suggest appropriate stage directions to support meaning.
- Children will be able to create their own plan from a model.

Year 6 Spring 1:

English	
Older Literature – Creative Learning Opportunities and Outcomes (contd.)	
<ul style="list-style-type: none">For each section of this timeline, support the children in identifying one or two lines or phrases from the original text to be included in their modern retelling, e.g. '<i>never shake thy gory locks at me</i>'. This will be their plan to support the writing phase.	
<p>Writing</p> <ul style="list-style-type: none">Use the timeline/plan created. Use shared writing techniques to model a section at a time. Focus on skills – careful selection of synonyms, manipulation of sentences for effect and appropriate inclusion of lines or phrases from the original text.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.	<p>Learning outcomes</p> <ul style="list-style-type: none">Children will be able to write a modern retelling of a scene from a play or story from older fiction. This should include:<ul style="list-style-type: none">careful selection of synonyms.manipulation of sentences for effect.lines or phrases from the original text.
<p>Outcome</p> <ul style="list-style-type: none">The children will write a modern version of a scene from a play or story from older literature. They will draw on techniques used by modern day writers who have retold these stories.	
<p>Presentation</p> <ul style="list-style-type: none">Writing could be displayed within school or public library or published on a website such as Lend Me Your Literacy (here).Alternatively, where appropriate, consider sending writing to the modern day author whose writing provided the model.	

Year 6 Spring 1:

English

Information Text Hybrid – Creative Learning Opportunities and Outcomes

Creating interest

- Share a selection of images of either:
 - villains from children’s literature and film.
 - heroes and heroines from children’s literature and film.
- Ask the children to identify the one they feel to be the most extreme case, i.e. the most villainous villain or the most heroic hero/heroine. Use the think-pair-share technique, asking children to give reasons for their choice.
- Alternatively, explore real life heroes and heroines. These could be local, national or international. Profiles of people winning Pride of Britain awards can be found on the Pride of Britain website (**here**) *Note: teachers should be aware of any that might prove sensitive and make appropriate selections.* Ask the children to select a real life hero and give reasons for their choice.
- Share the writing outcome: to write a hybrid text (about a hero or villain) e.g. *The Most Villainous Villain in Literature* or *My Real Life Hero/Heroine*. This will involve producing a written text which includes a variety of non-fiction text types. Share also (or let the children choose) how this text will be presented, e.g. as a speech, a PowerPoint/ICT presentation or article for a magazine.

Learning outcomes

- Children will be able to make comparisons and give reasons for their choices.

Reading

Grammar: Warm ups throughout the reading phase – focus on identifying and using colons to introduce a list.

Reading and responding

- Through shared reading and independent reading, revisit some of the non-fiction text types. The examples provided are themed around helping others:
 - Non-chronological report: 'How First Aid Works' from the British Red Cross website (**here**).
 - Recount: Mother Teresa Biography on the Biography website (**here**).
 - Instructions: 'What is First Aid?' from the British Red Cross website (**here**).
 - Discussion: 'Has the time come to ban cars from the centre of towns and cities?' from the Digital Education Resource Archive website (**here**).
 - Persuasion: Comic Relief fundraising fact sheet from the Red Nose Day website (**here**).
 - Explanation: 'Science of Fire' from the Fire Safe Kids website (**here**).
- Compare and discuss the different purposes of these texts. Who is the intended audience of each text?
- Explore 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? Can you use the word correctly in a sentence of your own?*
- Explore non-fiction texts in groups and deepen comprehension through discussion. Encourage the children to check that the text makes sense to them and demonstrate their understanding through giving an oral or written summary.

Learning outcomes

- Children will be able to use colons appropriately to introduce a list.
- Children will be able to identify the purpose and audiences of non-fiction texts.
- 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 demonstrate active reading strategies through generating questions, contributions to discussion and use of reading journals.
- Children will be able to distinguish between statements of fact and opinion.
- Children will be able to skim for gist.
- Children will be able to scan for key information.
- Children will be able to use close reading to locate specific detail.

Year 6 Spring 1:

English

Information Text Hybrid – Creative Learning Opportunities and Outcomes (contd.)

- Distinguish between statements of fact or opinion across a range of texts. In which of the texts would children expect to find more statements of opinion? Are any of them made up entirely of facts? Children highlight statements of fact and opinion in texts matched to their reading ability.
- Model different reading skills and discuss the purpose of each: skimming for gist, scanning for key information and close reading to locate specific detail. Provide opportunities for children to practise the skills using non-fiction texts matched to their reading ability.

Reading and analysing

- Revisit text features. Provide the children with a short extract of each of the six non-fiction text types and ask them to identify the text type, giving reasons for their choices.
- Share examples of hybrid texts in print and film, e.g. the Thomson in-flight safety film on YouTube (**here**). What text types are evident within the text? Ensure pupils give reasons, referring back to text features, and provide examples from the text.

- Children will be able to identify non-fiction text types.

Gathering content

Grammar: Warm ups throughout the reading phase – focus on punctuating bullet points correctly.

- Identify a subject for the modelled writing in line with the outcome shared during the creating interest phase – a villain from children’s literature (or film), a hero/heroine from children’s literature or film or a real life hero/heroine. Support the children in choosing the subject for their writing.
- Through modelling, support the children in making decisions about the content and text types to be included in their booklets. Provide opportunities to share, discuss, refine and discuss their ideas.

Conducting Research

- Prepare for, and structure factual research by using a KWL grid or a QUADS grid:

Questions	Answers	Detail (evidence) from the text	Source

- Gather information through research, revisiting and modelling research skills. Skills might include:
 - using alphabetically ordered texts efficiently.
 - quickly appraising potentially useful texts.
 - locating information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings and IT equivalent.
 - sifting through passages for relevant information.

Learning outcomes

- Children will be able to punctuate bullet points correctly.
- Children will be able to use a range of research skills to gather information about their hero or villain.
- Children will be able to use the skills of skimming, scanning and close reading during the course of their research.
- Children will be able to make notes effectively.
- Children will be able to plan their text taking account of the audience and purpose.

Year 6 Spring 1:

English

Information Text Hybrid – Creative Learning Opportunities and Outcomes (contd.)

- Refer explicitly to the reading skills of skimming, scanning and close reading as follows:
 - skimming to gain an overall sense of text.
 - scanning to locate specific information.
 - close reading to aid understanding.
- Through modelling, support children to scan for key words and text mark to locate key information.
- Show the children how to use simple abbreviations while note taking, presenting ideas in note form that are effectively grouped and linked.
- Use book talk to model active reading strategies, rereading and reading ahead to locate clues to support understanding.

Planning

- Model the planning process, drawing out a paragraph planner, labelling each section, e.g.

Introduction	Statement of my opinion.
Paragraph 1	Biographical details (recount).
Paragraph 2	The problem/situation they wanted to put right (non-chronological report).
Paragraph 3	First reason why they are my hero (persuasion).
Paragraph 4	Second reason why they are my hero (persuasion).
Paragraph 5	Third reason why they are my hero (persuasion).
Conclusion	Restate opinion.

- Children create their own plans.

Writing

- Use the plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – use of colons to introduce a list and punctuation of bullet points.
- 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.
- Show the children how to acknowledge sources in their writing.
- Provide opportunity for children to think about the presentation of their writing to engage and maintain the reader's interest.
- Prepare formal presentations of the writing individually or in groups, showing the children how to use notes to support presentation of information. Evaluate and improve performances focusing on intonation and volume, gesture and movement and audience engagement.
- Hold a class debate. Invite another class to be the audience and vote on the most villainous villain or the most heroic hero or heroine.

Learning outcomes

- Children will be able to write and present a hybrid text which includes:
 - colons to introduce lists.
 - correct punctuation of bullet points.
 - features of the chosen text types within the booklet.
 - an awareness of purpose and audience.
- Children will be able to evaluate and improve performances of compositions focusing on:
 - intonation and volume.
 - gesture and movement.
 - audience engagement.

Year 6 Spring 1:

English

Information Text Hybrid – Creative Learning Opportunities and Outcomes (contd.)

Outcome

- A hybrid text about a hero/heroine or a villain. This will demonstrate text features from a number of different text types and forms.
- A presentation leading to a class debate, e.g. *Who is the most villainous villain in children's literature? Who is the greatest hero of our time?*

Presentation

- Children could present their writing as speeches, power point presentations or magazine articles and share with other classes, parents or governors.

Year 6 Spring 1:

English

Poems With Imagery – Creative Learning Opportunities and Outcomes

Creating interest

- Share a poem which contains imagery, e.g. Winter Morning by Ogden Nash on Google (**here**), and a selection of photographs/paintings on a similar theme.
- Ask the children to select the photograph they think most closely matches the images created in the poem. Ensure they justify their choices by making reference to the text, explaining the imagery.
- Explain that, in this unit, they will be exploring the way poets 'paint pictures with words'.

Learning outcomes

- Children will be able to interpret simple imagery.
- Children will be able to justify their choices with reference to the text.

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 which provide good examples of imagery. These poems should be selected for the quality of the imagery; they need not link with the heroes and villains theme. Good examples include *The Warm and the Cold* by Ted Hughes, *Owl* and *City Jungle* by Pie Corbett, *The Sea* by James Reeves, and *Beach* by John Coldwell.
- 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 them 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. Explore, through discussion with the children, ways to challenge the views of others courteously. Model and provide speaking frame prompts where necessary, e.g. *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

Learning outcomes

- Children will be able to select language for effect.
- Children will be able to create language effects, e.g. similes and metaphors.
- 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.
- Children will be able to 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 Spring 1:

English

Poems With Imagery – Creative Learning Opportunities and Outcomes (contd.)

be encouraged to improve their own performance by watching back a recording of it, or listening to and acting on feedback from peers.

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 kind 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 selecting appropriate vocabulary and language effects for impact, e.g. *simile, metaphor, personification*.

- Select a hero (from fiction or real life) or villain (from fiction) to be the subject of the model poem. Collaboratively, create a mind map to help organise what we know about this person or character. Branches for the mind map could include aspects such as appearance, behaviour, relationships, triumphs, crimes.
- Provide opportunities for children to select their own hero or villain as their subject and create their own mind maps. In pairs or small groups, children use their completed mind maps to talk for two minutes about their subject.
- Use a simple poem as a model, e.g. *What is Father Christmas?* (metaphor poem):
Father Christmas is a comfortable, red armchair
A lumbering polar bear
He is a magical midnight
A mug of cocoa and a plate of hot buttered crumpets
He is a rollercoaster ride at the funfair.
- Explore the imagery, discussing each metaphor in turn.
- Share or support the children in identifying the model used in 'What is Father Christmas?' above, or other simple poem, identify that in each line, Father Christmas is compared to the following items:
 - Piece of furniture.
 - An animal.
 - A time of day or weather.
 - A type of food or meal.
 - An event or occasion.

Learning outcomes

- Children will be able to select language for effect.
- Children will be able to create language effects, e.g. similes and metaphors.
- Children will be able to organise their ideas using a mind map.
- Children will be able to generate a selection of ideas for writing.
- Children will be able to select from their ideas, considering the effect upon the reader.
- Children will be able to use a structure of a known poem to support their own writing.

Year 6 Spring 1:

English

Poems With Imagery – Creative Learning Opportunities and Outcomes (contd.)

- *Ten Things Found in a Wizard's Pocket* by Ian McMillan provides another simple model which is suitable for innovation e.g. *Ten Things Found in Macbeth's Pocket*.
- Alternatively, for a personification poem, select an object related to the hero or villain, e.g. Banquo's drum. Again, provide line openers or a structure to support the imagery, e.g.
 - I am ...*
 - I can see ...*
 - I hear ...*
 - I look forward to ...*
 - I fear ...*
 - I can never tell ...*
- Thinking about the subject for the new poem, model how to generate a selection of ideas. Talk aloud thoughts about why each might be appropriate, modelling the decision making process.
- Provide opportunity for the children to generate a selection of ideas and discuss these with others.

Writing

- Use shared writing techniques to model the writing of a new poem using ideas and language from the gathering content phase, e.g. *What is Professor Snape* (metaphor poem):
 - Professor Snape is a cold, marble throne*
 - A Slytherin snake*
 - He is a freezing dusk*
 - Thin, watery cabbage soup*
 - He is a lonely funeral.*
- Focus on skills – selecting appropriate vocabulary and language effects for impact.
- 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.
- They suggest changes to vocabulary to enhance effects and clarify meaning.
- New poems are learnt and performed.

Learning outcomes

- Children will be able to write a poem which includes:
 - a structure based on the model.
 - imagery created through carefully chosen words and phrases.
 - appropriate use of language techniques such as metaphor, simile and personification.
- Children will be able to edit and improve their own writing to enhance effects and clarify meaning.

Outcome

- A performance of poems learned by heart during the reading phase.
- Interesting and engaging poem(s) which use powerful imagery.
- A performance of the new poem(s).

Year 6 Spring 1:

English

Poems With Imagery – Creative Learning Opportunities and Outcomes (contd.)

Presentation

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