

Floodland : English : Reading Comprehension : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To evaluate a new book based on its cover and blurb.	Children are challenged to use their inference skills as they evaluate and analyse the information that they can gather from the book's title, cover and blurb. They use this information to make predictions about the characters, setting and plot of the book, justifying their ideas using evidence from the cover and blurb.	<ul style="list-style-type: none"> Can children deduce information from images and blurbs? Can children predict information about characters/plot/setting/themes based on images and blurbs? Are children able to back up their predictions using evidence they have derived from an image or blurb? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Copy(ies) of 'Floodland' - Marcus Sedgwick Worksheet 1C (FSD? activity only) Large plain paper (optional) (FSD? activity only)
Lesson 2	To investigate the use of flashbacks and sequence events chronologically from a story.	Children will explore the author's use of flashbacks in the first two chapters of the story. They will use their logic and reading skills to help them sequence a set of events in chronological order as well as how they appear in the story.	<ul style="list-style-type: none"> Can children retrieve information from a text? Can children describe what a flashback is? Are children able to describe why and how an author might use a flashback? 	<ul style="list-style-type: none"> Slides Event Cards 2A Story Cards 2A Worksheet 2A/2B/2C Extract Card 2A (FSD? activity only) Worksheet 2D (FSD? activity only)
Lesson 3	To explore new vocabulary and the effects the author's choices have.	In this lesson the children have the opportunity to expand their knowledge of different vocabulary as they discuss the author's vocabulary choices in the chapter being studied. They look at words with unknown meanings and try to figure out the words using their contexts as well as using dictionaries and thesauruses to find definitions and synonyms.	<ul style="list-style-type: none"> Can children identify unknown words based on their context in a piece of writing? Are children able to generate synonyms for a given word? Can children use thesauruses and dictionaries to define and find synonyms effectively? 	<ul style="list-style-type: none"> Slides Thesauruses Dictionaries Worksheet 3A/3B Word List 3A Quote Cards 3A (FSD? activity only) Worksheet 3C (FSD? activity only)
Lesson 4	To give justified reasons for ideas and opinions.	Children will explore a character's motives and practise justifying their ideas and opinions as they discuss and explore options for a decision that Zoe has to make in the story. They will use a conscience alley to explore different consequences of Zoe's decisions and write letters to the character to convince her of their opinions on the choice she has to make.	<ul style="list-style-type: none"> Can children express their own ideas on a decision a character has to make? Can children find a piece of evidence in the text that can justify their opinions? Are children able to use evidence to help them make an informed decision? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Character Profile Cards 4A Worksheet 4C (FSD? activity only) Challenge Cards 4A (FSD? activity only)
Lesson 5	To identify and analyse links between stories.	Children explore the stories that are shared between the characters in the story and explore how morals and lessons within stories helped Zoe in the story. They are encouraged to make links between the stories which have been included and think about why they were included through rich discussion.	<ul style="list-style-type: none"> Can children identify the moral of a story? Can children identify links between two stories? Are children able to identify similarities and differences between stories? 	<ul style="list-style-type: none"> Slides Story Cards 5A Challenge Cards 5A Large plain paper Worksheet 5A/5B (optional) Worksheet 5C (FSD? activity only)
Lesson 6	To predict the end of a story.	In this final lesson the children will discuss the structure of the book and how it might give clues as to what happens next to Zoe in her mission to find her parents. They will look at characters' relationships, and motives to determine the likelihood of different predictions before comparing the predictions they will make to the real ending of the story.	<ul style="list-style-type: none"> Are children able to create a reasonable prediction to end a known story? Can children assess the likelihood of a prediction based on previous knowledge of the story? Can children identify important character traits which would affect their predictions? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Prediction Cards 6A/6B (FSD? activity only)

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Reading - word reading		
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 		
Reading - comprehension		
<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 		<ul style="list-style-type: none"> predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar	
<ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading 	
Writing - transcription SPELLING	English Appendix 2	
<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus 	<div>WORD</div> <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. <div>SENTENCE</div> <ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] <div>PUNCTUATION</div> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] <div>TEXT</div> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipses Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <div>TERMINOLOGY FOR PUPILS</div> <ul style="list-style-type: none"> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points 	
Writing - composition		
<ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 		