

English : Skellig : Narrative: Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To develop ideas for a story inspired by 'Skellig'	In this lesson, children will first summarise the story of 'Skellig', before beginning to gather ideas for their own story inspired by the book. They will explore the terms 'prequel' and 'sequel', and discuss what each of these would need to include to be an effective backstory or follow-up to 'Skellig'. In their independent activities, children will begin to generate, share and discuss ideas for both a prequel and sequel to the book. In the FSD? activity, children are challenged to develop and expand a story based on the one that Michael wrote at school, which mirrors many of his experiences with Skellig.	<ul style="list-style-type: none"> Do children understand the terms 'prequel' and 'sequel'? Do they understand the basic references to the original story that both prequels and sequels need? Can children share and discuss ideas for a story inspired by 'Skellig'? 	<ul style="list-style-type: none"> Slides Skellig Extract Cards (Teaching Input) Prequel & Sequel Prompt Cards Prequel & Sequel Ideas Sheet 'Michael's Story' Extract (FSD? activity only) 'Michael's Story' Questions for Discussion (FSD? activity only) 'Michael's Story' Notes Sheet (FSD? activity only)
Lesson 2	To be able to plan a story inspired by 'Skellig'	Children will explore the structure of a story by examining its five parts, and discussing how their ideas from the previous lesson could fit into each section. They will briefly talk about what a good plan should include, before planning their prequel or sequel in their independent activities. If the FSD? activity was chosen in the previous lesson, children will plan their expanded version of Michael's story.	<ul style="list-style-type: none"> Can children name and understand the different parts of the structure of a story? Can children use this structure to plan their own 'Skellig'-inspired story? Can children share and discuss their own and others' ideas, acting upon and giving advice? 	<ul style="list-style-type: none"> Slides Prequel & Sequel Ideas Sheet or 'Michael's Story' Notes Sheet from previous lesson (Teaching Input) Story Structure Cards (Teaching Input) Prequel or Sequel Planning Sheet 'Michael's Story' Extract (FSD? activity only) 'Michael's Story' Planning Sheet (FSD? activity only)
Lesson 3	To write a story inspired by 'Skellig'	Before beginning to write their 'Skellig'-inspired story, children will first explore what makes an engaging piece of writing. They will focus on: choosing vocabulary for effect, using dialogue to convey characters, and maintaining cohesion within writing using a variety of devices. Children will explore how these features have been used by the author of 'Skellig', before being challenged to use them in their own writing.	<ul style="list-style-type: none"> Can children use carefully chosen vocabulary for effect? Can children use dialogue to convey and develop characters? Can children use a range of devices to create cohesion between and within their paragraphs? 	<ul style="list-style-type: none"> Slides Planning Sheets from previous lesson Challenge Cards A/B/C Prequel to 'Skellig' Writing Template Sequel to 'Skellig' Writing Template 'Michael's Story' Writing Template (FSD? activity only)
Lesson 4	To evaluate and edit our writing	Children will explore what evaluating and editing writing actually means, why it is important, and how they should do it effectively. In their independent activities, children will evaluate and edit a partner's work, using given questions to guide them. They will explain and discuss their suggested edits in groups or pairs.	<ul style="list-style-type: none"> Can children evaluate others' writing to identify areas which could be improved? Can children suggest ways in which to edit and improve others' writing? Can children respond effectively to feedback about their own writing? 	<ul style="list-style-type: none"> Slides Post-it notes and children's completed stories from the last lesson Evaluate and Edit Cube Evaluate and Edit Checklist A/B

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 	<p>WORD</p> <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]. <p>SENTENCE</p> <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] <p>PUNCTUATION</p> <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] <p>TEXT</p> <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] <p>TERMINOLOGY FOR PUPILS</p> <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 		