English: Skellig: Reading Comprehension: Year 6



	Learning Objective	Overview		Assessment Questions	Resources
Lesson 1	To discuss and evaluate how authors use language to convey characters' thoughts, feeling and emotions	In this first lesson, children will read the first seven chapters of the book and become familiar with the characters, settings, and atmosphere. They will look carefully at the words and phrases the author has used in order to convey a character's thoughts, feelings or emotions. In their independent activities, children will further analyse the text in relation to Michael's emotions. In the alternative activity, children will focus on the man in the garage, and his possible thoughts and feelings.	:	Do children understand how language can be used by the author to convey a character's thoughts, feelings and emotions? Can they identify examples of this from the text? Can children provide reasoned justifications for their views and opinions?	 Slides 'Skellig' - Chapters 1-7 (not provided) Extracts Sheet A Worksheet 1A/1B/1C Extracts Sheet B (FSD? activity only) The Man in the Garage (FSD? activity only)
Lesson 2	To locate evidence in the text to support or refute statements	After recapping on the events in the book so far, children will read and discuss the next six chapters as a class (8-13). They will explore how to locate evidence within an extract of the text to support or refute a given statement. In their independent activities, children will be challenged to locate evidence in the text to support or refute statements.	١.	Do children understand the terms 'support' and 'refute'? Can children skim and scan a text to locate specific evidence to support or refute a given statement? Can children explain their reasoning and justify their views?	 Slides 'Skellig' - Chapters 8-13 (not provided) Statement & Evidence Cards Worksheet 2A/2B Worksheet 2C (FSD? activity only)
Lesson 3	To make predictions using details stated and implied in the text	As a class, children will first read chapters 14 to 17, and then answer some discussion questions which will encourage them to share and explain their opinions about the characters and events in the story. In their independent activities, children will discuss and explain their predictions for the rest of the story, based on details in the book so far. In the FSD? activity, children will be challenged to create a short role-play based on how they predict the meeting between Michael, Mina and the man in the garage might unfold.		Can children articulate their thoughts and opinions about the characters and events in the book? Can children make predictions based on details from the text? Can children provide reasoned justifications for their views?	 Slides 'Skellig' - Chapters 14-17 (not provided) Discussion Cards (optional use in Teaching Input) Scenario Cards Prediction Sheet 3A/3B Challenge Cards (FSD? activity only)
Lesson 4	To infer characters' thoughts, feelings and motives from their words, behaviours and actions	In this lesson, children will begin to think more deeply about characters' thoughts, feelings and motives, and how these are portrayed through their words, behaviours and actions. Children will first read chapters 18 to 22, before looking at and analysing short extracts as a class, and discussing what they reveal about a character's thoughts, feelings and motives. Children will continue to apply this skill in their independent activities, which includes answering questions, writing character descriptions, hot-seating and discussion.		Can children understand and explain the distinction between thoughts, feelings and motives? Can children infer characters' thoughts, feelings and motives based on the text? Can children provide reasoned justifications for their views?	 Slides 'Skellig' - Chapters 18-22 (not provided) Extract Sheet Worksheet 4A/4B/4C Thoughts, Feelings & Motives Cards Discussion Cards (FSD? activity only)
Lesson 5	To explore the similarities and differences between characters and their opinions of each other	After reading chapters 23 to 29, children will begin to think more deeply about each of the young characters in the book, and the effect that their interactions have on each other. In their independent activities, they will explore the similarities and differences between different combinations of characters, as well as inferring their opinions of each other by referring to events in the text. In the alternative activity, children are challenged to create a role-play of the four young characters all meeting together.		Can children identify similarities and differences between characters? Can children discuss and infer characters' opinions of each other? Can children use evidence from the text to support their answers?	Slides 'Skellig' - Chapters 23 - 29 Reasoning Ramble Cards (Teaching Input) Worksheet 5A/5B/5C Role-Play Challenge Card (FSD? activity only) Role-Play Character Badges (FSD? activity only)
Lesson 6	To explain and discuss your understanding of what you have read.	In this lesson, children will focus in on specific events or things that have been said or thought by a character, and discuss how this furthers our knowledge and understanding of the story. After reading chapters 30 to 36, children will discuss some thought-provoking questions and be encouraged to share their thoughts and opinions about them. In their independent activities, children will further discuss specific events or quotes from the book.	:	Can children ask and answer questions about a text? Can children explain their interpretation of what they have read? Can children courteously challenge the views of others if they do not agree with their opinions?	 Slides 'Skellig' - Chapters 30 - 36 Discussion Cards Mina's Meanings Cards (FSD? activity only)
Lesson 7	To identify and discuss themes in the book	In this final lesson, children will finish reading 'Skellig'. They will first discuss the closing events by answering questions on the slides as a whole class. They will then begin to explore what a 'theme' is, and discuss the themes they think appear in the book. In their independent work, children will choose a specific theme and find evidence for it within the book. In the alternative activity, children work in groups to create a short presentation on a theme of their choice.		Do children know what a theme is? Can children identify some of the main themes in the book? Can children share their own opinions and experiences of some of the themes in the book?	 Slides 'Skellig' - Chapters 37 to end Theme Sheets A/B/C Copies of 'Skellig' Challenge Cards (FSD? activity only)

English: Skellig: Reading Comprehension: Year 6



Reading - word reading

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

- 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

- 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

- 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.

Writing - transcription SPELLING

- 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

Writing - composition

- 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
- précising 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

Writing - spelling, punctuation and grammar

- 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

English Appendix 2

WORD

- 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].

NTENCE

- 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]

TEXT

- 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 **ellinsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

PUNCTUATION

- 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

TERMINOLOGY FOR PUPILS

- subject, object
- active, passive synonym, antonym
- ellipsis, hyphen, colon, semi-colon, bullet points