

Year 6 Leavers: The Final Chapter : English : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn and recite a poem.	In this lesson the children will study and discuss the poem 'Don't Quit' by John Greenleaf Whittier. They will look at the effect that the poem has on them as an audience and think about why the poem was written. They will use this to influence their performance of the poem, learning the poem by heart to perform to the class.	<ul style="list-style-type: none"> Can children comment on and discuss features of a poem that they find effective? Are children able to discuss effective performances of a poem? Can children recite a poem by heart, using tone, pace and expression to enhance their performance? 	<ul style="list-style-type: none"> Slides Dictionaries Poem Sheet 1A Flashcards 1A/1B (FSD? activity only) Word Bank 1A
Lesson 2	To write a poem in the theme/style of a studied poem.	This lesson uses the poem studied in the previous lesson to inspire your class to write their own poem around a similar theme. They will be asked about their intended audience and to think carefully about the rhyming patterns and vocabulary they will be using.	<ul style="list-style-type: none"> Can children comment on a poem's structure and features? Are children able to generate ideas for a themed poem? Can children write their own themed poem in the style of a studied poem? 	<ul style="list-style-type: none"> Slides Poem Sheet 2A Worksheet 2A Writing Frame 2A Idiom Sheet Poem Strip 2A (FSD? activity only) Laptops (optional) (FSD? activity only)
Lesson 3	To write a list poem to commemorate our class.	This lesson looks at list poems and how they can be put together in different ways. The children are challenged to create a list poem to describe different members of their class and include happy memories they have with each other.	<ul style="list-style-type: none"> Can children generate appropriate adjectives to describe different elements of a person? Can children describe what a list poem is? Are children able to create a list poem about their class? 	<ul style="list-style-type: none"> Slides Poster 3A/3B Poem Slips 3A Lined page 3A Description Slip 3A (FSD? activity only)
Lesson 4	To create an acrostic memory poem.	In this final poetry lesson, the children will explore existing acrostic poems about them and their class. They will discuss poetic features in some different acrostic poems including abecedarian acrostics.	<ul style="list-style-type: none"> Can children identify examples of different poetic devices? Are children able to use poetic devices in their own writing? Can children use personal experiences to create a memory poem? 	<ul style="list-style-type: none"> Slides Handout 4A Challenge 4A/4B/4C Dictionaries Worksheet 4A (FSD? activity only)
Lesson 5	To write a set of instructions on how to have a great final year at primary school.	In this single instruction lesson the children will offer advice to the new group of Year 6 children on how to have a great time in Year 6. They will write this advice as instructions, bending the features to suit the purpose and audience for this piece of writing. They may like to write this as a blog to be published on the school website.	<ul style="list-style-type: none"> Can children identify the key features of a set of instructions? Are children able to create a set of clear instructions for a purpose? Can children adapt their writing to suit their intended audience? 	<ul style="list-style-type: none"> Slides Model Text 5A Writing Frame 5A Writing Prompt Sheet 5A Model Text 5B (FSD? activity only) Access to a laptop/word processing software (FSD? activity only)

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Lesson 6	To plan out a scene for an assembly.	In this initial playscripts lesson the children will think about some of their favourite memories they have from primary school. They will turn these memories into short play scenes to be performed in a leavers assembly. They will plan out their scenes by creating a storyboard. Alternatively, they can add in information about the film shots they need in order to create a short filmed scene.	<ul style="list-style-type: none"> Can children plan out the content of a short scene for an assembly? Can children record equipment that they will need for the scene? Are children able to create a short storyboard to show their scene? 	<ul style="list-style-type: none"> Slides Example Card 6A Worksheet 6A/6B Shots Card 6A (FSD? activity only) Worksheet 6C (FSD? activity only)
Lesson 7	To write a script for a short scene.	The children will use their ideas from the previous lesson to create a script for their short scene. They will discuss the information that should be in a script and how this can be conveyed. They will create their script, complete with stage directions and information about filmed shots if needed. Children can then go on to rehearse and perform/ film their short scenes.	<ul style="list-style-type: none"> Can children identify features of a playscript? Are children able to discuss and justify opinions about the importance of different playscript features? Are children able to write a clear and effective playscript for a short scene? 	<ul style="list-style-type: none"> Slides Model Script 7A Worksheet 7A/7B Playscript Sections 7A Extra Script Sheet 7A Model Script 7B (FSD? activity only) Film Script Section 7A (FSD? activity only)



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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

- 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

- 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
- 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
- precisising 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)
- 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).

SENTENCE

- 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)

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)

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 **ellipsis**
- **Layout devices** (for example, headings, sub-headings, columns, bullets, or tables, to structure text)

TERMINOLOGY FOR PUPILS

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