

Spring Term Overview YEAR 6 – English

Spring Term Book(s) – Goodnight Mister Tom		
Topic– Writing a narrative based on Goodnight Mister Tom		Guide Time = 3 weeks
Assessment:	<p>Ongoing writing assessment using the statutory end of year assessment grids as a guide. For this unit, there will be a focus on ...</p> <ul style="list-style-type: none"> • Writing effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • Pupils will be describing settings, characters and atmosphere. • Pupils will select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. • Use a range of punctuation taught at key stage 2 mostly correctly. 	<p>Very Important Points (VIPs):</p> <ul style="list-style-type: none"> • Third person is the use of the pronouns he, she, it, they etc. • Past tense places an action or state of being in past time. • Carefully chosen vocabulary - adjectives, verbs, adverbs chosen must be suitable and appropriate. • Five senses are used to create an overall sense of your surroundings by describing what you can see, hear, smell, touch, taste. • Figurative language (Similes, personification and onomatopoeia) is used to describe different settings. • Carefully selected adjectives to describe the tone and mood. • Fronted adverbials are words or phrases at the start of a sentence to describe the action that follows. • Semi-colons to be used in lists and to replace conjunctions. • Cohesive devices are used to ensure sentences and paragraphs flow. • A full range of higher level punctuation: ; () - ... is used throughout the story.
Links to prior learning (sequencing)	<p>Children will have written their Greek Myth in the Autumn Term and narratives in previous years. This unit will build on the skills they covered in Autumn Term. This term children will focus on securing those skills such as:</p> <ul style="list-style-type: none"> • The use of a range of punctuation such as: semi-colons, dashes and hyphens. • Selecting appropriate vocabulary to describe the scene. 	
Links to other learning (cross fertilisation)	<p>Children will be reading the canon book 'Goodnight Mister Tom' and learning about the World War Two in other subjects over the term. This will allow pupils to draw ideas from other curriculum subjects and apply this to their writing. Reading for Purpose and Productivity lessons will also have some resources that link to World War Two.</p> <p><u>History and Geography</u> – In History, pupils will be researching the Blitz and the impact this had on major cities, which led to children being evacuated. In Geography, children will be exploring the</p>	

	<p>regions that were most affected by the Blitz and what it was like living in the countryside compared to living in the city.</p> <p><u>Music</u> – Children will understand the impact music had on people's spirits and that it was also used as an instrument of propaganda and not just entertainment.</p> <p><u>Art & Design</u> The main character William loves to draw and paint and pupils will have the opportunity to sketch in detail images taken on the front line.</p> <p><u>PSHE</u> – children will learn about and understand healthy relationship which will allow children to form their own opinions on the relationships between the main characters that feature in the book and the impact William's mother had on his physically and mentally.</p>	<p>Fat Questions:</p> <p>What long lasting impact did evacuation have on young people? Did a family's social class have an impact on evacuation? How did the families already living in the countryside feel about evacuees joining them? What was the social impact of the war?</p>
<p>Links to future learning</p>	<p>Children will write their final narrative in the Summer Term based on the reading canon book, 'Mortal Engines' The final piece will allow children to consolidate all their skills from previous narratives. When pupils move on to secondary school, they will have the confidence to write for a range of purposes and audiences including well-structured formal expository and narrative essays.</p>	
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>Through reading texts about the impact of war on children, pupils will be able to sympathise with family members who may have experienced being evacuated.</p> <p>Children should be given the opportunity to practise their speaking and listening skills through telling their stories to an audience.</p> <p>Where possible, link to your school's 50 themes – e.g. a trip to Eden Camp, exploring all the aspects of war and guest speakers from The Royal British Legion. Pupils to think about the impact the war had on Pontefract and the Five Towns. Visits to the Cenotaph. Reflect on Remembrance Sunday and the importance of poppies.</p> <p><u>Thematic Questions:</u></p> <p><u>Modern Britain:</u> How has WWII shaped modern day life in Britain?</p> <p><u>Culture:</u> What impact did the war have on other countries?</p>	

The World Beyond Us:

How do you think German evacuees felt when Britain was bombing their country?

If another war broke out, do you think children would still be evacuated from major cities to live in the countryside?

The World Around Us:

How are we reminded of the impact of the war?

Healthy Bodies, Healthy Minds:

What impact did evacuation have on mother's wellbeing?

What impact did rationing have on children's health?

Technology in Action:

How easy do you think it would have been to communicate with each other during the War?

Do you think Morse Code is still effective in society today? Is there a purpose for it?

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Phase 1: Reading and analysing	<p>To identify historical features in a narrative.</p> <p>To discuss and describe the impact evacuation had on children and their families.</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p><u>Genre specific:</u> Evacuation Evacuees Billeting Officers Blitzkrieg Air raids Host families</p> <p>Ensure WAGOLLS contain suitably challenging vocabulary for y5/6 (See WAGOLLS on Trust shared).</p> <p>Y5/6 Statutory spelling list word mats</p>	<p><u>GD:</u> Have access to WAGOLLS of stories that have more challenging vocabulary in them and where vocab and grammar structures have been used purposefully and effectively.</p> <p>Ensure that they can identify the effect different literary devices have on the reader and why the authors chose to use them where they did.</p> <p>Pupils to think about the importance of factual historical events and the impact this has on the story.</p> <p><u>SEND:</u> Use texts with language that is</p>	<p>That evacuation was not just about young children, it also involved pregnant women and disabled people.</p>	<p><u>To identify historical facts</u></p> <p>Read two or more stories (WAGOLLS on Trust drive) and discuss the historical content.</p> <p>Deepen the moment: What impact do you think evacuation had on children of different ages? Why are historical facts used in this way? Can you write a short paragraph explaining and comparing the affect evacuation had on children below the age of 7 and children aged 7 and above.</p> <p><u>To discuss and describe the impact of evacuation</u></p> <p>Children discuss the emotional challenge evacuation had on young children. Children describe the impact of evacuation on families.</p>

				<p>accessible for their reading ability. A word bank created for new terminology.</p>		<p>Deepen the moment: What impact did evacuation have on mothers? How do you think this affected their mental health? Can you write a short paragraph which describes the impact of evacuation on parents? Use emotive language, which describes how the mother would have felt.</p>
<p>Phase 2: Planning and gathering ideas</p>	<p>To create a plan. To make notes</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary (Reading for productivity in History)</p> <p>Historical facts to be used in their plan.</p> <p>Pupils to think carefully about identifying the audience they are writing for and the purpose of their story.</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Vocabulary banks and sentence opener banks (see Trust shared)</p>	<p>GD: Children use their VIP list to ensure that they have planned opportunities to meet all the identified features. Have opportunities to discuss how the structure of their plan reflects what they learnt from reading various texts.</p> <p>GD peer coaching to challenge and improve each other's plans by making sure they have included historical facts. Children to consider their development of the characters in their different settings. How the characters change from being scared, worried in the city, to being calmer, more relaxed, less worry in the countryside.</p>	<p>Children often start planning the start of a story first (e.g. I woke up that morning). Model how to choose and plan the dilemma first and discuss why this is at the peak of the mountain – the whole story hangs around this crucial dilemma.</p>	<p><u>To create a plan.</u></p> <p>Children to use their previous knowledge from History to start planning their narrative based on children being evacuated. Teacher to model the plan. Thinking of about sentence openers to begin each paragraph.</p> <p>Deepen the moment:</p> <p>Can you incorporate true facts into your plan such as the food children ate e.g. extra milk was provided for children. How children were better fed in the countryside and were allowed foods such as fresh fruit and vegetables and dairy products. Children did not have sweets due to sugar being rationed.</p> <p>Can you include the items children were allowed to pack such as: a gas mask and the importance of this, a change of clothes, slippers, stockings or socks, plimsolls etc.</p>

				<p>SEND: Children use word banks to support. Possible use of small group planning (with an adult) to enable discussion of ideas as support.</p>		<p>Evacuation began on 1st September 1939 from London and Bristol</p>
<p>Phase 3: Drafting</p> <p>(Drafting the different sections of the story is to include a specific grammar focus for the needs of your class)</p> <p>Opening – Past tense.</p> <p>Build-up – Figurative language.</p> <p>Dilemma – Semi-colons for lists and to replace conjunctions.</p> <p>Events- inverted commas, commas, question marks, exclamation marks used correctly.</p>	<p>To draft the opening to my story.</p> <p>To draft the build-up,</p> <p>To draft the dilemma of my story and create tension for the reader.</p> <p>To draft the events of my story.</p> <p>To draft the resolution to my story.</p>	<p>Use of correct punctuation: semi-colons, a dash as an afterthought.</p> <p>Vocabulary choices</p> <p>Cohesion (across paragraphs/fronted adverbials – making appropriate choices)</p> <p>Show not tell descriptive language.</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Stories Vocabulary banks and sentence opener banks (see Trust shared)</p>	<p>GD: Children to use the VIP lists to continuously assess progress towards the key features throughout the drafting process. Children to have discussions as guided GD groups or 1:1 on Y6 GD skills such as cohesive devices, dialogue to move the action on or creating atmosphere.</p> <p>SEND: Children to have opportunities to discuss ideas before writing. Possible peer coaching opportunities. Use of vocabulary banks and sentence openers to support.</p>	<p>Children can sometimes try to write a lot in one sitting if they are excited about their ideas, but the quality can wane the further through they get.</p> <p>Aim to write a section a lesson but not continue to the next section until they have checked and edited. Use the WAGOLLS to model expectations of quality and amount.</p>	<p><u>To draft the opening to my story (past tense is used consistently)</u></p> <p>Children will write the opening of their story. Children will focus on describing the city their characters live in using ‘tone and mood’ (choosing appropriate adjectives to describe the city – show not tell)</p> <p>Throughout this lesson, pupils will use their plan to start writing their opening. Pupils will refer to the VIPs and the Y5/6 Statutory spelling list. You may find some pupils complete their draft in one lesson, some pupils may need another lesson. The teacher may need to lead a guided writing session to support SEND pupils.</p> <p>Deepen the moment:</p> <p>Can you include similes and personification to describe the city your characters live in?</p> <p><u>To draft the build-up (figurative language)</u></p>

					<p>Children will write the build-up, which will include detailed descriptions of the air raids. Children to use a range of figurative language and their senses to describe the scene. Children will include appropriate verbs to describe the atmosphere and their surroundings.</p> <p>Deepen the moment:</p> <p>Can you use examples of onomatopoeia to describe the bombs dropping on buildings? Can you punctuate the words?</p> <p><u>To draft the dilemma of my story (use semi-colons) Grammar focus</u></p> <p>Children to use semi-colons for lists of items they pack and to replace conjunctions. Children to describe the moment they realise they are leaving their family to head to the countryside.</p> <p>Deepen the moment:</p> <p>Can you incorporate direct speech to show emotion between the mother and child when packing their suitcase? Can you describe the mother's emotions and feelings without telling the reader?</p> <p><u>To draft the events of my story.(integrate dialogue)</u></p> <p>Children to write a conversation between the siblings to show their feelings about</p>
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					<p>being evacuated to the countryside. Children to incorporate speech to convey how the characters are feeling.</p> <p>Deepen the moment:</p> <p>Can you change the position of direct speech so it's not always speech first? Can you include reported speech to move the story on?</p> <p><u>To draft the resolution to my story.</u></p> <p>Children finish their story describing the moment their mother rings to tell them it's safe to return home.</p> <p>The activities for the above lessons should include careful analysis of the WAGOLLS on Trust shared and regular references to the planning format the children created. SPAG elements for whole class teaching should be identified through Assessment for Learning from the class teacher.</p> <p>Deepen the moment:</p> <p>Can you write a section of your story in first person?</p> <p>Can you write a paragraph from the mother's perspective reflecting on her children leaving and her returning to the ammunition factory?</p> <p>Can you write a section of your story to show a characters accent? E.g. 'ey up Arfur?'</p>
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<p>Phase 4: Editing</p>	<p>To edit my story for spelling, punctuation and grammar.</p> <p>To edit my story to include all the VIPs.</p>	<p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Vocabulary banks and sentence opener banks (see Trust shared)</p>	<p>GD: Children to coach and support each other in achieving all the VIPs. Teachers to model Y6 GD skills such as cohesive devices, dialogue to move the action on or creating atmosphere. Discuss how effectively each other has used the devices.</p> <p>SEND: Ensure that SEND children spend a suitable amount of time editing 'the basics' – sentence structure and basic SPAG elements before attempting to enhance their texts with more complex devices.</p> <p>A guided writing group may be used here to model errors. Is there cohesion across sentences and paragraphs?</p>	<p>Careful modelling of how to edit and even practising editing on a WABOLL (a poor version) is needed before children can do this to their own work.</p> <p>Children often read through or around their own errors, so coaching and peer work can be effective to not only support but hold each other to account.</p> <p>Ensure children have checklists they can use to support the editing process (See Trust shared)</p>	<p><u>To edit my story for spelling, punctuation and grammar.</u></p> <p>Children should have the editing process modelled to them using a WABOLL. This may be done as a separate SPAG lesson to allow this lesson for applying those skills to their own text. The teacher will focus on incorrect use of punctuation e.g. commas missing after fronted adverbials or inverted commas not used correctly.</p> <p>Deepen the moment:</p> <p>Write a short explanation of how the importance of the punctuation you have used throughout your story has had an impact on the reader.</p> <p><u>To edit my story to include all the VIPs</u></p> <p>Once children have addressed editing the sentence basics from yesterday, they should edit to enhance their text so that it meets all the VIPs. AfL will determine which VIPs need further modelling for your class.</p> <p>Deepen the moment:</p>

						Give specific examples of how you have achieved cohesion in your story.
Phase 5: Publishing/ performing	To publish the final version of my story.			SEND: Ensure correct letter formation and cursive handwriting, modelling where needed.	Children's handwriting can wane if they are writing for extended lengths of time, so it may be worth considering copying up the story in different sittings or in handwriting time.	<u>To publish the final version of my story.</u> Before children publish their writing, allow pupils to read their favourite paragraph out loud and explain why it's their favourite. Ask children to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Give time for children to copy up their final draft or type their favourite paragraph. Allow pupils to read their stories out loud.
Context (big picture learning) Children will apply their understanding of WWII and evacuees from the book Goodnight Mister Tom and from the history unit to write their short narrative based on being evacuated from a city to the countryside because of the Blitz. From studying the book and exploring William's Journey and experiences of being an evacuee, pupils will be able to apply their knowledge of how being evacuated affected young children and their mothers and apply this to their writing. Children's writing should show the emotion children went through during this difficult time.						

Alongside this teaching sequence, there should be a weekly SPAG focus lesson. The SPAG focus lesson should be determined by each individual school/teacher and planned according to the skills your particular group of children need to develop. They should ideally be linked to a SPAG skill the children will need to complete this writing genre successfully. The SPAG lesson does not have to be taught on the same day each week, but should be taught at the point of having maximum impact in your learning sequence.

Link to resources: all resources in folders and links on slides

Folder name: KS2 > YEAR 5/6 PLANNING > CYCLE B > Spring – Goodnight Mister Tom > English > Term 4 > Narrative > Year 6

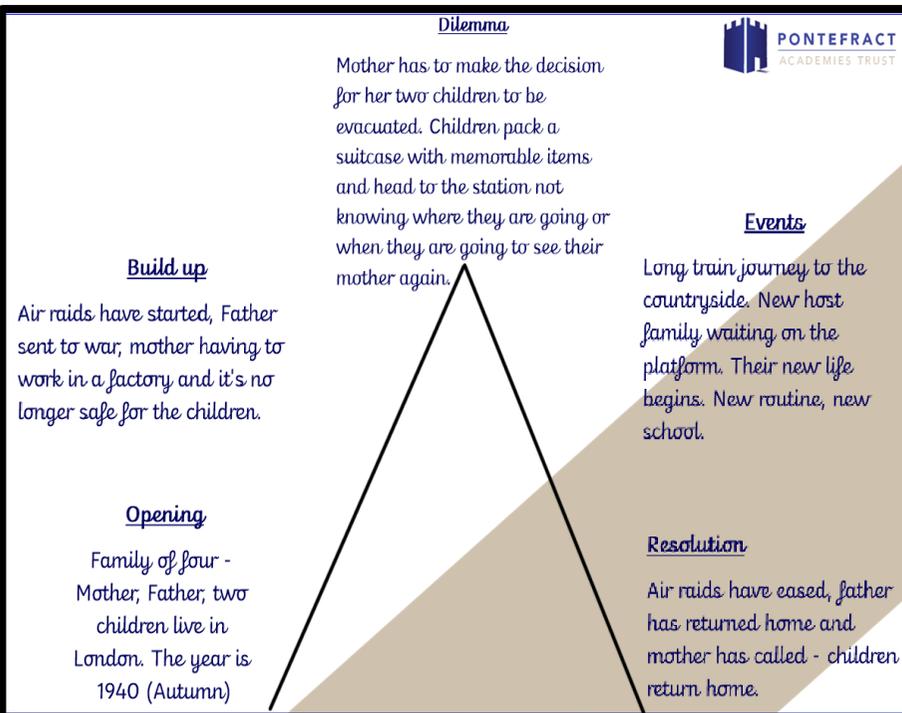
Knowledge Organiser – Year 6

English – Writing a narrative based on evacuation.

Context: To write a narrative using previous historical knowledge about evacuation in World War 2. Using ideas and thoughts from the canon text ‘Goodnight Mister Tom’

Very Important Points (VIPs):

- Third person is the use of the pronouns he, she, it, they etc.
- Past tense places an action or state of being in past time.
- Carefully chosen vocabulary - adjectives, verbs, adverbs chosen must be suitable and appropriate.
- Five senses are used to create an overall sense of your surroundings by describing what you can see, hear, smell, touch, taste.
- Figurative language (Similes, personification and onomatopoeia) is used to describe different settings.
- Carefully selected adjectives to describe the tone and mood.
- Fronted adverbials are words or phrases at the start of a sentence to describe the action that follows.
- Semi-colons to be used in lists and to replace conjunctions.
- Cohesive devices are used to ensure sentences and paragraphs flow.
- A full range of higher level punctuation: ; () - ... is used throughout the story.



Fat Questions

What long lasting impact did evacuation have on young people?

Did a family's social class have an impact on evacuation?

How did the families already living in the countryside feel about evacuees joining them?

Examples of sentences describing the mood:

Dark clouds packed the sky, creating a churning knot of cement above the city. Central London was now consumed in thick smoke, making it unbearable to

Semi-colons used in a list

You will need to bring the following: sleeping bag, pillow, and pyjamas for the overnight stay; water bottle, waterproof jacket, sweatshirt, and walking boots for the afternoon trek; and a

Useful genre vocabulary

Evacuation Transportation