TERM 1 OVERVIEW YEAR 6 – English

Term 1 Book – Who Let the Gods out?	
Topic(s) – Writing a Greek Myth	**Guide Time = 3 weeks**
Assessment:	Ongoing writing assessment using the statutory end of year assessment grids as a guide. For this unit, there will be a focus on … • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, with some children drawing effectively on what they have read. • In narratives, describe settings, characters and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Select purposeful vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. • Use a range of devices to build cohesion within and across paragraphs.

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.
- Expanded noun phrases consist of a determiner, adjectives and a noun.
- Onomatopoeia is sound effect words – eg. Crash, swoop.
- Five senses are used to create an overall sense of your surroundings by describing what you can see, hear, smell, touch, taste.
- Create atmosphere and suspense through manipulation of sentence length and structure.
- Figurative language (Eg. Similes which are the comparison of one thing with another e.g. "As brave as a lion" and metaphors which are directly refers to something by describing it as something else)
- Dialogue with accurate speech punctuation, including the use of inverted commas at the start and end of speech.
- Dialogue to enhance characterisation and advancing the action on requires carefully chosen speech with purpose.
- Fronted adverbials are words or phrases at the start of a sentence to describe the action that follows.
- Parenthesis a word or phrase inserted as an explanation or afterthought, using ( ) , , - -

Links to prior learning (sequencing)	Children will have written narratives every year previous to this, so this unit will build on children's understanding of story structures, composition and effect of narratives. This unit will also follow on from the English unit 'Non-chronological reports – Mythical Beasts'. The creature that the children base this work around will become the central character/beast for their myth. This unit will also build on LKS2 skills as well as those introduced in Year 5: • Use of parenthesis • Use of relative clauses • Use of figurative language
Links to other learning (cross fertilisation)	Children will be reading the canon book 'Who Let the God's out?' and learning about the Ancient Greeks in History over the term. Reading for Purpose and Productivity lessons will also have some resources that link to Greek mythology.
	Children will write another narrative piece in the Spring Term based on the Blitz and the reading canon book, 'Goodnight Mister Tom' to

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Links to future learning	further develop the skills covered in this unit such as cohesive devices, creating atmosphere and using diaglogue to move the action on.	- Varied sentence structures change how you build sentences to create interest and aid cohesion. - Themed, cohesive paragraphs ensure the ideas all fit well together and flow logically. - Other cohesive devices include using pronouns to avoid repeating a noun, linking paragraphs effectively - Relative clauses are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which. - The full range of higher level punctuation : ; ( ) - ... to mark boundaries between independent clauses - Hyphens are used to join words to avoid ambiguity.
Character/Wider Development ('50 things', cultural capital, skills)	Through reading myths and legends, children will gain understanding of different cultures and why stories change as passed through generations. Children should be given the opportunity to practise speaking and listening skills through telling their stories to an audience. Where possible, link to your school's 50 themes – eg. A theatre visit to watch a retelling of a myth, hiring a drama company to workshop acting out a myth, creating a performance for parents to watch etc. This would all link effectively with our themes of 'Culture' and 'Modern Britain'.	**Fat Questions:** Out of all the reasons myths have survived for thousands of years, can you justify the main reason that you think people tell myths to each other? How would someone benefit from listening to a myth? How would someone benefit from telling a myth? Why do you think there are so many different variations of myths? Can you think of several different reasons?

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	To identify the key features of a myth To analyse, compare and evaluate different myths.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Genre specific: Myth Hero Heroine Beast Creature Slay Vanquish Challenge Voyage Endeavour Gods Fate Ancient Greeks Civilisations Ensure WAGOLLs contain suitably challenging vocabulary for y5/6 (See WAGOLLs on Trust shared). Y5/6 Statutory spelling list word mats	GD: Have access to WAGOLLs of myths that have more challenging vocabulary in them and where vocab and grammar structures have been used purposefully and effectively. 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. Compare, evaluate and rank 3 or more myths with detailed justifications. SEND: Use texts with language that is accessible for their reading ability. Compare and evaluate 2 or more myths.	That all myths are from Ancient Greece (read myths from other cultures to avoid this – possibly through reading for pleasure, purpose or productivity time).	To identify the key features of a myth Read two or more myths (WAGOLLs on Trust drive) and discuss what a myth is, identifying it's key text features. Create a VIP list to help write their own myth. **Deepen the Moments:** Considering the myths that you have read so far, which one had the biggest impact on you and why? Be specific in naming the aspects of the myth that engaged you the most. To compare and evaluate different myths Use the VIP list created last lesson to analyse and compare several different myths, identifying the strengths areas for development of each one. **Deepen the Moments:** Select three VIPs that the most effective myth used and explain why they were important in the myth's success. Suggest the impact they should have on the reader.
Phase 2: Planning and gathering ideas	To mind-map different ideas for my own Greek myth	Noting and developing initial ideas, drawing on reading and research where necessary.	Y5/6 Statutory spelling list word mats Myths Vocabulary banks and	GD: Children use their VIP list to ensure that they have planned opportunities to meet all the identified features. Have	Children often start planning the start of a story first (Eg. I woke up that morning). Model how to choose and plan	To mind-map different ideas for my own Greek myth Using the beast they created in the previous 'Information Texts' unit,

	To create a detailed plan for my own Greek myth.		sentence opener banks (see Trust shared)	opportunities to discuss how the structure of their plan reflects what they learnt from reading myths. GD peer coaching to challenge and improve each others' plans. Thesaurus work. SEND: Children use word banks to support. Possible use of small group planning to enable discussion of ideas as support.	the dilemma first and discuss why this is at the peak of the mountain – the whole story hangs around this crucial dilemma. If time, model how myths they have read fit on the story mountain structure.	children mindmap ideas for possible dilemmas, events and resolutions. **Deepen the moment:** Rank you dilemma ideas from best to worst. For what reasons did you place your dilemmas in first and last place? To create a detailed plan for my own Greek myth. Children select their favourite dilemma idea from previous lesson and create a detailed plan following the story mountain structure. **Deepen the moment:** Justify which is the most important part of the story to you; the opening, the dilemma or the resolution?
Phase 3: Drafting	To draft the opening to my myth. To draft the build-up, including use of dialogue to move on the action. To draft the dilemma of my myth and create tension for the reader. To draft the events of my myth.	(Recap) Expanded noun phrases (Recap) Parenthesis (brackets, commas, dashes) Vocabulary choices Speech to advance the action (with accurate punctuation) Cohesion (across paragraphs/fronted adverbials –	Y5/6 Statutory spelling list word mats Myths Vocabulary banks and sentence opener banks (see Trust shared)	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. SEND: Children to have opportunities to discuss ideas before	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. 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.	To draft the opening to my myth. To draft the build-up, including use of dialogue to move on the action. To draft the dilemma of my myth and create tension for the reader. To draft the events of my myth. To draft the resolution to my myth. 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 AfL from the class teacher.

	To draft the resolution to my myth.	making appropriate choices)		writing. Possible peer coaching opportunities. Use of vocabulary banks and sentence openers to support.		**Possible Deepen the Moments:** Which of the VIPs can you use to help you convey emotions effectively in your myth? Give an example of a sentence you have used today that conveys atmosphere and explain which authorial techniques you used to achieve this. Specify how your Myth would be different if you created a very different type of hero – eg. Changed their gender, age or background? How might the audience feel differently towards your hero?
Phase 4: Editing	To edit my myth for spelling, punctuation and grammar.\n\nTo edit my myth to include all the VIPs	Assessing the effectiveness of their own and others' writing.\n\nProposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.\n\nProof-read for spelling and punctuation errors	Y5/6 Statutory spelling list word mats\n\nMyths Vocabulary banks and sentence opener banks (see Trust shared)	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.\n\nSEND: 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.	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.\n\nChildren 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.\n\nEnsure children have checklists they can use to support the editing process (See Trust shared)	To edit my myth for spelling, punctuation and grammar.\n\nChildren 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.\n**Deepen the moment:** Evaluate the effect your punctuation has on a reader – why is it so important to the success of your myth?\n\nTo edit my myth to include all the VIPs\n\nOnce 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.

						Deepen the moment: Give specific examples of how you have achieved cohesion in your myth.
Phase 5: Publishing/ performing	To publish the final version of my myth.			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 myth in different sittings or in handwriting time.	To publish the final version of my myth. Give time for children to copy up their final draft. If possible, allow time for reading aloud and performing parts of their myths to an audience.

Context (big picture learning)

Children will create their own Greek Myth in the style of myths that they have read or animated versions they have watched.

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 (xxxxxx)

Folder name: Writing a Greek Myth

Week 1 L1-5

Week 2 L1-5