

## Spring Term Overview YEAR 6 – English

### Spring Term Book(s) – Goodnight Mister Tom

Spring Term Book(s) – Goodnight Mister Tom		Guide Time = 3 weeks
Topic– Writing a Balanced Argument		
<b>Assessment:</b>	<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"> <li>• 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.</li> <li>• Select purposeful vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</li> <li>• Use a range of devices to build cohesion within and across paragraphs.</li> </ul>	<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>• Opening paragraph will introduce the theme of the balanced argument and give background information.</li> <li>• Concluding paragraph will review the argument and possibly give a personal viewpoint on the argument.</li> <li>• Paragraphs arguing ‘for’ the question being debated.</li> <li>• Paragraphs arguing ‘against’ the question being debated.</li> <li>• Third person is the use of the pronouns he, she, it, they etc.</li> <li>• Past tense places an action or state of being in past time.</li> <li>• Formal tone – created through carefully chosen sentences structures and vocabulary</li> <li>• Cause and effect conjunctions to explain the impact and result of different actions (eg. As a result, consequently, Because of this...).</li> <li>• Reinforcing conjunctions to add another point to the argument (eg. Furthermore, moreover, in addition...)</li> <li>• Contrasting conjunctions to write an opposing viewpoint (eg. However, on the other hand, in contrast...)</li> <li>• Fronted adverbials are words or phrases at the start of a sentence to modify the main clause.</li> <li>• Parenthesis a word or phrase inserted as an explanation or afterthought, using ( ) , , - -</li> <li>• Varied sentence structures - change how you build sentences to create interest and aid cohesion.</li> <li>• Themed, cohesive paragraphs ensure the ideas all fit well together and flow logically.</li> </ul>
<b>Links to prior learning (sequencing)</b>	<p>This unit will build on LKS2 skills as well as those introduced in Year 5:</p> <ul style="list-style-type: none"> <li>• Use of parenthesis</li> <li>• Use of relative clauses</li> <li>• Use of formal language devices</li> <li>• Use of varied sentence structures</li> <li>• Development of cohesion</li> </ul> <p>Children may or may not have read and written balanced arguments before during key stage 2, so ascertaining prior knowledge and skills in this area will be key to pitching lessons at the correct level for your class.</p>	
<b>Links to other learning (cross fertilisation)</b>	<p>Children will be reading the canon book 'Goodnight Mister Tom' and learning about World War II and evacuation in history over the term. Reading for Purpose and Productivity lessons will also have some resources that link to World War 2 and evacuation.</p> <p>Thematic questions:  <u>Modern Britain:</u> How has WWII shaped modern day life in Britain?  <u>Culture:</u> How did evacuation affect the British culture? How did people live their lives differently? Did any of the cultural changes last beyond the war?</p>	

	<p><u>The World Beyond Us:</u> If there was to be a future world war, would evacuation processes be similar or do you think it would be different?</p> <p><u>The World Around Us:</u> What impact has evacuation had on the world around us? What evidence is there still today that Britain went through the war all those years ago?</p> <p><u>Healthy Bodies, Healthy Minds:</u>      What impact did evacuation have on the mental health of children?      How were other people such as parents and host families affected?      What mental health issues are explored in 'Goodnight Mister Tom'?</p> <p><u>Technology in Action:</u> How did advancements in transport aid the evacuation process? How has communication technology advanced since the war and what impact would that have on the evacuation process?</p>	<ul style="list-style-type: none"> <li>• Other cohesive devices include using pronouns to avoid repeating a noun, linking paragraphs effectively</li> <li>• Relative clauses are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which.</li> <li>• The full range of higher level punctuation : ; ( ) - ... to mark boundaries between independent clauses</li> <li>• Facts and statistics are used to support an argument with evidence.</li> <li>• Hyphens are used to join words to avoid ambiguity.</li> <li>• Semi-colons used to join main clauses that are linked by subject.</li> <li>• Passive sentence structures help to create the formal tone.</li> </ul>
<b>Links to future learning</b>	<p>Children will write a narrative piece in the Spring Term based on the Blitz, evacuees and the reading canon book, 'Goodnight Mister Tom' to further develop their understanding of the era in history.</p>	<p>Coverage of the above VIPs will depend both on the lesson within the teaching sequence and the prior knowledge of the children, ascertained by frequent AfL.</p>
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	<p>Through debating the pros and cons of evacuation, children will gain an understanding of how the decisions the government made had such an impact on people's lives, allowing opportunities to discuss citizenship issues and democracy.</p> <p>Children should be given the opportunity to practise speaking and listening skills through holding live debates of the points raised in their balanced arguments.</p> <p>A question and answer session with an MP to discuss citizenship issues, interviewing a WW2 veteran, living history actors with WW2 artefacts. This would all link effectively with our themes of 'Culture' and 'Modern Britain'.</p>	<p><b>Fat Questions:</b></p> <p>Out of all the reasons that the government may have had for carrying out evacuation, can you justify the main reason that you think the process went ahead?</p> <p>How might World War 2 have developed differently had evacuation not happened?</p> <p>Why do you think the ability to debate an issue is an important skill to have?</p> <p>How would life be different if people were not allowed to argue and debate issues? What might the implications be?</p>

## 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 the key features of a balanced argument</p> <p>To analyse, compare and evaluate different balanced arguments.</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><u>Genre specific:</u>            Evacuation            Evacuee            Travel            Train            Coach            Transport            Government            Decision            Host family            Suitcase            Nation            National            Countryside            Separated            Siblings            Scheme            Assembled            Identity card</p> <p>Ensure WAGOLs contain suitably challenging vocabulary for y5/6 (See WAGOLs on Trust shared).</p> <p>Y5/6 Statutory spelling list word mats</p>	<p><u>GD:</u> Have access to WAGOLs of balanced arguments that have more challenging vocabulary in them and where vocab and grammar structures have been used purposefully and effectively to create the formal tone.</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>Compare, evaluate and rank 3 or more balanced arguments with detailed justifications.</p> <p><u>SEND:</u> Use texts with language that is accessible for their reading ability. Compare and evaluate two or more balanced arguments.</p>	<p>That an argument is always one sided. Children may need it emphasising that 'balanced' means you will argue both points of view.</p> <p>Some children may think that 'argument' means that you are angry or shouting.</p>	<p><u>To identify the key features of a balanced argument</u></p> <p>Read two or more balanced argument (WAGOLs on Trust drive) and discuss what a balanced argument is, identifying its key text features. Create a VIP list to help write their own balanced argument.</p> <p><b>Deepen the Moments:</b> Considering the balanced argument that you have read so far, which one had the biggest impact on you and why? Be specific in naming the aspects of the balanced argument that engaged you the most.</p> <p><u>To compare and evaluate different balanced argument</u></p> <p>Use the VIP list created last lesson to analyse and compare several different balanced argument, identifying the strengths areas for development of each one.</p> <p><b>Deepen the Moments:</b> Select three VIPs that the most effective balanced argument used and explain why they were important in the balanced argument's success. Suggest the impact they should have on the reader.</p>

<p>Phase 2: Planning and gathering ideas</p>	<p>To research and make notes about the evacuation process.</p> <p>To explore the different viewpoints and emotions people would have had about evacuation through drama.</p> <p>To make notes on the various reasons for and against evacuation.</p> <p>To create a detailed plan for a balanced argument about evacuation.</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Balanced arguments 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 and debate the points on their plan and use the language of debate.</p> <p>Ensure the GD have provided evidence to support their points and have considered the cause and effect or impact certain actions would have.</p> <p>GD peer coaching to challenge and improve each other's plans. Thesaurus work.</p> <p>SEND: Children use word banks to support.</p> <p>Possible use of small group planning to enable discussion of ideas as support.</p> <p>Points for and against could be cut up for SEND children to sort under the headings 'for' and 'against'</p>	<p>Children may have heard debates which have run away with themselves and in which the vocabulary and sentence structures lack formality. Ensure that in verbal debates, the children aim to keep the level of formality and may even use sentence opener sheets to support them (e.g. On the other hand, many others would argue that...)</p>	<p><u>To research and make notes about the evacuation process.</u></p> <p>Use a selection of video links, texts, laptops, tablets etc. to research what the evacuation process was and allow the children to write notes.</p> <p><b>Deepen the moment:</b> What might the implications be of entering a debate without having done research into the issue first?</p> <p><u>To explore the different viewpoints and emotions people would have had about evacuation through drama.</u></p> <p>Provide the children with different photo resources and scenarios linked to evacuation to allow them to explore the thoughts and feelings of different people and the impact evacuation would have on their lives. Allow time for drama activities such as hot-seating, interviewing or freeze-frames.</p> <p><b>Deepen the moment:</b> Of all the characters you explored today, justify whose life was affected the most by evacuation and why.</p> <p><u>To make notes on the various reasons for and against evacuation.</u></p> <p>Model how to use the children's factual notes about evacuation, combined with their ideas from the drama activities to annotate the 'for' and 'against' sections of their plan. Model how to support points made with evidence in their notes.</p>
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Phase 3: Drafting	<p>To draft the opening to my balanced argument.</p> <p>To draft the 'for' paragraph of my balanced argument</p> <p>To draft the 'against' paragraph of my balanced argument</p> <p>To draft the conclusion of my balanced argument.</p>	<p>(Recap)          Parenthesis (brackets, commas, dashes)</p> <p>Formal vocabulary choices</p> <p>Cohesion (across paragraphs/fronted adverbials – making appropriate choices)</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Balanced argument          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, use of the subjunctive, passive sentence structures and achieving formality.</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 WAGOLs to model expectations of quality and amount.</p>	<p><u>To draft the opening to my balanced argument.</u></p> <p><u>To draft the 'for' paragraph of my balanced argument</u></p> <p><u>To draft the 'against' paragraph of my balanced argument</u></p> <p><u>To draft the conclusion of my balanced argument.</u></p> <p>The activities for the above lessons should include careful analysis of the WAGOLs 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.</p>

				SEND: Children to have opportunities to discuss ideas before writing. Possible peer coaching opportunities. Use of vocabulary banks and sentence openers to support. Some may prefer to draft on ICT to aid the editing process.		<p><b>Possible Deepen the Moments:</b> Which of the VIPs can you use to help you achieve a formal tone? Can you give examples from your draft so far? Give an example of a sentence you have used today that conveys formality and explain which authorial techniques you used to achieve this. Give an example of a passive sentence structure which you can use in your balanced argument.</p>
Phase 4: Editing	<p>To edit my balanced argument for spelling, punctuation and grammar.</p> <p>To edit my balanced argument 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>Balanced argument 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, use of the subjunctive, passive sentence structures and achieving formality. 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>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 balanced argument 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.</p> <p><b>Deepen the moment:</b> Evaluate the effect your punctuation has on a reader – why is it so important to the success of your balanced argument?</p> <p><u>To edit my balanced argument 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><b>Deepen the moment:</b> Give specific examples of how you have achieved cohesion in your balanced argument.</p>

Phase 5: Publishing/ performing	To publish the final version of my balanced argument.			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 argument in different sittings or in handwriting time.	<u>To publish the final version of my balanced argument.</u>  Give time for children to copy up their final draft.  If possible, allow time for reading aloud and performing parts of their arguments to an audience.
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Context (big picture learning)

Children will write a balanced argument about evacuation in World War 2, based on their learning and research on this area and the canon book, 'Goodnight Mister Tom'.

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

Folder name: Balanced Argument

Week 1 L1-5

Week 2 L1-5

Week 3 L1-5



## English – Writing a Balanced Argument

**Context: To write a balanced argument about evacuation in World War 2, based on our learning, research and the canon book, ‘Goodnight Mister Tom’.**

### Year 5 VIPs for writing a Balanced Argument

**Opening paragraph** will introduce the theme of the balanced argument and give background information.

**Concluding paragraph** will review the argument and possibly give a personal viewpoint on the argument.

**Paragraphs arguing ‘for’** the question being debated.

**Paragraphs arguing ‘against’** the question being debated.

**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.

**Formal tone** – created through carefully chosen sentences structures and vocabulary

**Cause and effect conjunctions** to explain the impact and result of different actions.

**Reinforcing conjunctions** to add another point to the argument

**Contrasting conjunctions** to write an opposing viewpoint

**Fronted adverbials** are words or phrases at the start of a sentence to modify the main clause.

**Parenthesis** a word or phrase inserted as an explanation or afterthought, using ( ) , - -

**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

**Facts and statistics** are used to support an argument with evidence.

**Hyphens** are used to join words to avoid ambiguity.

**Semi-colons** used to join main clauses that are linked by subject.

### Useful genre vocabulary

**Evacuation**

**Evacuee**

**Travel**

**Train**

**Coach**

**Transport**

**Government**

**Host family**

**Suitcase**

**Nation**

**National**

**Countryside**

**Separated**

**Siblings**

**Scheme**

**Assembled**

**Identity card**

### Fat Questions

Out of all the reasons that the government may have had for carrying out evacuation, can you justify the main reason that you think the process went ahead?

How might World War 2 have developed differently had evacuation not happened?

How would life be different if people were not allowed to argue and debate issues? What might the implications be?



### Opposition

- however
- nevertheless
- on the other hand
- **but**
- instead
- in contrast
- looking at it another way
- **although**
- the main reasons against
- some people do not believe
- for instance
- the evidence for this suggests
- disagree
- whereas
- as long as

### Reinforcing/ in addition

- besides
- anyway
- after all
- many people believe
- this is an important issue because
- one reason is
- furthermore
- also
- moreover
- in addition
- a further point
- claim that...

