

Spring Term Overview YEAR 6 – English

Spring Term Book(s) – Goodnight Mister Tom

Topic(s) – Writing an informal letter		Guide Time = 2 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"> • Cohesive devices (within and across paragraphs) • Organisational devices. • Formality (technical vocabulary) • Range of clause structures • Parenthesis • Semicolon (range of uses) 	<p>Very Important Points (VIPs):</p> <ul style="list-style-type: none"> • An informal letter is usually written to a friend, relative or someone you know. • Informal tone is used when writing an informal letter. • The sender's address should be included, along with the date on which it was written. • Paragraphs are used to talk about themes or different topics. • Past tense means that you are talking about things that have already happened. • Write in the first person, using the correct pronouns (I, me, us or we). • Use specific informal language/vocabulary to show a good awareness of the reader. • Include the sender's name or signature at the end of the letter. • A range of punctuation should be used to indicate parenthesis (commas, brackets and/or dashes).
Links to prior learning (sequencing)	<p>Pupils will have written an informal letter in previous year groups. This unit will allow pupils to build upon their existing knowledge of informal letters with a focus on a range of writing styles and purposes. Year 6 pupils will use their prior grammatical knowledge of:</p> <ul style="list-style-type: none"> • Relative clauses/pronouns. • Parenthesis. • Cohesive devices (within paragraphs) • Organisational devices. • Formal/informal tone • A range of punctuation taught in KS2 • Higher level vocabulary – Y5/6 words <p>Linking to the canon book – <i>Goodnight Mister Tom</i> – and studying a range of age appropriate letters, this will allow pupils to produce a well written, historically accurate informal letter from William's perspective.</p>	

<p>Links to other learning (cross fertilisation)</p>	<p>Children will be reading the canon book <i>Goodnight Mister Tom</i> and learning about the Second World War, more specifically the life and experiences of evacuees. Reading for Purpose and Reading for Productivity lessons will also have some resources that link to WWII.</p> <p><u>Music</u> – Children will become familiar with Vera Lynn and the impact her music had during WWII both at home and on the front line.</p> <p><u>History</u> – In history, children will learn about evacuees and WWII by sequencing events, recalling facts and contrasting famous leaders. Learning about evacuees will inform the writing allowing for better historically detailed accuracy.</p> <p><u>PSHE</u> – children will learn about and understand healthy relationship which will help to inform the tone and content of the letter, when writing from William's perspective.</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> Did cultural differences have an impact on Britain and her allies? How do people remember WWII – personal experience or national memorials?</p> <p><u>The World Beyond Us:</u> What impact did WWII have on technological advancements, in particular the space industry?</p> <p><u>The World Around Us:</u> Where can you still see visible reminders of the Second World War, e.g. battlefields, memorials, weapons, cemeteries, beach defences...</p> <p><u>Healthy Bodies, Healthy Minds:</u></p> <p>What was shell shock? What was the impact on diet during the war, on the front line and at home? How did people cope with the loss of loved ones?</p> <p><u>Technology in Action:</u> What impact did WWII have on technological advancements, in particular the space industry? During the war, what impact did advancements in medicine and defence have on the outcome?</p>	<p>Fat Questions:</p> <p>Sending an email or text message is better and easier than sending a letter. Do you agree? Justify your answer.</p> <p>What was 'V Mail' and why was it created during WWII?</p> <p>Did all letters look the same and include the same information? Why do you think this was the case?</p>
<p>Links to future learning</p>	<p>Throughout the year, children will be writing for different purposes demonstrating an increasing awareness of the reader, such as an informal letter and a balanced argument. These pieces of writing will be linked to the class texts.</p>	

	<p>All skills and knowledge of this text type as well as skills and knowledge of GPS will be used and applied in future learning throughout the year as well as at Key Stage 3. In addition to this, GPS will be continually developed and applied based on learning that has already taken place during this academic year.</p>	
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>Children will have the opportunity to read a wide selection of texts relating to WWII. Children will be immersed in life during WWII throughout most curriculum areas as well as their class text. Children will be expected to develop empathy and understand for the hardships experienced by children of their age during WWII.</p> <p>Potential visit to Eden Camp. Invite an evacuee or person who experienced WWII to share their memories.</p> <p>Remembrance Day Pontefract Cenotaph Impact on families and family history (their own).</p> <p>Ways in which to pay respect (minute's silence – sports etc.)</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
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<p>Phase 1: Reading and analysing</p>	<p>Hook – photos/ videos of evacuees leaving London, in the countryside – applying understanding from history unit regarding evacuees.</p> <p>To look at a range of letters and read either individually, in pairs or in small groups.</p> <p>To identify the key features of a letter.</p> <p>To compare, analyse and evaluate different letters.</p>	<p>Compare and contrast the city and the countryside using high level vocabulary/five senses/figurative language</p> <p>Identify features of letters – compare, contrast, evaluate existing letters.</p>	<p><u>Genre specific:</u></p> <p>Evacuee Blitz London Countryside War Evacuation</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 letters 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>Compare, analyse and evaluate three letters.</p> <p><u>SEND:</u> Use texts with language that is accessible for their reading ability.</p>	<p>children identify vocabulary instead of features (perhaps have some examples of text features available for SEND, or discuss features within a starter)</p>	<p><u>To use descriptive language</u></p> <p>Compare the countryside and the city using all five senses to describe the different settings. Revise and use figurative language within descriptions.</p> <p>Deepen the moment: would you prefer to live in the countryside or a city now and during WWII? – give evidence from your descriptions.</p> <p><u>To identify the key features of an informal letter</u></p> <p>Read two or more examples of informal letters (WAGOLLS on Trust drive) and discuss key features of informal letters. Create a VIP list to help write their own informal evacuee letter</p> <p>Deepen the moment: Why do you think that letters home were so important during the war? Do you think there were many other ways of communicating?</p> <p><u>To compare and evaluate different letters</u></p> <p>Using the VIPs, compare and evaluate different letters. Identify the strengths and areas for development.</p> <p>Deepen the moment: choose a letter. Explain why the formality of a letter could change depending on who you are writing to. Can you identify any topic language?</p>
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<p>Phase 2: Grammar teaching (suggested SPaG elements), planning and gathering ideas</p>	<p>To identify and use formal and informal language.</p> <p>To use parenthesis effectively</p> <p>To use a range of clause structures (subordinate/relative)</p> <p>To create a detailed plan for your own letter.</p>	<p>Apply understanding of formal and informal language to a section of the letter. (para 1)</p> <p>Building on and including prior learning apply understanding of parenthesis to a section of the letter. (para 2)</p> <p>Building on and including prior learning apply understanding of clause structures to a section of the letter. (para 3)</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Second World War and evacuee word bank</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 wider reading on evacuees.</p> <p>GD peer coaching to challenge and improve each other's plans using a thesaurus to improve vocabulary choices.</p> <p>SEND: Children use word banks to support. Guided writing with the class teacher using support materials.</p>	<p>Children to remember conventions of formal and informal language.</p> <p>Children to remember there are different forms of parenthesis - and how to punctuate correctly – including where to place full stop when using brackets.</p>	<p><u>To identify and use formal and informal language.</u></p> <p><u>To use parenthesis effectively</u></p> <p><u>To use a range of clause structures (subordinate/relative)</u></p> <p><u>To plan my letter</u></p> <p>Using ideas gathered during SPaG lessons, plan each paragraph in detail ensuring that the VIP checklist is met throughout the entire piece.</p> <p>Deepen the moment: apply historical understanding and knowledge to add detail and background info – for example the different tasks given to boys and girls that were evacuated during WWII.</p>
<p>Phase 3: Drafting</p> <p><i>Please note that WAGOLLS will need to be written specific to the SPaG elements taught and the TAF elements that you wish to focus upon.</i></p>	<p>To draft my informal letter.</p>	<p>Using Year 6 checklist of letter features and grammatical features – draft the letter.</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Second World War and evacuee word bank</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.</p>	<p>Children may begin to write in the wrong tense. This may need to be modelled with examples given to pupils.</p>	<p><u>To draft my letter.</u></p> <p>Throughout this lesson, pupils will use their plan to start writing their information text. 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.</p>

				SEND: Children to have opportunities to discuss ideas before writing. Possible peer coaching opportunities. Use of vocabulary banks and sentence openers to support.		Teachers may need to incorporate a SPaG lesson if misconceptions keep reoccurring.
Phase 4: Editing	<p>To edit my information text specifically looking for spelling, punctuation and grammar.</p> <p>To edit my information text to include all the VIPs.</p>	<p>Assessing the effectiveness of their own and others' writing, by providing next steps inline with the Year 6 checklist.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, based on Year 6 SPaG elements taught.</p> <p>Proofread for spelling and punctuation errors, with a clear focus on words from the Year 5/6 spelling list.</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Second World War and evacuee word bank</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 within and across paragraphs and the use of colons.</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>Pupils may be unsure how to successfully edit and improve their paragraphs. Teacher to model this.</p> <p>Ensure children have checklists they can use to support the editing process (See Trust shared)</p>	<p><u>To edit my letter for spelling, punctuation and grammar and to include all the VIPs.</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>Deepen the moment: Evaluate the effect your punctuation has on the reader.</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: Give specific examples of how you have achieved cohesion within and across your paragraphs. Could you improve your sentence openers or paragraph openers?</p>

Phase 5: Publishing/ Performing	To publish the final version of the information text.	To read out loud to their peers or another year group. Speaking clearly, thinking about pace and volume to convey feelings and emotion.		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 letter in different settings and over a number of sessions.	<u>To publish.</u> Give time for children to write their final draft. Allow children to read their letter to another year group. If time allows, pupils to use Publisher or Word to type up their writing using a range of fonts and graphics.
<p>Context (big picture learning)</p> <p>Children will either apply their understanding of WWII and evacuees from the book Goodnight Mister Tom and from the history unit. Understanding of relationships both positive and negative will help to inform the content and tone of the letter. As children will be immersed within the topic of WWII and the experience of evacuees, it is important that they accurately and correctly convey emotions, feelings and experiences that are factually accurate and demonstrate an awareness of the reader.</p>						

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 > Letter > Year 6

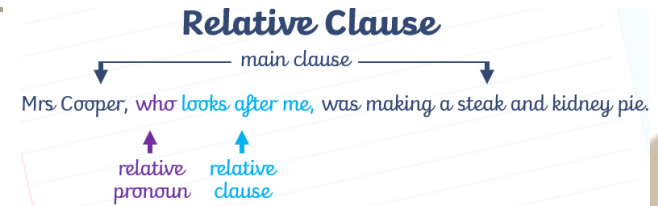
English – Writing an informal letter

Very Important Points (VIPs)

- An informal letter is usually written to a friend, relative or someone you know.
- Informal tone is used when writing an informal letter.
- The sender's address should be included, along with the date on which it was written.
- Paragraphs are used to talk about themes or different topics.
- Past tense means that you are talking about things that have already happened.
- Write in the first person, using the correct pronouns (I, me, us or we).
- Use specific informal language/vocabulary to show a good awareness of the reader.
- Include the sender's name or signature at the end of the letter.
- A range of punctuation should be used to indicate parenthesis (commas, brackets and/or dashes).

Intent:

To ensure that our learners are able to write confidently, knowing when to choose the correct tone, tense and vocabulary depending on the type of text. By choosing appropriate language choices for their audience, allows pupils to engage a range of different readers.



Semi-colons are used to link two related sentences together

The countryside is always silent and peaceful; first thing on a morning, you can hear the nice purr of the tractors.

Fat Questions:

Sending an email or text message is better and easier than sending a letter. Do you agree? Justify your answer.

What was 'V Mail' and why was it created during WWII?

Did all letters look the same and include the same information? Why do you think this was the case?

Top Tips

Formal Vs. Informal

Good evening mother, I hope you are in excellent health.

Hey! It's great to speak to you mum. I'm sure you're doing absolutely fine.

Parenthesis

The bedroom – which is on the third floor – is always cold and damp.

Dashes can be replaced by commas or brackets

Subordinate Clause

Mr Potter, who is a farmer, always gives us lots of difficult jobs to do.

Semi-colon

Mrs Weaver is a bit slightly potty; she is constantly singing odd songs to herself.

TOP TIPS

- Proofread your work as you write to check for basic errors.
- Use a dictionary to help you with spellings.
- Try using a thesaurus to help you find synonyms for words.

