

TERM 1 OVERVIEW YEAR 6 – English

Term 1 Book – 'Who Let the Gods out?'

Term 1 Book – 'Who Let the Gods out?'	
Topic(s) – Writing a newspaper report (based on a important/key moment in the canon book)	Guide Time = 3 weeks
Assessment:	<p>Ongoing writing assessment using the end of key stage 2 statutory assessment grids as a guide.</p> <p>For this unit on newspaper reports, the focus will be to:</p> <ul style="list-style-type: none"> • 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. • Understanding of organisational devices. • Select purposeful vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. <p>For example:</p> <p>Formal style generally but demonstrating a shift to contracted forms in speech (punctuated correctly) to demonstrate informal/chatty style (eye witness accounts) which is necessary for GD.</p> <p>Passive voice to demonstrate an objective tone appropriate for reports.</p> <p>Use of modal verbs to indicate possibility and to draw in the reader opening up the discussion.</p> <ul style="list-style-type: none"> • Use a range of devices to build cohesion within and across paragraphs. • Using verb tenses consistently and correctly throughout their writing whilst demonstrating the ability to shift from past to present in the report's conclusion/summing up. • Use some of the punctuation for GD – semi-colons/colons
Links to prior learning (sequencing)	<p>Children will have written reports in previous years so will be aware of many of the features of this style of writing although a newspaper report provides more of a challenge for Y5/6. This unit is best placed at the end of the Autumn term when many key skills will have been</p>
	<p>Very Important Points (VIPs):</p> <p><u>Text specific</u></p> <ul style="list-style-type: none"> • To understand the purpose of a newspaper report - To engage with and inform readers about what is happening in the world around them in a short account) • To list/understand what the features of a newspaper report are - layout, headlines, opening (orientation) including 5W's, main body, summary/conclusion (reorientation), photos, captions etc. • To list similarities and differences between newspaper reports – coverage/fact/opinion/bias. • To understand how to precis long passages of text – including enough information to write an accurate account but succinct enough for a page of a newspaper. <p><u>Grammar and punctuation</u></p> <p><u>Recap from Y5</u></p> <ul style="list-style-type: none"> • How to inform/entertain/engage a reader using: expanded noun phrases consisting of a determiner, adjective, noun), varied sentence structure (main clauses/subordinate clauses), pronouns (he, she, they in place of nouns), relative clauses (main clause that describe a noun plus extra information using relative pronoun such as who, which, whose, whom, that) modal verbs to suggest ambiguity (might, should, could, will)

	<p>revised and new skills learnt as it will provide an opportunity to achieve much of the expected standard objectives as well as some of greater depth ones.</p> <p>This unit will also build on LKS2 skills as well as those introduced in Year 5 such as the use of parenthesis, relative clauses/pronouns, a range of fronted adverbials and modal verbs.</p>	<ul style="list-style-type: none"> • How to accurately include eye witness account using: accurate speech punctuation, including the use of inverted commas/correct punctuation/layout at the start and end of speech.. • Linking ideas within and across paragraphs using: adverbials of time (later), place (nearby) so the report is cohesive and flows well. • To add extra information/explanation about what is happening in the report using: parenthesis (a word or phrase inserted as an explanation or afterthought), using () , , - - <p><u>New Y6 learning</u></p> <ul style="list-style-type: none"> • To indicate a formal/objective tone using: passive voice (through use of object/verb/subject sentence structure), reported/indirect speech (paraphrasing direct speech without quoting) • To use verb tenses consistently and correctly using: past at start of report, to present in summary/conclusion • To indicate a shift in tone from formal to informal using speech from eyewitness account (contractions didn't etc.) GD • Linking ideas across paragraphs using: a wider range of cohesive devices such as repetition of a word or phrase • To punctuate sentences correctly using: the full range of higher level punctuation colon/semi-colon; to mark boundaries between independent clauses.GD <p>Fat Questions: Why do newspapers report the same story differently?</p> <p>How does political bias affect the news?</p>
<p>Links to other learning (cross fertilisation)</p>	<p>Children will be reading the canon book 'Who Let the God's out?' and learning about the Ancient Greeks generally in other subjects over the term. Newspapers and journalism also links to interesting discussions about political bias, 'fake news', social media, democracy etc leading in to PSHE work. Encouraging children to question what they read and see on social media etc. To form opinions.</p> <p>Reading for purpose and productivity lessons will also have some resources that link to these areas.</p>	
<p>Links to future learning</p>	<p>Links bias/opinions and Term 2 writing on balanced arguments and Term 3 canon book, 'Mortal Engines'. The impact of digital technology on print media? Encourages children to be more aware of the world around them, to question media influence, news and politics after understanding fact/opinions/bias/balanced arguments in this topic. Links to high school subjects such as media, history, politics.</p>	
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>'Who Let the Gods Out' covers a range of mature themes which children may relate to/empathise with such as ill health, money issues, problems at school and a range of ethical/moral decisions and obligations.</p> <p>Children should be given the opportunity to practise drama, speaking and listening skills by reporting their newspaper reports orally e.g. newsreader etc.</p> <p>Where possible, link to the school's '50 things' – eg. A visit to a newspaper or have a journalist visit school. Visit to the houses of parliament links to political bias, democracy etc. Produce their own school newspaper.</p>	

		<p>How is democracy affected by 'fake news'?</p> <p>How does the media and its political bias influence society?</p>
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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 read, analyse, compare and evaluate different newspaper reports.</p> <p>To identify the key features of a newspaper report: layout, structure and language features</p>	<p>Whilst reading a range of newspaper reports pupils will:</p> <p>SL – Participate in discussions, ask relevant questions, listen and respond to comments from peers/adults. Consider and evaluate different viewpoints.</p> <p>Reading – Read and discuss a wide range of fiction/ non-fiction. Identifying themes within a range of writing. Explore meaning and vocabulary of text. Identify how language, structure and presentation relate to</p>	<p>Genre specific vocab: E.g. Journalist, reporter, article, headline, 5W's, orientation, reorientation, eyewitness, by-line, main body, quotes, caption, bias, fact, opinion, chronological order.</p> <p>Grammar/Punctuation vocab: Recap 5 Modal verb, relative clause/pronoun, parenthesis, bracket, dash, cohesion, ambiguity.</p> <p>Y6 New</p>	<p>GD: Have access to WAGOLLS of newspaper reports that have more challenging vocabulary in them and where vocab and grammatical structures have been used purposefully and effectively. Use real newspapers where possible especially to show bias when covering same news story.</p> <p>Ensure that they can identify the effect different literary/language devices have on the reader and why the</p>	<p>That newspapers all report in the same way.</p> <p>That newspaper reports only include the facts of the story.</p> <p>That not all 'news' comes from a reputable source.</p> <p>That we can trust all newspaper reporting/journalists to tell us just the facts/the truth.</p>	<p><u>To identify the key features of a myth</u></p> <p>Read two or more myths (WAGOLLS on Trust drive and examples of current news stories from real newspapers) and discuss what a newspaper report is, identifying the key text features (layout, structure, language features). Create a VIP list to help write their own report.</p> <p>Deepen the Moments: Considering the newspaper reports that you have read so far, which one had the biggest impact on you and why? Be specific in naming the aspects of the report that engaged you the most.</p>

		<p>meaning. Consider impact of language on reader, provide reasons for views. Distinguish between fact and opinion.</p> <p>Writing - 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>Passive, active, subject, object, colon, semi-colon</p> <p>General vocab: E.g. Layout, structure, features, analyse, compare and contrast, alliteration, pun/play on words, precis</p>	<p>authors chose to use them where they did. Analyse, compare, contrast and evaluate 3 or more newspaper reports with detailed justifications.</p> <p>SEND: Use teacher WAGOLLS/texts with language that is more accessible for reading ability but with support also read some real newspaper reports.</p> <p>Compare and contrast features of 2 reports and with support identify language devices which will need to be included.</p>		<p><u>To compare and evaluate different myths</u></p> <p>Use the VIP list created last lesson to analyse, compare and contrast several different reports, identifying the strengths and areas for development of each one.</p> <p>Deepen the Moments: Why are news reports of the same story, different depending on the newspaper they came from? (discuss facts, opinions and political bias/general politics)</p>
Phase 2: a. Planning and gathering ideas	(To now link the work to the text 'Who Let the Gods Out' and the specific part when the main character Elliot releases the evil Daemon of Death, Thanatos into the world. Before planning their report the pupils will have to become familiar with the section	SL – Participate in discussions, ask relevant questions, listen and respond to comments from peers/adults. Use spoken language to develop understanding through exploring ideas. Consider and evaluate different viewpoints.	Grammar/Punctuation vocab: Recap 5 Modal verb, relative clause/pronoun, parenthesis, bracket, dash, cohesion, ambiguity. Y6 New Passive, active, subject, object, colon, semi-colon	GD peer coaching to challenge and improve each others' plans. Thesaurus work. To research new areas for learning that need to be included in this work e.g. passive voice	Children often start planning in too much detail. Model how to plan a newspaper report effectively.	<u>To create a detailed plan for a newspaper report.</u> The content for the report will come from the class text – chapter 7, pages 67-84. This will first be summarised and then planning scaffolding sheets can be used/teacher modelling of plan (revise format of newspaper report from previous lessons) ,

	<p>of the text and to have summarised/ written a precis of it so this can form the basis of their report and is a newsworthy/interesting and exciting event)</p> <p>To summarise/precis an event from a text (for use in a newspaper report)</p> <p>To plan out the different parts/sections of a newspaper report including only the main events in the right part of the report using their summary of the text. (It is at this point that more detail about each feature will have to be covered e.g. What makes a good newspaper headline? Alliteration, play on words etc. What needs to go in the introduction? Etc before the children can actually plan their report)</p> <p><u>Grammar and punctuation stop</u> It is also at this point of the work BEFORE the</p>	<p>Reading –Checking that a book makes sense to them, discussing their understanding, reading around tricky vocab. Explore meaning and vocabulary of text. Explain and discuss what they have read. Summarising the main ideas drawn from more than one paragraph, identifying key details. Discuss use of figurative language and impact on reader.</p> <p>Writing General Noting and developing initial ideas, drawing on reading and research where necessary. Precising longer passages.</p> <p><u>Grammar/Punctuation</u> Y5 recap – use perfect form of verbs, modal verbs, relative clauses, expanded noun phrases, parenthesis. Y6 new learning Recognise vocabulary and structures that are appropriate for formal writing. Using passive verbs to affect the presentation of information in a</p>	<p>General vocab: E.g. Layout, structure, features, analyse, compare and contrast, alliteration, pun/play on words, precis</p>	<p>SEND: Scaffolding planning sheet. Children use word banks to support. Possible use of small group planning to enable discussion of ideas as support.</p>		<p>depending on how confident pupils are. Check against VIP list/real articles. Peer assessment against VIP's.</p> <p>Use annotated Y6 newspaper report to highlight areas of weakness for pupils, things they would struggle to include as they have not been taught them yet. E.g. passive voice</p> <p>Deepen the moment: Justify why you have included ____ in that part etc.</p> <p>What new skills do you now need to learn or recap that you need to include once you start writing? (These will form the basis of the next lessons before the actual drafting stage as the children can't begin to include/use certain features/language devices until they have been taught them.)</p>
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	<p>drafting process begins that the children will need to have a recap of their Y5 learning and be taught their Y6 new learning for GPS.</p> <p>To revise how to use modal verbs, relative clauses, expanded noun phrases, parenthesis.</p> <p>To identify how to use passive voice in writing using object, verb, subject.</p> <p>To identify and use formal vocabulary and sentence structures.</p> <p>To identify how colons and semi-colons are used</p>	<p>sentence. To understand how to use colons and semi-colons.</p>				
Phase 3: Drafting	<p>To draft the introduction to a newspaper report</p> <p>(The headline and introduction/orientation a summary of what has happened but not in detail using some of the 5W's – who?, what?, when?, where? and start of why? although this is can be included in main body of report, along with how? Using their plans but now writing it in proper</p>	<p>SL Articulate and justify views, participate in discussions and justify views, use strategies to build up vocabulary.</p> <p>Reading Identifying how language and structure contribute to meaning, discuss and evaluate things they have read. (From WAGOLLS and others work)</p> <p>Writing General</p>	<p>General Y6 ambitious and adventurous vocab/spelling Y5/6 Statutory spelling list word mats e.g. aggressive, ancient, desperate, disastrous, determined, immediately, opportunity, sacrifice, sufficient etc</p> <p>From the key part of the text used for newspaper report (when Thanatos is released)</p>	<p>GD: Children to create an ambitious vocabulary bank related to work for whole class to use using further reading/thesaurus. Children to use the VIP lists to continuously assess progress towards the key features throughout the drafting process and coach others. Children to have</p>	<p>That lots of description is always a good thing.</p> <p>The longer the piece of writing the better. (Less is often more with newspaper writing)</p> <p>Lots of speech is needed. (eye witness/first hand</p>	<p><u>Drafting each part of newspaper report.</u> Teacher to model at start of lesson each section with children's input to create a class WAGOLL for that section. Children then to use this as a starting point but then to change/improve/make it their own but must keep to structure. Keep the pace slow especially for those who are struggling. Emphasis on quality not quantity. Lots of emphasis on the grammar and punctuation</p>

	<p>sentences/structure etc and including necessary grammar, punctuation, vocab etc.)</p> <p>To draft the main body to a newspaper report.</p> <p>(Lots more detail about why and how it happened with eye witness/first hand accounts/quotes retelling of events)</p> <p>To draft the conclusion/reorientation of a newspaper report.</p> <p>(This ends the retelling and events and brings the reader up to date with the story. It moves from past tense to present tense.)</p> <p>Photo and caption can be included at some point.</p>	<p>Use organisational and presentational devices to structure text and to guide the reader. Select appropriate grammar and vocab, understanding how choices can change and enhance meaning. Use a range of devices to build cohesion within and across paragraphs. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring consistent and correct use of tense throughout a piece of writing, correct subject and verb agreement. Proof-read for spelling and punctuation errors</p> <p>Grammar/Punctuation Y5 recap – use perfect form of verbs, modal verbs, relative clauses, expanded noun phrases, parenthesis.</p> <p>Y6 new learning Recognise vocabulary and structures that are appropriate for formal</p>	<p>E.g. Deceit, pitiful, huddled, emaciated, remnants, crevices, ambrosia, immortal, millennia, mournfully, manacles, overwhelmed, eternal, transformed, constellation etc</p> <p>Use of dictionary and thesaurus as children will build on a basic word bank as a class for everyone to use each lesson.</p>	<p>discussions as guided GD groups or 1:1 on Y6 GD skills such as conscious control over levels of formality, manipulating vocab/grammar to achieve this, choose appropriate register for speech and writing, use HL punctuation</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>accounts to be used sparingly for effect)</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>needed and reminders of the GPS lessons recently covered so that all of the areas are included in the drafting process. The activities for the above lessons should continue with careful analysis of the WAGOLLS on Trust shared and regular references to the planning format the children created. GPS elements for whole class teaching should be continued to be identified through AfL from the class teacher.</p> <p>Possible Deepen the Moments: Which elements of the VIP's create the level of formality required of this piece? When does the tone of the piece change? When/how does the tense change?</p>
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		writing. Using passive voice to affect the presentation of information in a sentence. To investigate and use colons and semi-colons.				
Phase 4: Editing	To edit my newspaper report to include all the VIP's and to improve spelling, punctuation, and grammar.	<p>SL Articulate and justify views, participate in discussions, and justify views, use strategies to build up vocabulary.</p> <p>Reading Identifying how language and structure contribute to meaning, discuss and evaluate things they have read. (From WAGOLLS and others work)</p> <p>Writing Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring consistent and correct use of tense throughout a piece of writing, correct subject and verb agreement. Proof-read for spelling and punctuation errors</p>	<p>General Y6 ambitious and adventurous vocab/spelling Y5/6 Statutory spelling list word mats e.g. aggressive, ancient, desperate, disastrous, determined, immediately, opportunity, sacrifice, sufficient etc</p> <p>From the key part of the text used for newspaper report (when Thanatos is released) E.g. Deceit, pitiful, huddled, emaciated, remnants, crevices, ambrosia, immortal, millennia, mournfully, manacles, overwhelmed, eternal, transformed, constellation etc Use of dictionary and thesaurus as children will build on a basic word bank as a class for everyone to use each lesson.</p>	<p>GD: Children to coach and support each other in achieving all the VIPs. Teachers to model Y6 GD skills such as tense changes/formal to informal shift, cohesive devices,</p> <p>SEND: Ensure that children spend a suitable amount of time editing 'the basics' – sentence structure and basic GPS 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 newspaper report to include all the VIP's and to improve 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 GPS lesson to allow this lesson for applying those skills to their own text. AfL will determine which GPS/VIPs need further modelling for your class.</p> <p>Deepen the moment: Give specific examples of how you have achieved GD in your work.</p>

<p>Phase 5: Publishing/ performing</p>	<p>To publish the final version of my myth. (This is still an opportunity for editing and improving and is not just a handwriting lesson although there must be a focus on correct/consistent letter formation and consistently joined style.)</p>	<p><u>Writing</u> Assessing the effectiveness of their own and writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring consistent and correct use of tense throughout a piece of writing, correct subject and verb agreement. Proof-read for spelling and punctuation errors.</p>	<p><u>General Y6 ambitious and adventurous vocab/spelling Y5/6 Statutory spelling list</u> word mats e.g. aggressive, ancient, desperate, disastrous, determined, immediately, opportunity, sacrifice, sufficient etc From the key part of the text used for newspaper report (when Thanatos is released) E.g. Deceit, pitiful, huddled, emaciated, remnants, crevices, ambrosia, immortal, millennia, mournfully, manacles, overwhelmed, eternal, transformed, constellation etc Use of dictionary and thesaurus as children will build on a basic word bank as a class for everyone to use each lesson.</p>	<p>Ensure correct letter formation and cursive handwriting, modelling where needed.</p>	<p>That the publishing phase is just handwriting lesson, fully engage with their work as this is when mistakes are still made. Give plenty of time to produce an excellent piece of work that they are proud of.</p>	<p><u>To publish the final version of my newspaper report</u> Give time for children to copy up their final draft. If possible, allow time for reading aloud and performing parts of their newspaper report to an audience as though a newsreader/on radio.</p>

Context (big picture learning)

Children will write their own newspaper report (Greek myth focus) in the style of the ones they have read in real life newspapers and WAGOLLS.

Reminder - Within this teaching sequence, there should be a weekly SPAG focus lesson/s. 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 revise/develop but the Y6 new learning must be included to ensure they can achieve the end of year expectations and should be taught at the point of having maximum impact in your learning sequence.

Link to resources (xxxxxx)

Folder name: Writing a newspaper report

Week 1 L1-5

Week 2 L1-5

Week 3 L1-5