

HIAS MOODLE+ RESOURCE

Year 6 – Summer Term Sequence (post COVID-19 lockdown)

Some Writer!

HIAS English Team

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FINAL

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Overview

In this document

This document sets out a sequence of learning based on a rich text suitable for Y6 transition and is designed to develop fluency in those skills identified as key for transition to secondary school. As such, most skills will have been previously taught. As well as revisiting key reading domains such as inference and clarify, the sequences also provide a number of opportunities to write for audience and purpose in response to the text, without requiring the need to teach full learning journeys based around a single form. The tasks also provide useful opportunities for continuous assessment so that teaching and learning can be adapted accordingly.

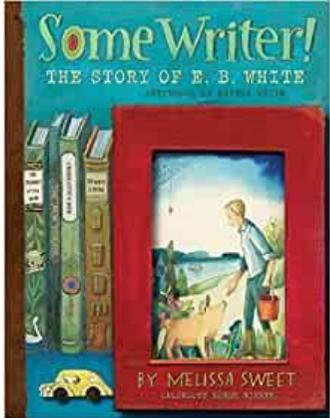
Points to consider when using this resource

Sequences are designed to be engaging, stimulating and enjoyable whilst maintaining purposeful outcomes in order that pupils once again feel secure with their learning.

The 'sessions' are not designed to be individual lessons as such and should be adapted according to the feedback gained from outcomes and discussions and the pace of work. For example, one 'session' may last two lessons depending on the teacher's judgement.

The activities are designed to be carried out either individually or through whole class teaching so there is no requirement for partner or small group work in line with recent guidance.

A greater emphasis on shared writing and modelling may be required in order to revisit previously taught text types and associated skills so that pupils experience success across the journey.

<p><u>Aims:</u></p> <p>To engage the pupils in a rich text as a stimulus.</p> <p>To write short extracts, which can be used for AfL and to provide evidence to inform planning.</p> <p>To write from a range of viewpoints, purposes, and audiences.</p> <p>To integrate extracts of writing into a narrative.</p> <p>To further build writing stamina.</p> <p>To consider the impact on the reader through the layout and the organisation of the text.</p>	<p><u>Text Driver</u></p> <p>Some Writer! by Melissa Sweet</p> 	<p><u>Parallel texts</u></p> <p>Stuart Little by E.B. White (Book by E.B. White)</p> <p>Charlottes Webb by E.B. White (Book by E.B. White)</p> <p>Rebel Girls 2 by Elena Favilli and Francesca Cavallo (Biographies)</p> <p>Stories for Boys Who Dare to be Different by Ben Brooks (Biographies)</p> <p>Where my Wellies Take Me by Michael Morpurgo (For organisation and layout)</p> <p><u>Cross curricular links:</u></p> <p>Art:</p> <p>Designing a books covers or programme.</p> <p>Layout and organisation of the book</p> <p>Create a logo for the journal</p> <p>Design contents page appropriate to the biography</p> <p>History:</p> <p>Researching the life of a chosen person</p>
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<p><u>NC statements</u></p>		
<p>Spoken Language:</p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations, and narratives for different purposes, • use relevant strategies to build their vocabulary 	<p>Reading:</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Distinguish between statement of fact and opinion • Summarise main ideas drawn from more than one paragraph identifying the key detail that support the main idea • Draw inferences such as inferring a characters' thoughts and motives... • Identify how language, structure and presentation contribute to meaning • Evaluate how successfully the organisation of a text support the writer's purpose 	<p>Writing:</p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when those that or with and implied (i.e.omitted) relative pronoun. • Propose changes to vocabulary, grammar and punctuation to enhance and clarify meaning • Use a wide range of clause structures, sometimes varying their position within the sentence • Draft and write by using a wide range of devices to build cohesion within paragraphs • Identify the audience for the purpose of the writing

The sequence will last between 15 - 20 sessions

Overview of the text:

Some Writer by Melissa Sweet

This biography of E.B. White outlines his life, relationships with his family and the influences for his writing. What is most notable is the 'scrap book' style, which includes letters, book reviews, a family tree, and photographs. There are many types of writing with different levels of formality. The book is engaging and interesting and has most impact when the reader can explore the pages.

Suggested writing outcomes:

Main writing outcome: A biography in the style of 'Some Writer!'

Including a range of writing outcomes:

- Creating a timeline
- Mind mapping
- Tickets/front covers/programme
- Captions, using parenthesis for photographs
- Informal note
- Extracts from a journal
- Reviews
- Biography

Key Teaching approaches:

- Prediction and text marking
- Timeline and chronological order
- Comparison of texts
- Writing from a viewpoint
- Vocabulary development
- Writing for a range of audiences and purposes
- Writing in the style of an author

Home learning:

Summarise main ideas drawn from more than one paragraph identifying the key detail that support the main idea

The pupils select a person they would like to write a biography about, an author, sports person etc and research the person as a home learning activity.

Session 1: Prediction and text marking

Learning Intention:

- Predict what might happen from details stated and implied
- Draw inferences such as inferring a characters' thoughts and motives...

Read the quote to the pupils and ask to discuss the inferences they make.

'I BELIEVED THEN, as I do now, in the goodness of the published word: it seemed to contain an essential goodness, like the smell of leaf mould.' E.B. White.

Share the front cover of the book with the title covered, give the pupils their own copies.



Ask the pupils to make inferences about the genre and content of the book and to record their inferences through text marking.

Share the following pages of the book:

- Blurb
- Image of the photograph of the child outside the house.
- E.B. White used a manual typewriter.
- The contents page of the book



Ask the pupils to add further inferences onto the front cover and to predict the title. The pupils write a brief prediction about the book from the pages shared. To deepen the learning, the pupils can make references to the sources.

Session 2: Create a timeline

Learning Intention:

- Identify how language, structure and presentation contribute to meaning
- Read books that are structured in different ways and read for a range of purposes
- Ensure the consistent and correct use of tense throughout a piece of writing
- Use further organisational and presentational devices to structure text and guide the reader

Explore the timeline on pages 140-143. Discuss the organisation of the writing e.g.

1899: Elwyn Brooks White is born on July 11.

-The Croton Reservoir in New York City is demolished in order to construct the New York Public Library.

Ask the pupils what they notice about the timeline?

Discuss the consistency in tense. Why is the timeline written in the simple present tense? Generate a list of verbs e.g. publishes, spends, buys, travels etc...

What is the significance of the additional information? What is the impact of the images?

Teach the pupils to mind mapping as an approach to record findings and to plan. Include the use of colours, upper- and lower-case letters.

Ask the pupils to use mind mapping to record the key information about the person's life that they have researched.

Use the headings; influences in early childhood, family and friend who influenced the person, memorable events that link to the persons success, journeys, and motivation.

Using the person the child has selected, create a timeline, and use images for the main events and key influences. Write the key events in the style of Some Writer!

Session 3: Text comparison, focusing on layout and organisation

Learning Intention:

- Read books that are structured in different ways and read for a range of purposes
- Evaluate how successfully the organisation of a text support the writer's purpose
- Identify the audience for the purpose of the writing
- Select the appropriate form and use other similar writing as models for their own

Share pages 1 and 2 with the pupils. Discuss the organisation and the layout of the text.

What impact does the font, colours, photographs, and illustration have on the reader?

Compare *Some Writer!* to *Where my Wellies Take Me* by Michael Morpurgo.

Draw attention to the additional information provided by extracts from journals, reviews, poems, illustrations etc.

Some Writer!	Where my Wellie Take Me
Pages 15, 16 and 17: Extracts from a journal	Contents page: A Map of my Favourite Places and Poems
Page 20: First published poem and handwritten letter	Pages 24 and 25: Text, illustrations, and poems

Inform the pupils that they will be writing a biography of their chosen person in the style of *Some Writer!*

Ask the pupils to generate a list of the additional writing in the two books and to consider which forms of writing, photographs and illustrations to include in their biography to inform the reader about key events and influential people in the person's life.

Ask the pupils to design and create a source for their biography such as, a programme cover or a book cover.

Consider the purpose of the writing and the information that would be required. Publish the writing using ICT.

Session 4: To use parenthesis

Learning Intention:

- Use brackets, dashes or commas to indicate parenthesis

Return to pages 1 and 2.

Review the purpose of parenthesis and identify examples on the pages where brackets, commas and dashes are used.

E.g. 'That same year in downtown New York City, not far from his home, a reservoir was being filled to make way for a new library with a children's room where En (as he was called) would later take out books.'

Draw attention to parenthesis used in the text but also in the caption of the photograph of En and his mother. E.g. 'En (note the fountain pen in his lapel pocket) and his mother.'

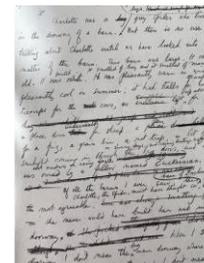
Ask the pupils to print a selection of photographs of the person they are writing about, the events in their life, places they visited etc and to write captions, using parenthesis to describe the photographs.



Session 5: Vocabulary development and an informal note

Learning Intention:

- Use relevant strategies to build their vocabulary
- Propose changes to vocabulary, grammar, and punctuation to enhance and clarify meaning
- Identify the audience for the purpose of the writing
- Use a wide range of clause structures, sometimes varying their position within the sentence



Share the note from En's (Andy) father on page 7 from the paragraph starting 'When you are fretted by the small things....'

Discuss the vocabulary below and explore the root words, synonyms, how many syllables in the words and ask the pupils to write a sentence including the words

optimistic	siblings	beholding	fretted	congratulate	warmest	felicitations
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Consider when the note was written and the level of formality?

Discuss what makes this an 'optimistic note'? Generate a list to add to the working wall.

Ask the pupils to consider what may have been written to the person they are writing their biography about.

Share the sentences '....I wish you great joy, I wish you all the happiness and I wish it for you with all my heart.' What is the impact of the repetition?

Using the mind map form the previous session, ask the pupils to select a person who was influential in their chosen person's life. Write two sentences, from the viewpoint of that person, including repetition. Ask the pupils to write the note including, including vocabulary to enhance the meaning and repetition.

The note provides an opportunity to revisit the editing process. Use the example of E.B. White's manuscript of Charlotte's Web page as a model for editing and redrafting. Editing with the focus on maintaining the viewpoint.

Publish the note and consider the paper or card it would be written on.

Session 6: Write an extract from a brochure and design a logo.

Learning intention:

- **Draft and write by using a wide range of devices to build cohesion within paragraphs**
- **Identify the audience for the purpose of the writing**
- **Relative clauses beginning with who, which, where, when those that or with and implied (i.e. omitted) relative pronoun.**

Read pages 14-17. Share the extract of the brochure that En wrote for his friend. Discuss the purpose of the writing and ask the pupils to justify their views with evidence from the text.

Ensure the pupils have a secure understanding of relative pronouns and give additional support if needed. Revisit relative clauses.

Using the timeline from the previous session, ask the pupils to identify an important place in the life of the person they are writing about. Ask the pupils to research the area and to write sentences, using relative clauses beginning with who, which, where, when, those or that about the location and amenities.

Revisit the purpose of the brochure, remind the pupils that the text was informative and also 'En wanted his friend to love Snug Harbour as much as he did.' How is this evidenced in the text?

Ask the pupils to select an image of the location relevant to the persons life and to write an informative paragraph, encouraging their friend/relative to visit, using relative clauses.

Discuss the logo and front cover that E.B. White created for his brochure (page 17) and ask the children to design their own.

Publish the paragraph, logo, and cover.

Session 7: Compare biographies

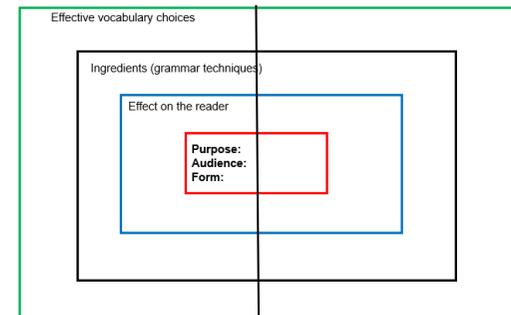
Learning objectives:

- Distinguish between statement of fact and opinion
- Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings
- Identify how language, structure and presentation contribute to meaning
- Read books that are structured in different ways and read for a range of purposes

Share pages 82- 85 with the pupils, discuss the style and compare this to the Agatha Christie biography in Goodnight Stories for Rebel Girls 2 page 2.

Ask the pupils to select three pieces of information from each text and discuss if the facts were easy to access. Review the pupil's findings and discuss if they are facts or opinions. Ask the pupils which texts they prefer and ask them to justify their views.

Support the children in comparing the two texts and record the findings on the James Durran grid.



Session 8: Adverbials of time for cohesion

Learning Intentions:

- **Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/adverbials)**
- **Identify the audience for the purpose of the writing**
- **Select the appropriate form and use other similar writing as models for their own**

Using the timeline written in session 2, ask the pupils to arrange the photos and captions, notes and brochure into chronological order. Ask the pupils to plot the main events that will form the biography.

Using Some Writer! share page 82 and page 84 up to '...Miss Muffet.' and ask the pupils to identify the adverbials of time. Using biographies from Goodnight Stories for Rebel Girls 2, ask the children to add to the list and display it on the working wall. Using time adverbials, ask the pupils to generate sentences for the sources they have created.

Session 9: Plan, write and create a biography in the style of 'Some Writer!'

Learning Intentions:

- **Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/adverbials)**
- **Ensure the consistent and correct use of tense throughout a piece of writing**

Review the tenses used in Some Writer! and record evidence of these on the working wall, give support to children who may need to revisit this.

Model using research and a timeline to plan a biography. Support the children in identifying the focus of each paragraph. Consider the vocabulary, key information to be shared, and the use of pronouns and adverbials for cohesion both within and across paragraphs.

Model writing the opening of a biography, in the style of Some Writer! focusing on the tense and cohesive devices.

Ask the children to write their biographies. Focus the edit on cohesion through paragraphing, adverbials, and pronouns.

Review the findings of session 3. Ask the children to use the biography they have written and the resources they have created to design two double page spreads in the style of Some Writer!

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