



Year 6 English Autumn Term 2020

**A collection of learning
from our classrooms**

**As part of our Year 6 English training this autumn term,
we asked schools attending to engage with a gap task
between sessions. This is the outcome.**

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Introduction

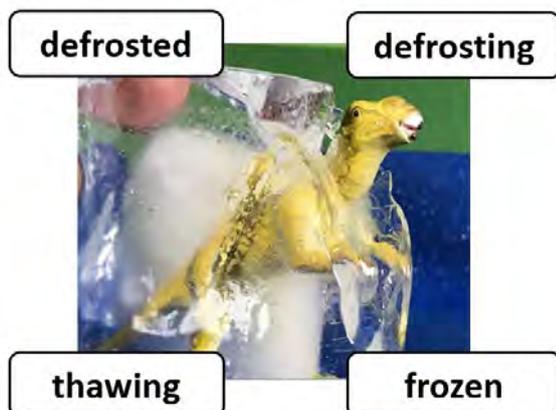
Our year group training days for 2020-2021 have been adapted both in format and content to reflect the current educational needs in response to COVID-19 (including the summer 2020 lockdown and subsequent blended learning approach being adopted by schools).

We broke our traditional training day into four sessions: two mathematics and two English sessions. Participants attended their first mathematics and English in Autumn 1 and then attended the second session in Autumn 2. Participants were encouraged to engage in a gap task focused on applying the CPD delivered and its impact. The training was delivered online.

This report shares our findings and approaches to addressing the gaps in learning for English in Year 6.

“If I had to reduce all of education psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows.” (Ausubel, 1968)

This was our starting point, understanding where our pupils were at.



The overall aims for the session 1 were:

- Establish where your readers and writers currently are
- Unpick the challenges of reading and writing non-fiction
- Establish reading and writing opportunities across the curriculum

The keys messages explored in session 1, which also formed the focus of the gap task were:

Reading

- Read across the curriculum
- Understand the barriers for your readers and address them
- Small daily acts of reading matter
- **Enjoy reading aloud...lots!**
- **Give your pupils ample opportunity to practice their reading**

“Reading is the key that opens doors to many good things in life. Reading shaped my dreams and more reading helped me make my dreams come true.” *Ruth Bader Ginsburg*

Writing (specifically linked to non-chronological comparative report writing)

- Use comparative and superlative adjectives
- Expand noun phrases
- Select precise language choices inc. verbs
- Use a range of sentence constructions including consolidating relative clauses (from Y5) and fronted adverbials (from Y4)
- Include technical vocab of the bug, e.g. mandibles (jaw) pincers or other

“Use authentic examples from authentic texts to exemplify grammar points, whenever possible. This serves to strengthen the links between reading and writing and allows young writers to explore what young writers do and the choices they make. It also links the community of school writers to the broader community of writers and allows teachers to choose texts which will motivate their children.” *Essential Primary Grammar, D. Myhill*

Overview of impact of session 1 CPD

Reading

Where has daily reading taken place in your curriculum?

- Class Novel (modelling expression, intonation, and fluency)
- Guided Reading session everyday
- Reading for pleasure - accelerated reader
- Independent read
- Story time daily (e.g. teacher read to students 30mins)
- Audio books
- Fiction Express
- Core book challenge
- Choral reading
- Big read
- Destination Reader lessons
- Lolly stick reading poems every morning.
- Making connections across texts, for example class novel 'Cogheart', Peter Bunzl, non-fiction group reading about mechanical objects, and reading about Victorians in History

Wider curriculum (mostly non-fiction):

RE, Geography, History (real-life recounts), Science (evolution), Mathematics (linked to comprehending word problems), Computing (reading instructions)

Where have pupils enjoyed reading non-fiction?

- Access to reading texts linked to topic.
- Vocabulary linked to homework, research, and investigations.
- Infographics used to understand structure.

Examples:

- **Science:** activating prior knowledge for upcoming learning /pre teaching
- **Science:** nature documentary script (David Attenborough)
- **History:** Highwaymen: researching Highwaywomen, discussion, reports, and newspaper reports

What has been the impact?

- Able to develop language surrounding non-fiction.
- Increased engagement.
- Increased understanding of technical vocabulary.
- Improved retrieval skills and wider interest.

What have been your focuses to address gaps in reading?

- Fluency in reading - trying to get pupils to read as much as possible out loud.
- Using echo reading to model expression, intonation, and fluency.
- Shared reading looking at an extract.
- Inference: looking at songs and inferring from the lyrics.
- Using Ashley Booth texts for inference questions and texts with teaching resources.
- Teaching vocabulary, clarifying new words, and encouraging children to read widely, exposing them to a wide range of texts and vocabulary.
- Modelling/explicit teaching of reading skills.
- New focus each week and now beginning to apply all the strategies within one text.
- Timetabled slot for storytime.
- Reading whenever there is an opportunity.
- Developing recommendations, creating book reviews for friends.
- Interventions: reading boosters, myON for LA/EAL pupils. Inference has been a gap – thinking about it as a puzzle has helped some readers.
- Generating their own inference questions or guessing what the question could be.

Writing

Where is writing taking place on a regular basis?

Every English lesson has a writing task both quick (shorter) writes and longer outcomes.

Writing across the curriculum

- **Geography:** non chronological reports about an animal that lives in the Amazon
- **Science:** explanation texts about how the heart works; biography of Charles Darwin
- **Art:** diary entries
- **Mathematics:** reasoning in maths; explaining mathematical vocabulary
- **Design and technology:** writing evaluations

What opportunities (including wider curriculum) have there been for non-fiction writing?

- English lessons
- **Science:** information pages, explanation texts, biographies, comparison (comparing illnesses in a short report)
- **History:** biographies, non-chronological reports, explanation texts, biographies, summary writing (Vikings and Romans), letter writing (Kingdom of Benin to time-travelling-tourist-friend; as an evacuee to an aunty)
- **Geography:** non chronological reports, summary writing
- Aquila magazine has been inspirational

What have been your focuses to address gaps in writing?

- Addressing stamina through quick (shorter) writes to build up to longer write.
- Surface level marking to address 'basic' issues such as capital letters, full stops (proof reading).
- Developing writing conferences/'editing club'.
- Enjoyment, motivating and pleasure for writing.
- Tweeting writing to share writing with a wider audience (purpose).
- Improving teacher subject knowledge around grammatical terms for apostrophes, dash, inverted commas.
- Shared writing.
- Small group work.
- SPAG (spelling, punctuation, and Grammar) sentence level work.
- Editing sentences by adding detail (sentence strip activity).
- Grammar and punctuation 'boot camp'.
- Explicitly teaching grammar needed for lessons.
- Explicit reference to grammar and language.
- Making use of 'Alan Peat' sentences.
- Assess against Year 5 writing standards, looking at gaps and filling them in.
- Providing sentence starters.

Examples of work from participating schools

Emily Bunton, Chisenhale Primary School

We managed to fit in a non-fiction writing outcome linked to our Topic of crime and punishment last half term.

Our main writing outcome this half term is going to be a non-chronological report on an animal that the children have made up themselves by mashing the head, body, and tail of three different animals together.

We are using 'Animalium', Jenny Broom and Tony Meeuwissen's 'Remarkable Animals' flipbook as our core texts.

So far, we have made our own flip books - although we are yet to add colour - and have created a mind-map of info about our animal. We will be using some of the activities that we were shown in the part 1 of the training during our skills week.

Crime and Punishment outcome:

TALK OF MORNING

25p ENGLAND'S FAVORITE NEWSPAPER - LOREN

Since 1669

TURPIN TERMINATED

Rogue Reaches End Of Line!

Yesterday, the good folk of England raised their hands in celebration as the highwayman, Dick Turpin was hung in Knavesmire, York.

Teacher Trauma
The criminal, having been living with a false identity, was only truly caught when his retired teacher, Mr James Smith, now working in the post office, recognised turpin's hand on an envelope that he was attempting to send to his brother in law. Mr smith commented: "My eyes literally widened as I

recognised Richard's hand! I mean who would've thought that little Rich would become a cold-blooded killer! Of course I ran straight to the nearest barracks and reported him immediately."

Youth
Turpin was born in 1705, at the Blue bell inn, the fifth of six children to Mary

Elizabeth Parmenter and John Turpin. In 1725 he married Elizabeth Millington. He started with an honest life, following his father and becoming a butcher. But he soon fell in with a gang, helping them dispose of corpses.

Crimes
After a while he started joining the gang (named the Essex Gang) in attacks and robberies. When the gang broke up he turned to highway robbery plaguing Epping forest,

Southwark
And other london areas.

Alias
After many close calls with the law Turpin rode all the way to east yorkshire and changed his name to John Palmer. He continued with his crimes anyway and eventually shot his landlord's cockrell. Then he threatened to kill the landlord himself when he exclaimed. For this he was imprisoned as Palmer and later on, when his teacher recognised his hand, he was hung.

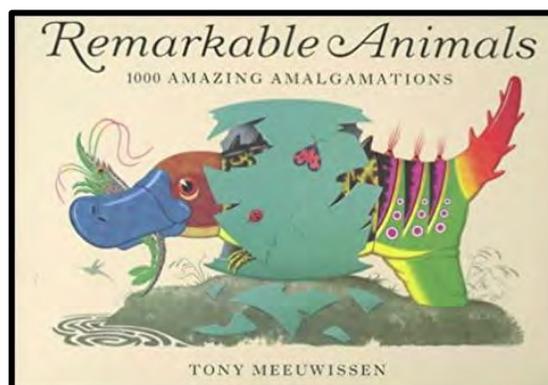
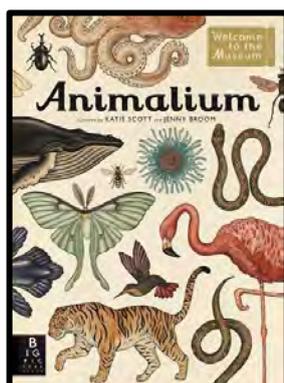
THE HIGHWAYS ARE SAFE ONCE AGAIN!!!!

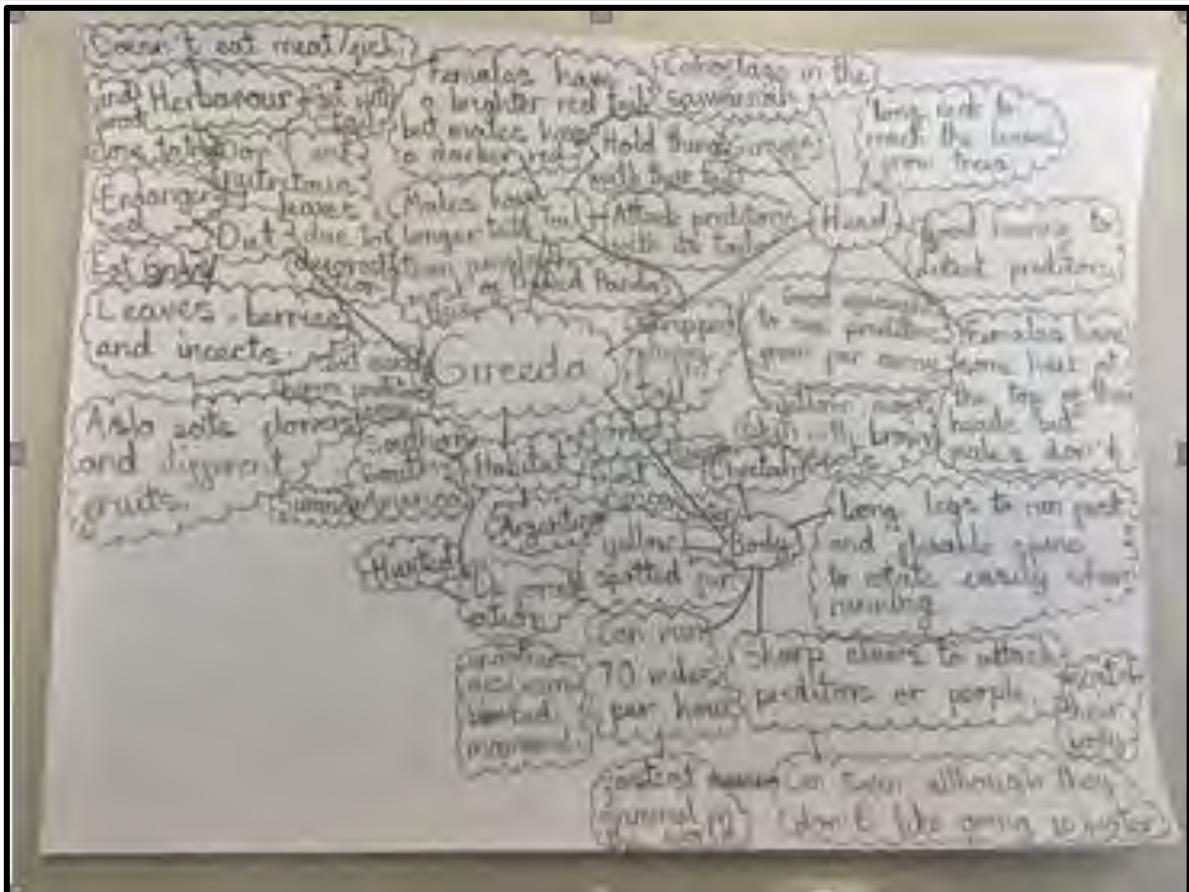
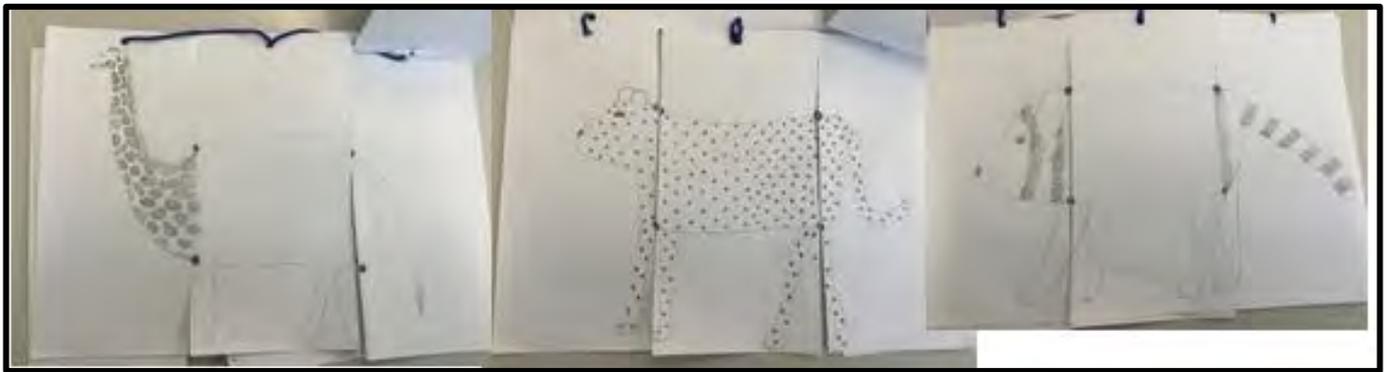
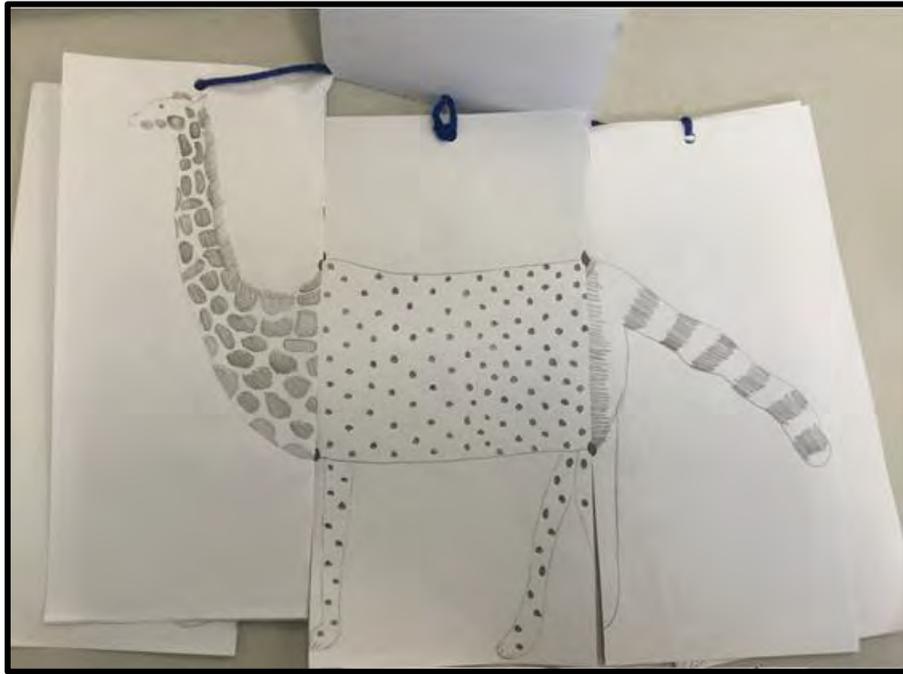
Artist's Impression of turpin.



Non-chronological reports:

Texts





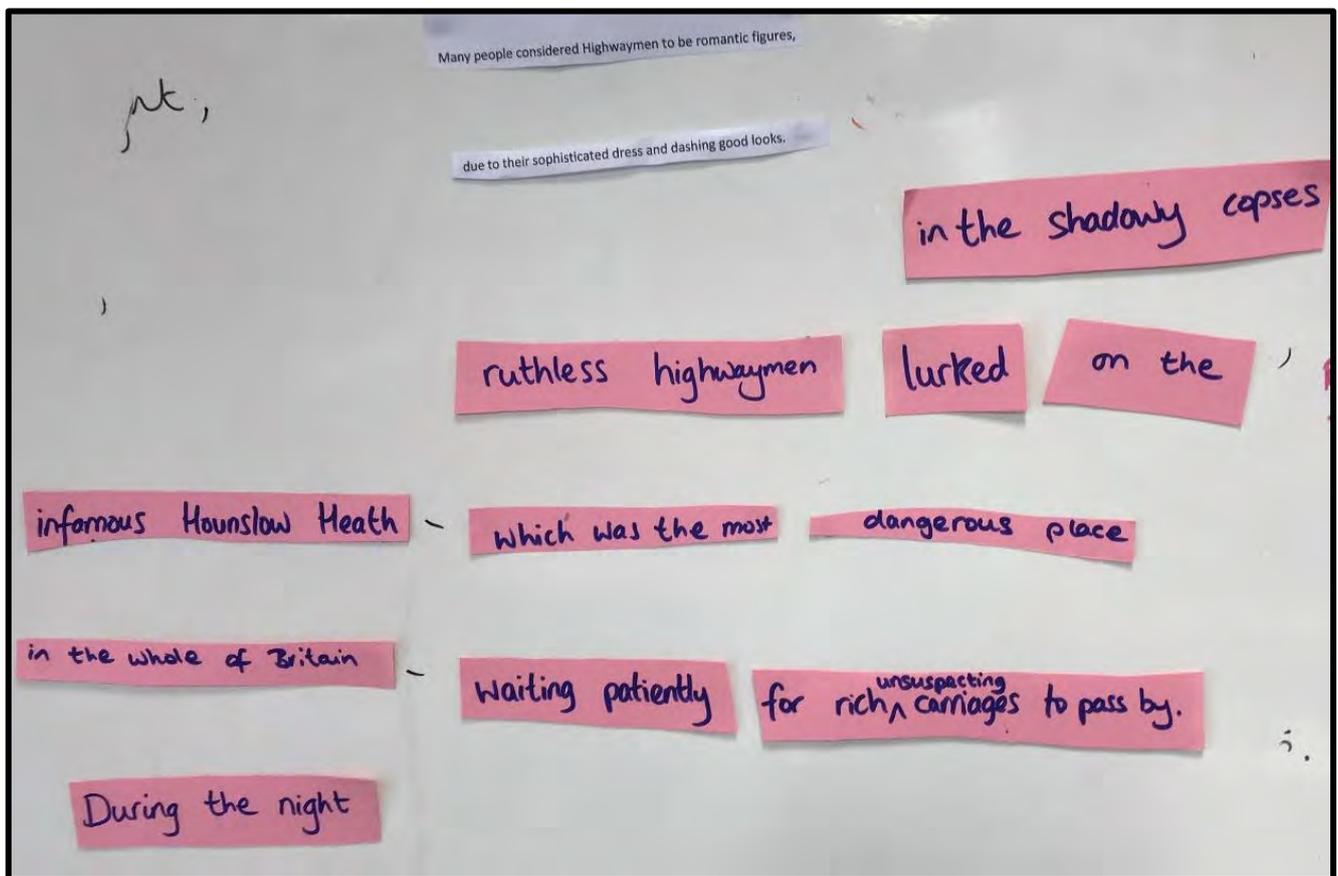
Rachel Wild, Hermitage Primary School

We looked at some information reports from the beautiful non-fiction book, 'Birds' and the children identified that the authors choice of words (particularly specific nouns and powerful verbs) and devices like alliteration, really made the reports engaging.

We then focused on our topic work about Highwaymen/women and used the Focus Education game 'Add a grammatical feature' to play with a simple sentence: 'Highwayman waited on Hounslow Heath.' The aim was to make them sound frightening. Next, children cut up their sentences and experimented with reordering words and phrases, so they could

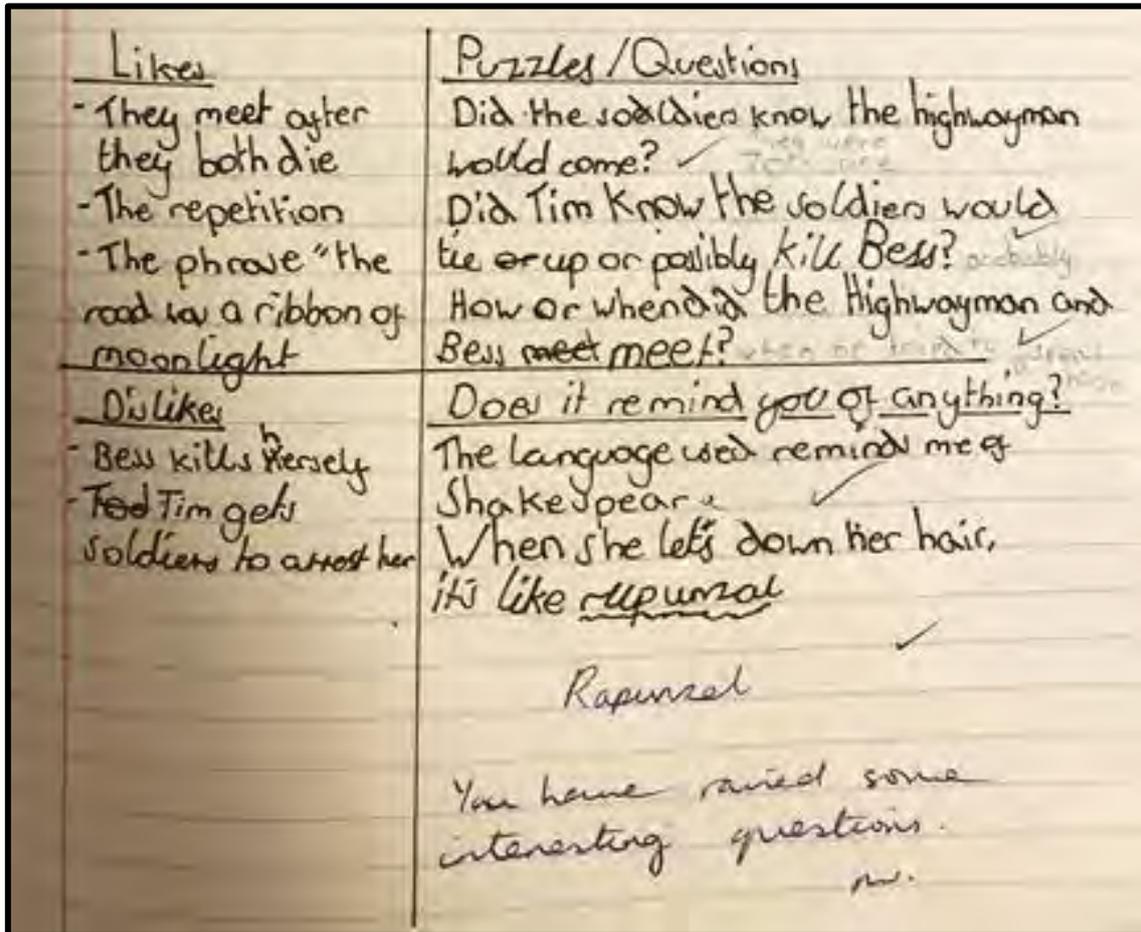
find the most effective combination, to make their reader feel truly scared.

This was a great activity and the children used aspects of this in their written work, with children deliberately changing word order for effect. The activity has got me thinking about how much extra detail is too much in a non-fiction piece, and how to make sure children do not slip into fictional phrases in non-fiction pieces. It is the first time we have thought about rewriting a sentence in an information report to make the reader feel a certain way, so it has definitely got me thinking about the line between fiction and non-fiction.

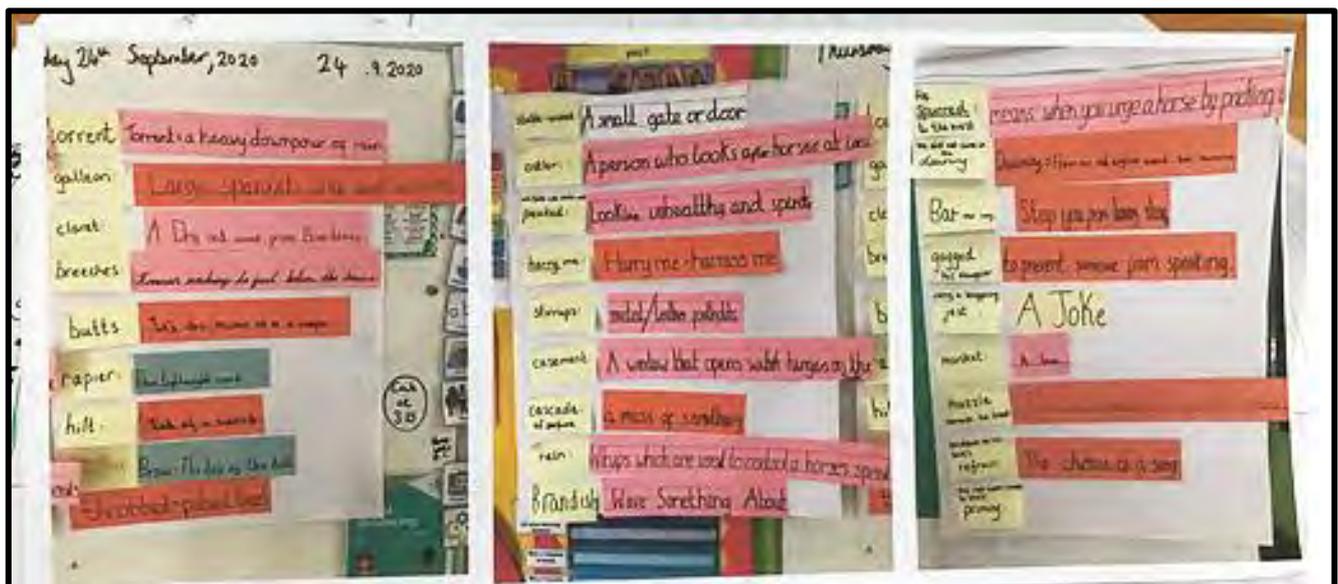


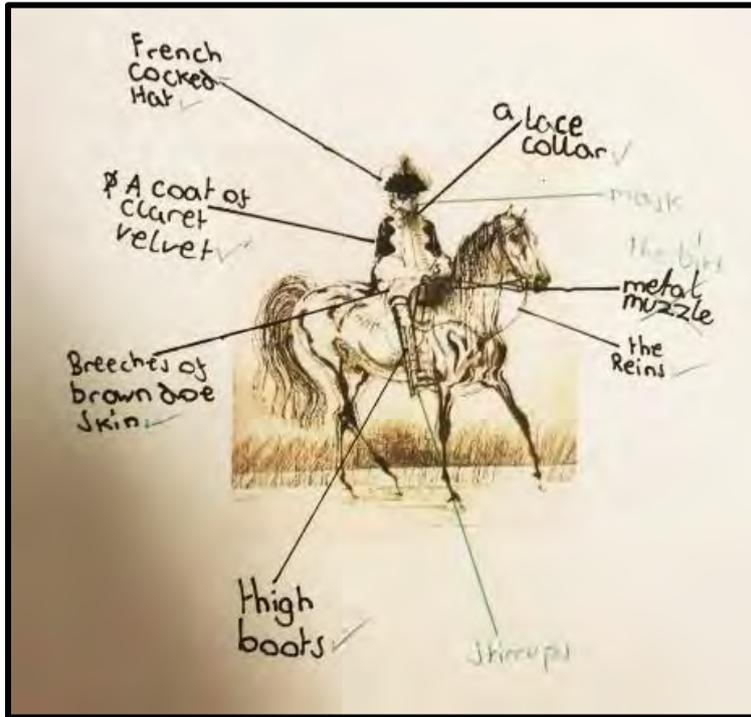
What follows are snapshots of the learning that took place across our unit of work – 'The Highwayman'

Initial reflections after first reading of the poem

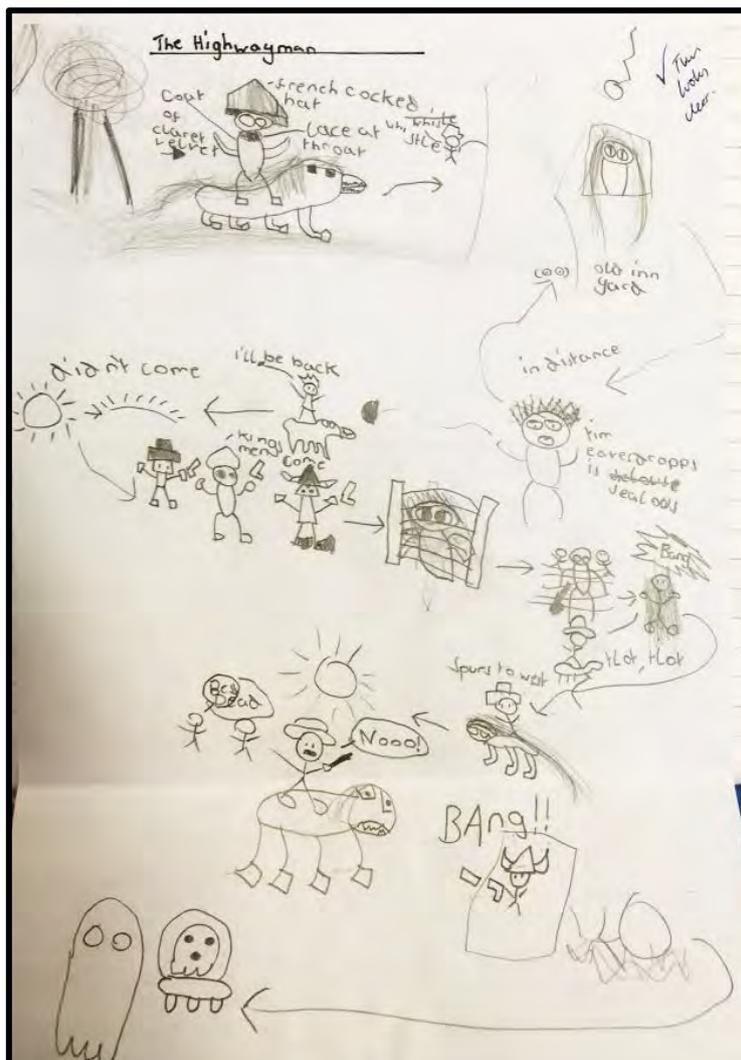


Working out the meaning of words and creating a class glossary

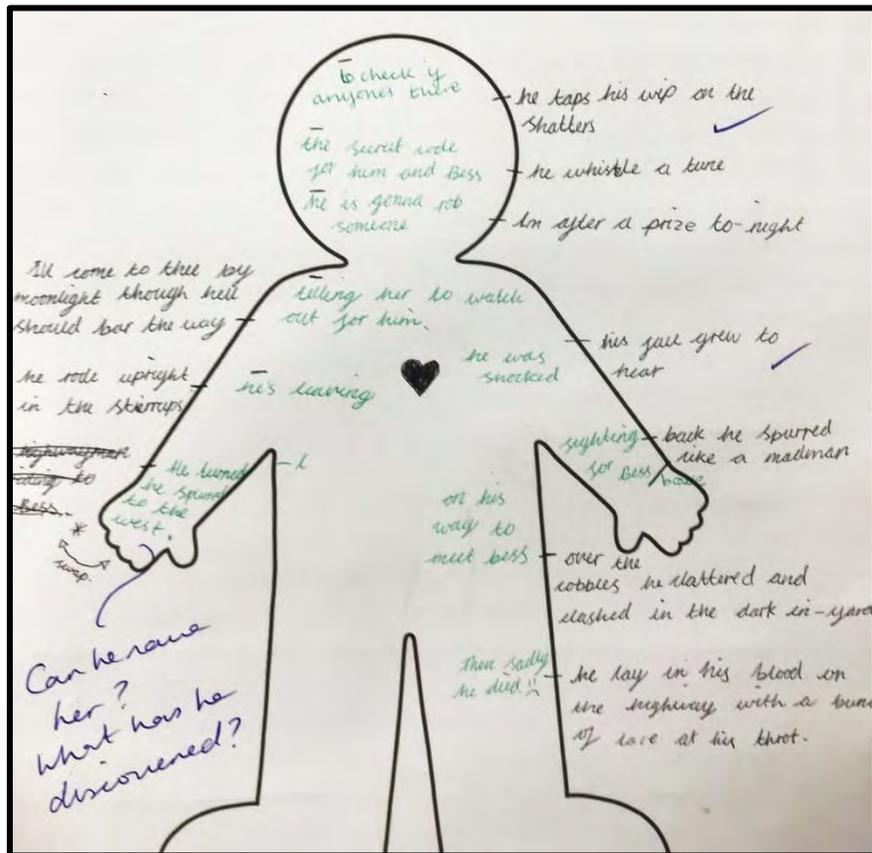




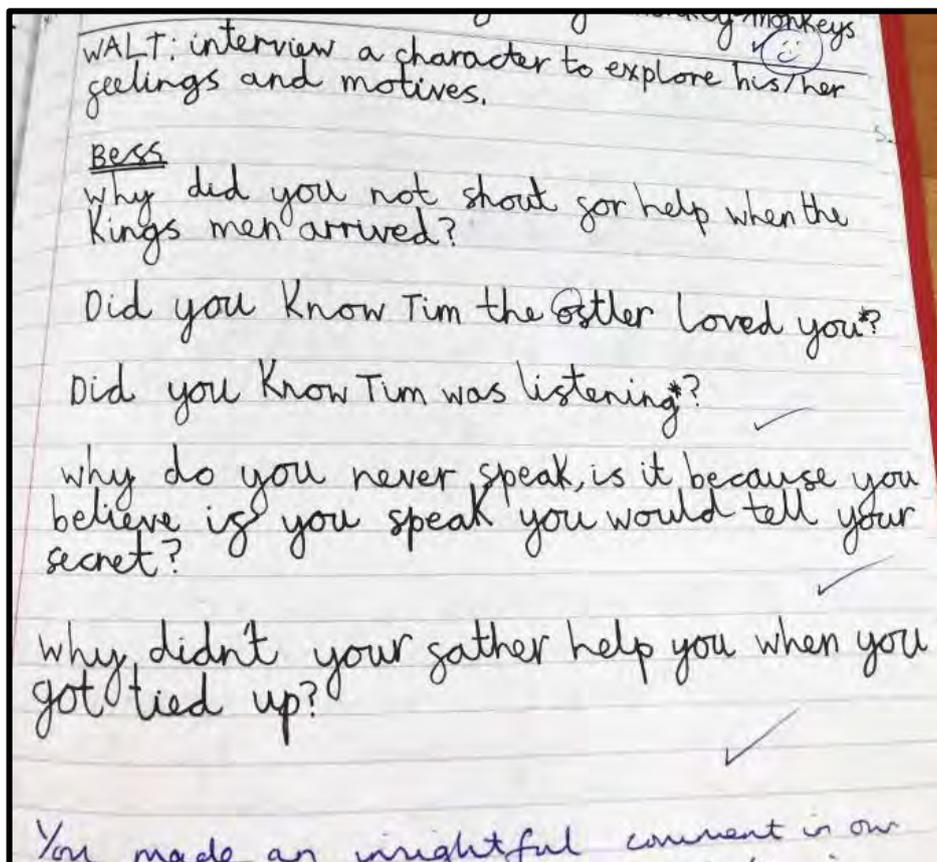
Story mapping and retelling (also retelling from another character's point of view)

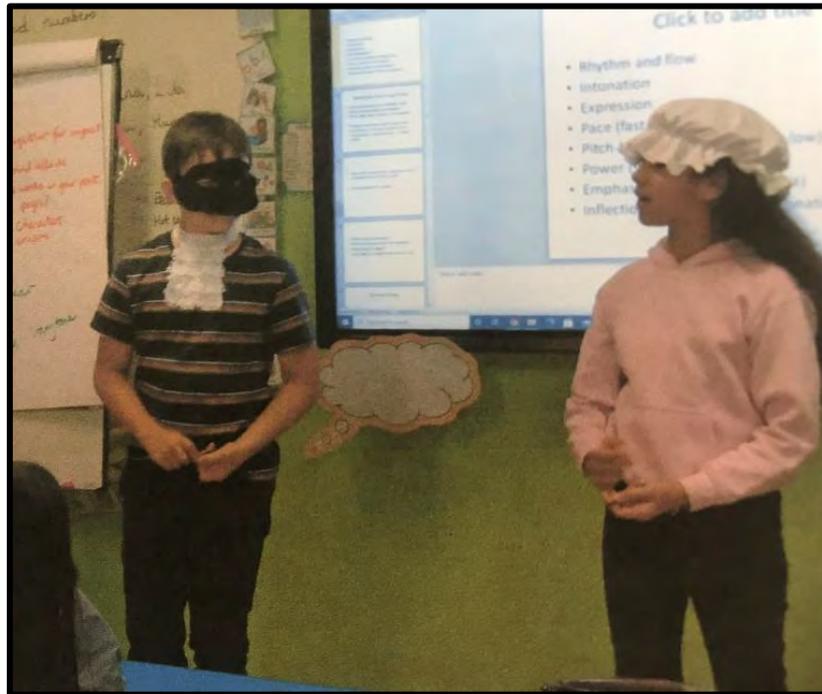


Role on the wall

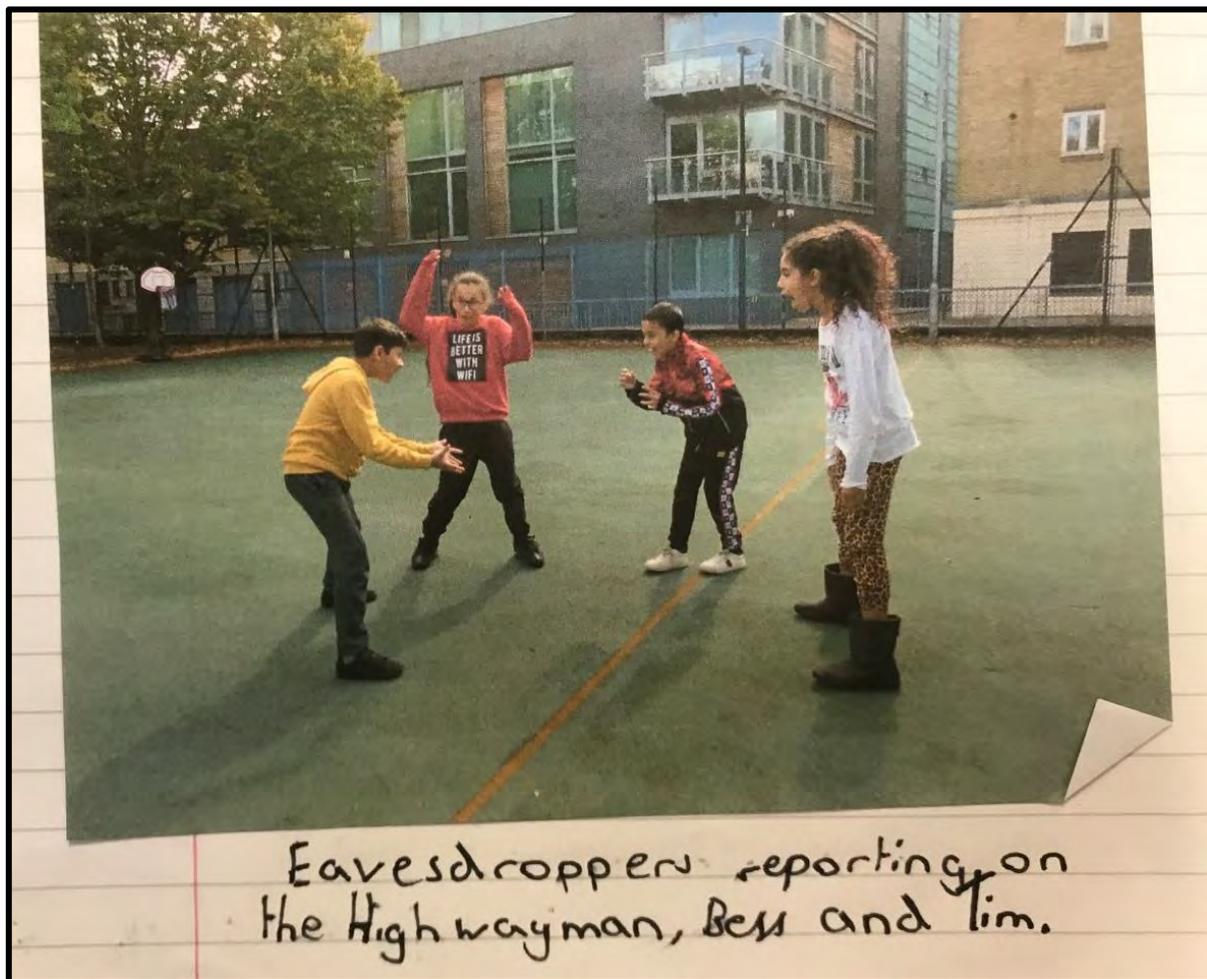


Hot seating





Drama: eavesdropping on the Highwayman and Bess



Wednesday 30th September 2020

WALT: interview a character to explore his/her feelings and motives!

Highwayman:

how did you and Bess meet?

~~was it when you robbed her father, if you did?~~

Thoughtful questions 😊

Did you regret turning around when you heard the gunshot?

Would you have stopped being a highwayman if Bess asked you to?

Thursday 1st October 2020

WALT: retell a story from a character's point of view

* Today was going to be a good day. I was riding on my fraystee, black, with the fanciest clothes I had, a French-cocked hat and a beautiful claret velvet coat I got ~~at~~ when I robbed Lord Vangrad.

I approached the dark inn yard. I was so purely in love with her my heart could've leaped from my chest for her. I tapped the shutter, locked, so I whistled the tune she wanted and heard the window open. "My Love, we shall leave soon, before the moonlight of tomorrow, yet if they barry me through the day, then watch for me by dawn, watch for me by noon, watch for thee by moonlight. I'll be back before too long." *2

* what was that? It's ^{the} stables wicket perhaps?
"It's nothing just your imagination." she said, I wished she was right as we go / a little 'thing' I need to do be sure come back

noble

prepared

Nobles
nobels

I robbed the ~~Vancouver~~ but they were smart^{er} this time. ~~Soldiers~~ ~~for~~ ~~and~~ ~~wide~~ looking for me, but I was prepared. I hid behind the trees and ~~copies~~ around ~~Hounslow~~ Heath. All afternoon they chased me till at last, at sunset, I rode back to the inn.

BANG!!!

My horse spurred to the west, I wanted to check on Ben since it came from that direction. It wasn't till the dawning that I heard the reason of the gunshot.

I was then spurred back like a mad man, the ~~code~~ ~~road~~ just a blur, my rapier brandished, held up into the sky. I came up to the inn yard, when they shot me down on the highway. ~~What~~ ~~what~~ ~~happened~~, was this it? was this the... End?

As I rose up in my stirrups I heard a subtle creaking, and thought nothing of it and galloped away to the west, the west.

(*) I'm so impressed with this piece of work! You have put together all your learning so far on this topic and have consequently written a highly authentic piece!

(*) Your extra section, which reveals why the Highwayman returned to Ben so late, is full of drama! Super use of archaic vocabulary too!

N.S. Read through your edited work in green. Does it flow? How could you realistically show that the Highwayman

Thursday 1st October 2020

WALT: retell a story from a character's perspective.

Hello dear readers,
I am Victoria Smith-Renard the brains behind my husband's (George Smith-Renard's) company. Now on with my tale...

It all started on a crisp winters night. I had just made a most fabulous deal for the company. But just as I ^{was} opening the window, a whip being tapped on the shutters shattered the silence. I sighed ready to shout: "WE ARE CLOSED" but a tune was whistled, ^{confused} I hesitated and I heard the man say "one kiss my bonny sweetheart, I'm after a prize tonight, but I shall be back with the yellow gold before the morning light!" *

In the dawning he did not arrive. Nor in the evening. Instead came a red coat troop. I, as a ~~gentleman~~ ^{highwayman} I as a highwayman of the female kind, panicked. I stuffed a trunk full of ^{good} clothes, grabbed my weapons and hid underneath my bed. *BAING* Blood dribbled ~~so~~ from the gaps in the ceiling.

*I realise now that he was talking to one of our female customers

How does she feel about him meeting her daughter?

*Three hours passed.

*As I was certain they were here for me

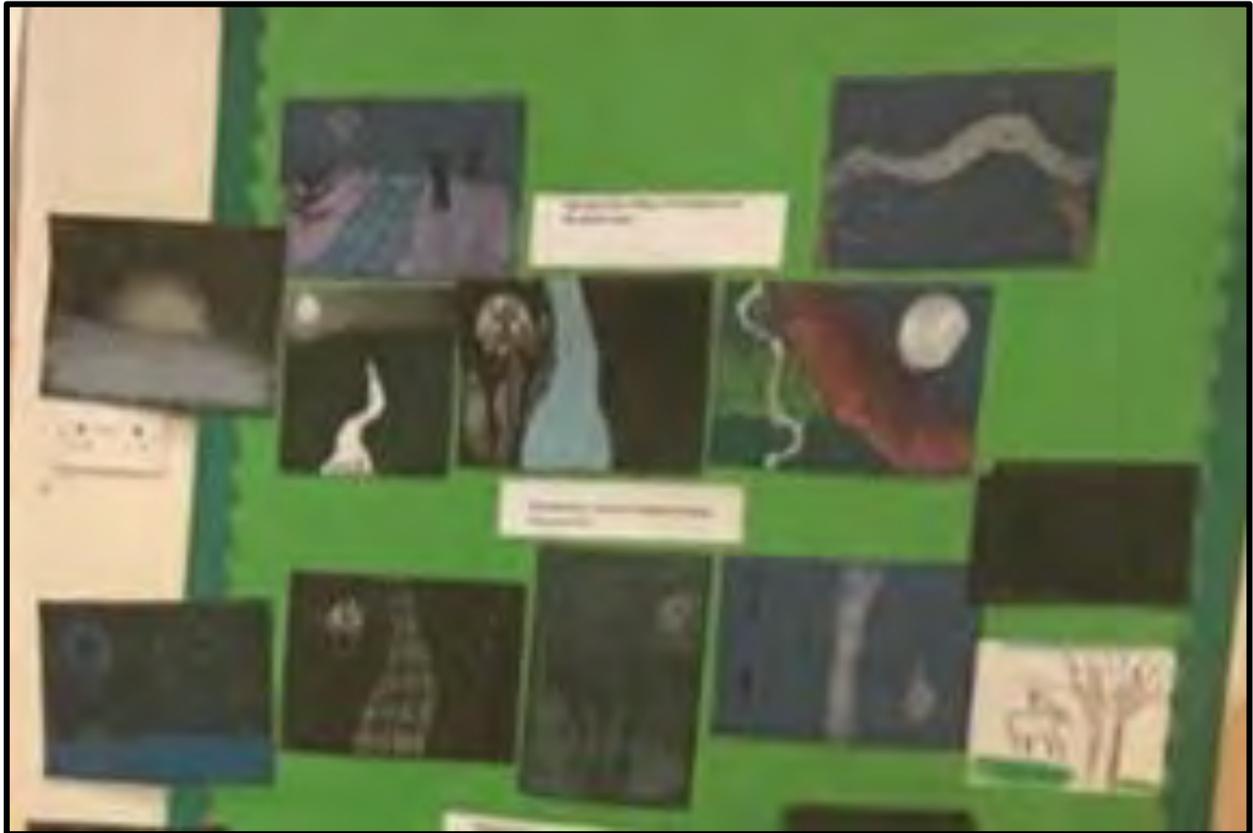
Realisation hit ^{suddenly} "THAT'S BESSIE'S ROOM!" the Red coats marched into my Room but did not find me. ^{the next}

The next day I galloped on my chestnut mare Annabel to the city to tell her lover the news. He ran back and was shot down. When I got back they held me at gun point, and when I refused to give them a "tip" ^{which} was actually a whole twenty pounds each!! they shot me. lights flashed before my eyes.

the end? Then there was the horrid nothingness. DEATH.
Yours sincerely
the ghost of
Victoria Smith-Renard.

There would be a great type of punctuation mark to use here to introduce the realisation. Can you remember which?

Exploring poetic devices through art and experimenting with own ideas



Wednesday 7th October 2020

After reciting my part from the Highwayman poem several times, I felt that I had got better at emphasising.

WALT: use figurative language.

The trees were a dank cloak taking the light of the moon away from the Highwayman.

The trees were shadowy hands controlling the soul of the moon as if it were a puppet.

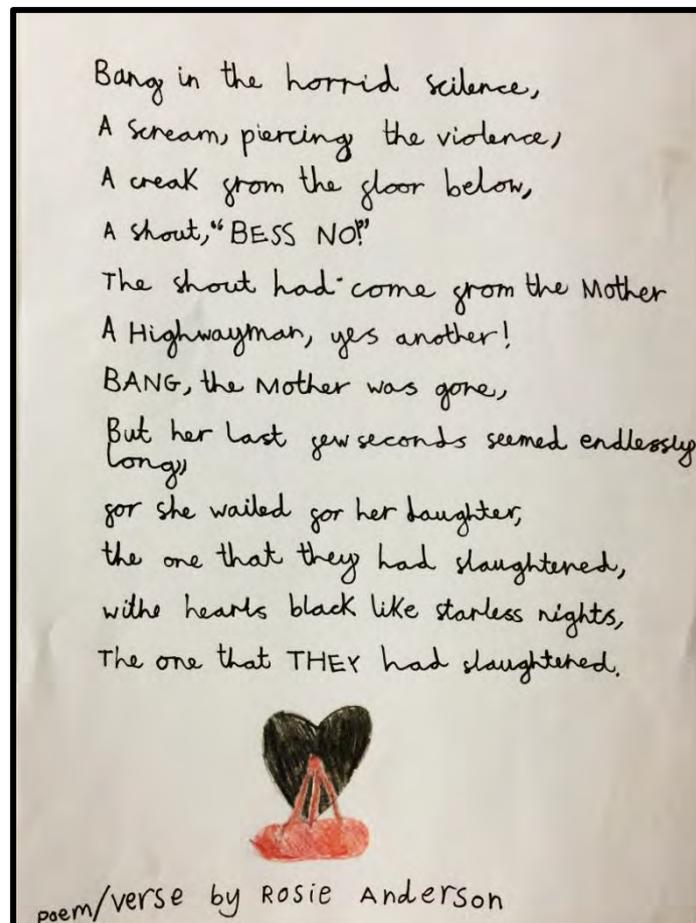
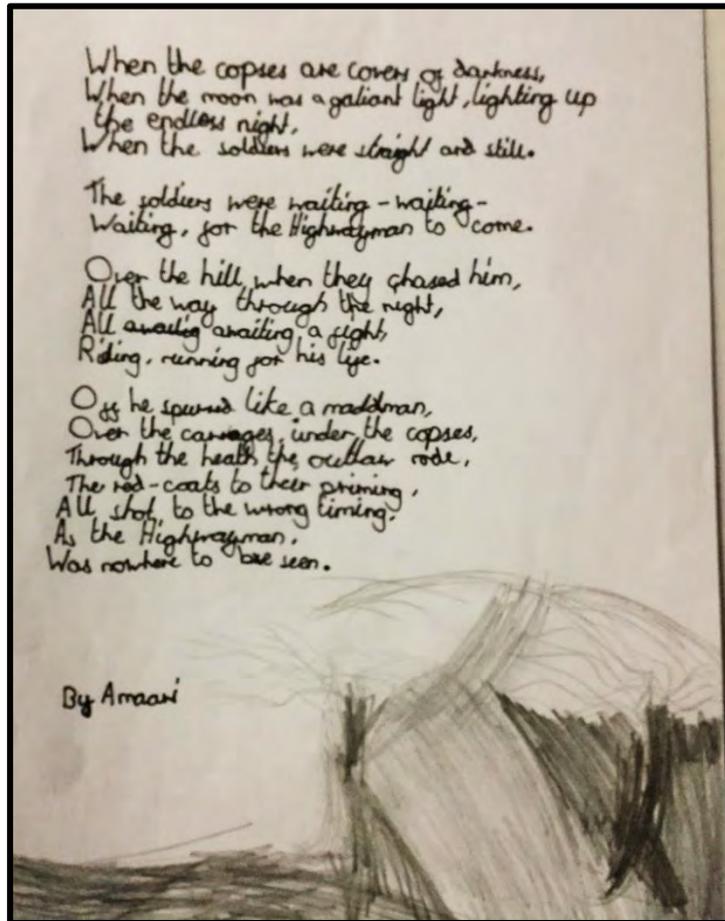
The moon was a glowing coin thrown into a cloudy wishing well.

The moon was a galaxy home to many insects.

Success criteria

- Metaphor
- Specific nouns

Writing and Publishing our Poems



poem/verse by ROSIE ANDERSON



When King George's men came marching-
marching-marching. When King George's
men came marching, up to the rotting iron door.

Alfred was frightened, he
had sensed something
was wrong.

He had scurried downstairs only to see,
his daughter being gagged
by a group of three!

One came to Alfred and seized him by the
wrist.

And rushed him down to the basement,
where out of the corner of his eye,
he saw his daughter being kissed!

Alfred started sobbing-sobbing-sobbing,
Bess' father started sobbing and
crying for help to come.

Sorrowful as a dying bird, he heard the
men say -

"Watch for me by moonlight,
I'll come to thee by moonlight,
Is that what your high highwayman
would say?"

He'd had enough of this cruel world, he grabbed the
nearest old sword, cursed beneath his breath and
without hesitation, plunged it
in his chest...



The Highwayman

When the stars were anglic constellations,
O'er the pitch-black sky,

When the heather swayed peacefully,
In the violet moors,

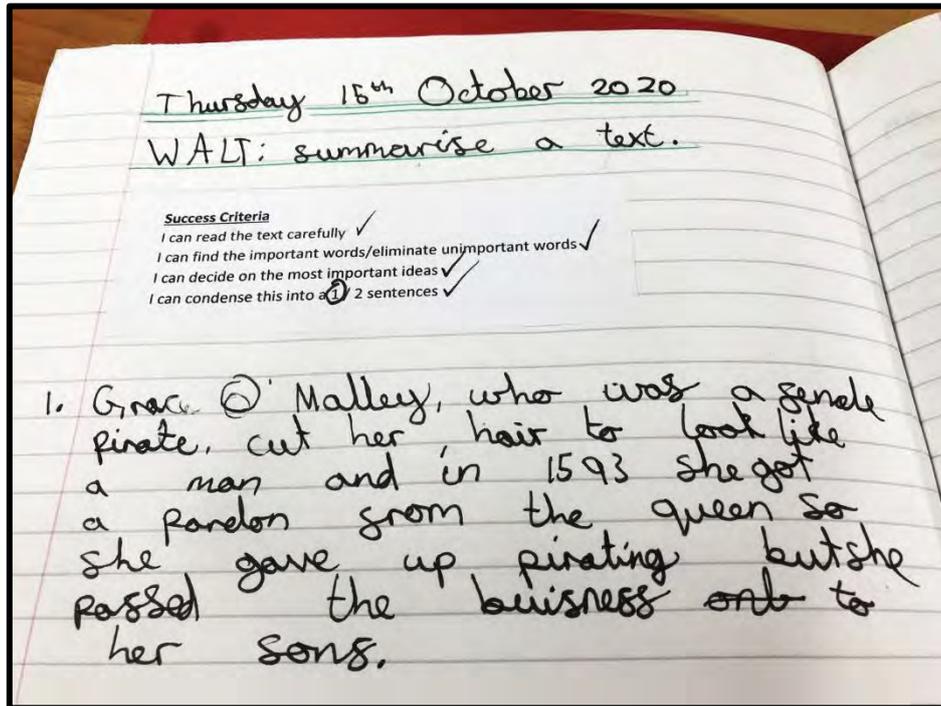
And the odd rabbit or hare,
Went cautiously hopping by,

Bess was worried as she waited -
Waited -
Waited -

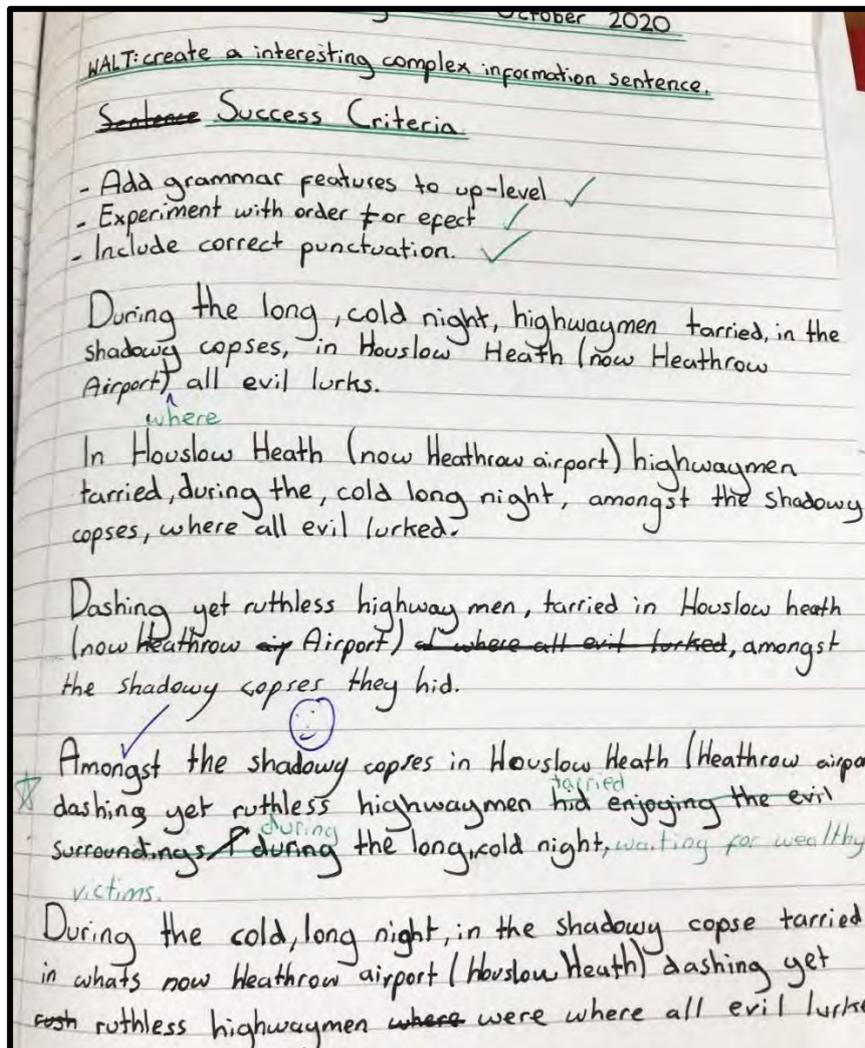
Bess was horribly worried as she waited,
For the Highwayman hadn't yet arrived!

She closed the doors of her casement,
And stole towards her wooden chest,
As she tended to her roses,
She heard a horse clip-clopping from the west...

Note-making and summarising paragraphs using post-its to record key points



Experimenting with word order for effect



Monday 20th October 2020

WALT: create interesting complex sentences

Success Criteria:

- Add grammar features to up-level ✓
- Experiment with order for effect ✓
- Include correct punctuation ✓

On the stroke of shadowy midnight,
The ruthless Highwaymen lurked through the desolate
copses of the Heath ^{waiting} ~~for~~ for the ^{coming} carriages. ✓

Ruthless Highwaymen lurked ~~across~~ ^{through} the desolate
copses ~~on~~ the stroke of midnight, waiting for the
coming carriages. *

Waiting for the coming ^{Carriages} ~~copses of~~ on the
stroke of midnight, ~~ruthless~~ Highwaymen
lurked ~~across~~ ^{through} the desolate copses of the
Heath. ✓

Ruthless Highwaymen lurked through the
desolate copses of the Heath, waiting for
the coming carriages on the stroke of midnight. ✓

On the stroke of midnight waiting for the coming
carriages, ruthless Highwaymen lurked across the
copses of the Heath. ✓

Making notes on Highwaymen and women

Wednesday 21st October 2020
 WAT: plan and make effective notes for an information report
 Famous Highwaymen and women:

- ① - Claude Duval:
 - most dashing highwayman
 - hired by royalists to tend horses
 - loved by ladies, never used violence
 - robbed northern England - mostly Holloway
 - known as 'true gentlemen of the road'
 - returned to England as footman
- ② Juri Japavik:
 - known as Carpathian Robin Hood
 - famous in parts of Poland and Slovakia
- ③ Dick Turpin:
 - tortured people he robbed
 - part of Essex gang
 - hung on 7th April 1739

④ Katherine Ferrers:

- Orphan whose married against will to Thomas Ferrers
- Escaped - married Ralph ^{age 14} Chaplin - a highwayman
- Husband dies - Katherine ^{severely} injured, bled to death
- Born 4th May 1634 - Died 13th June 1660
- Still haunts neighbourhood
- Known as 'The Wicked Lady'; has books and films about
- Treasure she stole still not found at secret staircase

⑤ Introduction:

- Golden age 17th - 18th century
- Trade and commerce was very high
- No professional police force
- Only they had pistols
- Most are ex-Royalists and nobles

⑥ Conclusion: end of Highwayman

- Police force - 1829
- Pistols more affordable
- Toll roads made getting away impossible
- People went on trains instead
- Population grew

Success Criteria

- * Sub titles for each topic ✓
- Bullet points for each ✓
- Only main points - nouns, verbs ✓
- No determiners ✓

A very clean plan, Amaan!

* Near the cell, there was a well,
 near the well, there was a tree,
 under the tree, the treasure be.
 Legend has it, her ghost still stalks Markgate cell to this very day.

Wednesday 21st October 2020

WALT: plan and make effective notes for and information report.

FORCED

Highwaywomen - Katherine Ferrers

- Love Life
- was married against age of 14 - Thomas Fanshawe
 - Thomas died, married local farmer, Ralph Chaplin
 - Chaplin got caught and hanged
 - wounded at night - died outside her home
 - rich family

Katherine Ferrers death

- wounded outside home - at night
- Born on 4th May 1634 - 13th June 1660 → buried
- Body discovered by servants - carried across country
- buried in St Mary's church
- her ghost still haunts her - she is known as 'Wicked Lady'

Katherine Ferrers robbery

What is a Highwaywomen?

- ride horses
- rob carriages
- disguised as men - dressed held up stage coaches
- between 1681 - 1800 - 300 reports of highwaywomen
- Many worked with family

Effective note-making.

Now think about the order of this sub-heading.

Ghost Life

- walks far and wide over Nomans land
- haunts hidden staircase - she died on
- has been swinging from the sycamore tree - Mark yate cell below has the treasure she stole called 'Wicked Lady'

Nicola Orton, Stepney Greencoat CE Primary School

Reading:

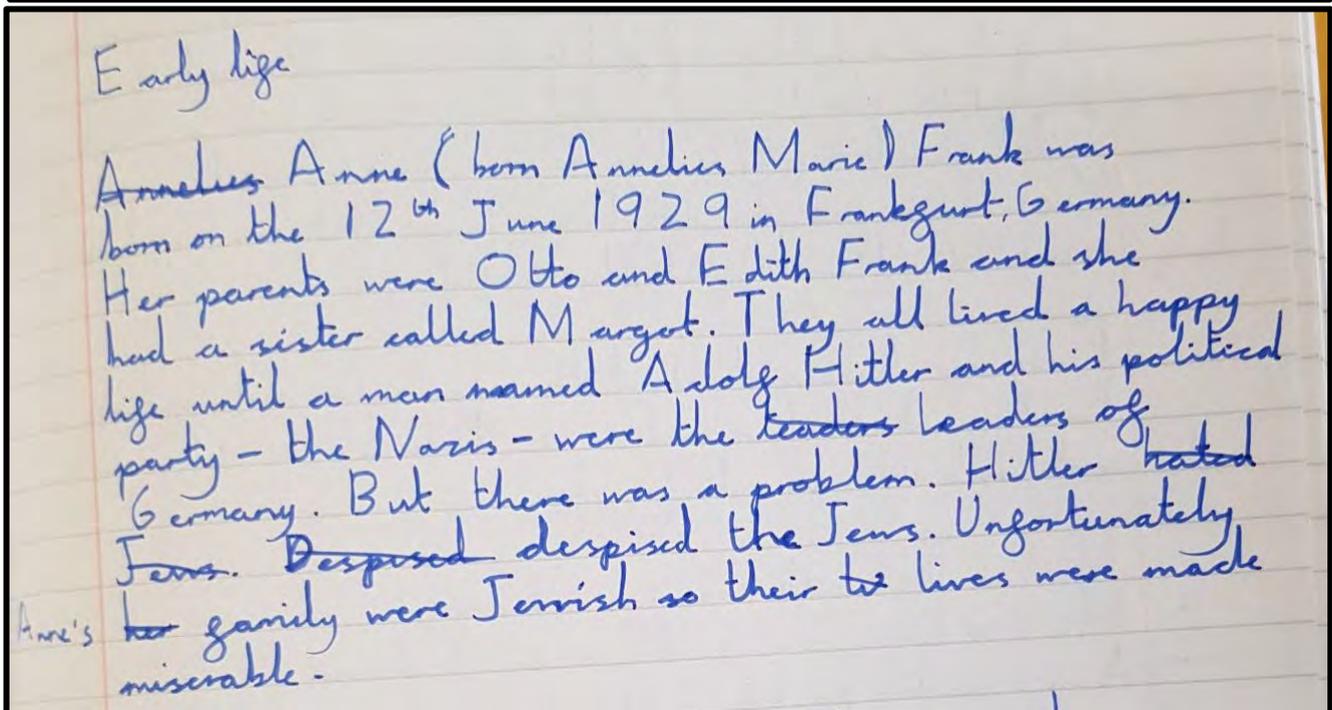
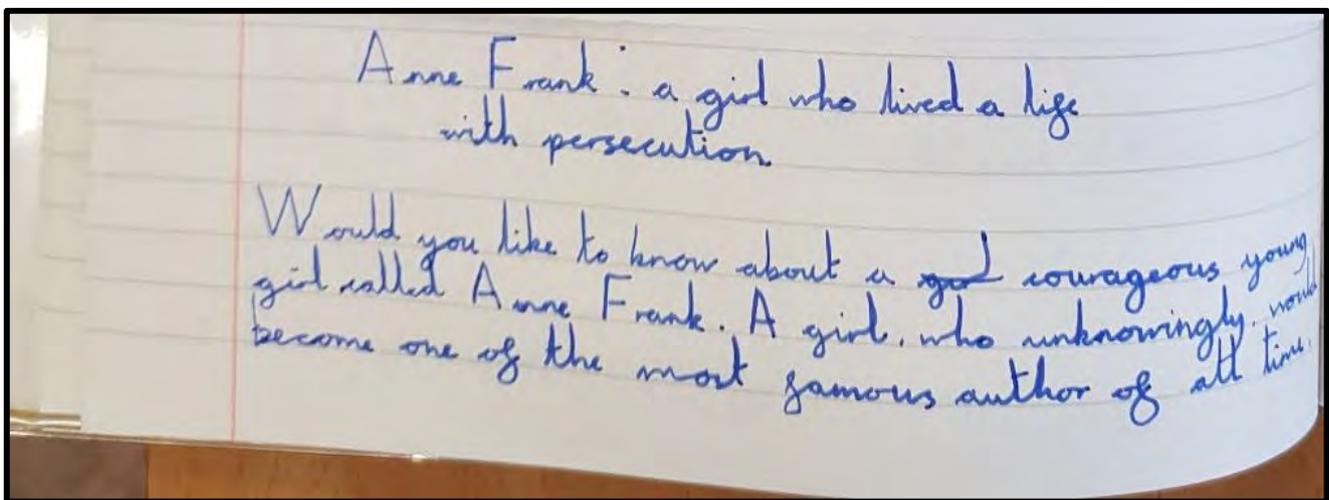
- Reading happens for 30 minutes a day timetabled into the curriculum, this is either guided groups or whole class.
- We have additional time in the day for independent reading such as toilet times and during the register.
- We have a class book which we read as often as we can during the day (few minutes before break, lunch etc).

- We also read during humanities (this term we have used non-fiction books to research WWII)
- We have read newspapers for humanities
- We have used non-fiction texts in science.

Writing:

- We have 40 minutes a day timetabled into the curriculum but writing often happens during the science and humanities lessons.

Biography writing: (sample of sections)



There were many laws made against them and some of them were unfair. One of the rules that was made is that they had to wear a yellow star so the Nazis could easily identify the Jews. As a result, the Franks decided to move to Holland, (Amsterdam) to take refuge.

The Franks in Holland.

When the Franks were in Holland, they thought life in the Amsterdam was bliss. But in 1940 the Nazis invaded Holland. When the Nazis arrived in Holland, there were many rules made by the cruel Hitler. Now Jews weren't allowed to own businesses, this law affected Otto significantly as he owned a jam business called Gies and

Legacy

Anne didn't know this but she had a mission. She had to give courage through her diary. And she did. Many readers have become even more inspired to be the best person they can be. She inspired everyone who read this and made them people that now despise fascists just as she did. That was the fascinating life of Anne Frank.

"I've found that there is some beauty left - in nature, sunshine, freedom and in yourself; these can all help you." - Anne Frank.

Letter writing:

Monday | 4th September 1940

Dear Mum and Dad,

I'm in my host families house and it is really big. It is in Essex and it is huge! But there is one problem... My teacher is stalking me! She comes to my host families house every hour (apart from 9 o'clock in the night) and gives me outcakes. I hate them.

On Yesterday me and my entire class went to the station and boarded the first train to Essex. I had those cheese toasties on the train and they were delicious. I was also drawing in my sketchbook

until we arrived. We went off the train and a man called Bartholomew Wellington took me to his house. It actually is a mansion with butlers and maids. Mr Wellington let me have a personal butler and maid which is really exciting. But I have to do my schoolwork though.

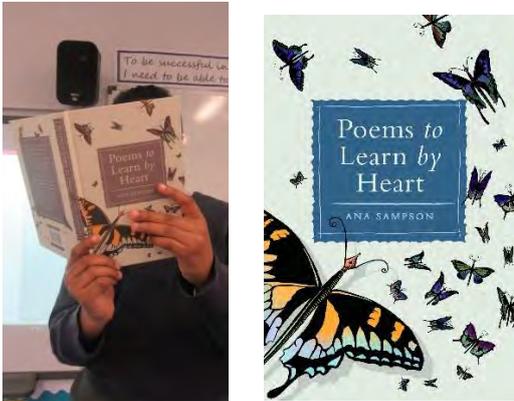
I am actually feeling quite happy but my jumper was torn by the family pet (aka Fiddles) and he ate it! So could you send me my cashmere cardigan. Anyway school is getting pretty fun because it is in the countryside! B Yamine's English book got blown away so he got a triple detention. I have done a test and I got gull marks. Umar also done pretty well.

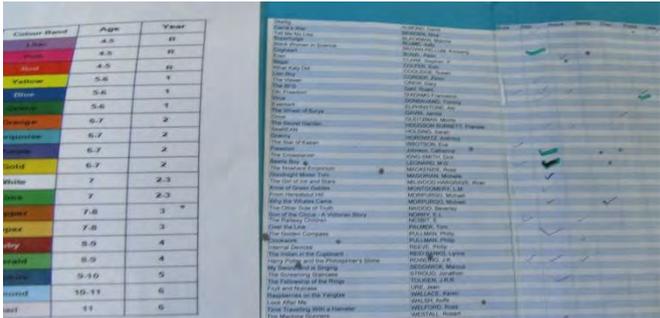
Uthman isn't allowed in my room because yesterday he stole my pen. Now my security guard is banning him from my room. Anyway there is only Ms Orton's silly outcakes in my room.

That was my first day in Essex.

From Ayaan.

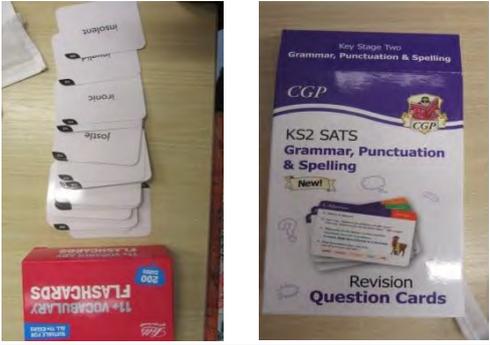
Reading

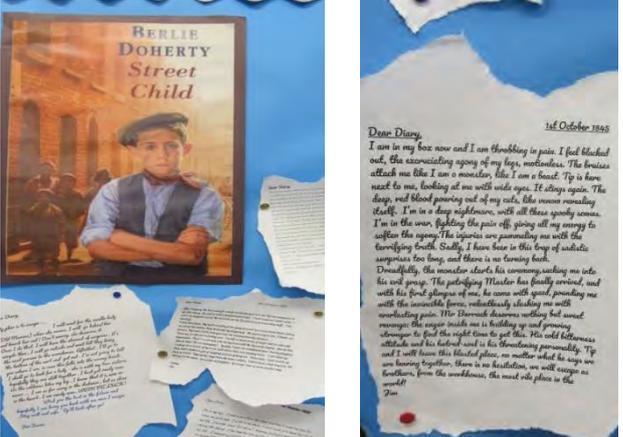
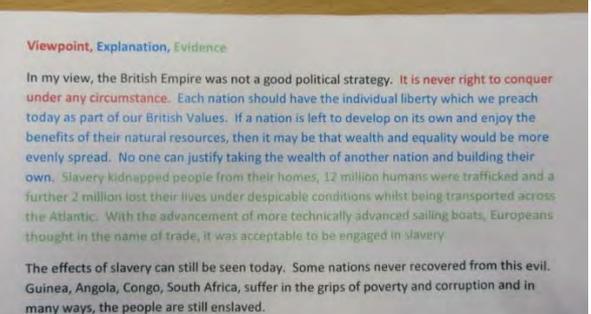
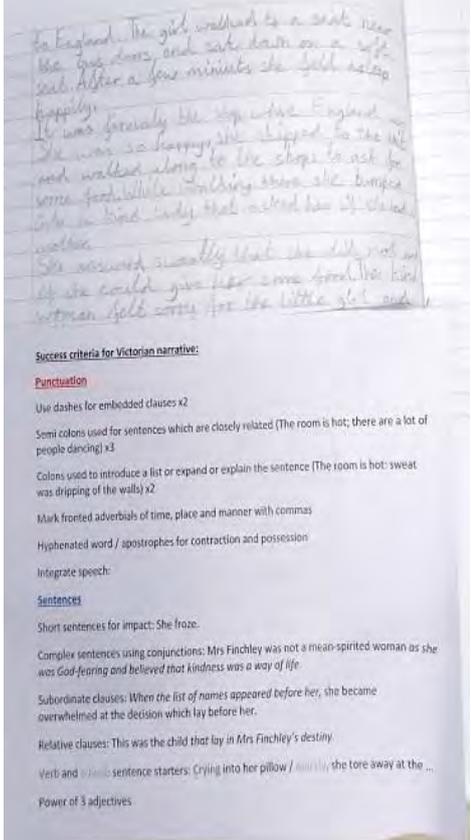
<p>Soapbox</p>	<p>This simple gimmick has seen the desire to read out aloud rocket in my class. Pupils love the idea of getting on the soapbox and reading with increased vigour and expression. The elevated level makes them feel important, special or like a narrator. As a result, intonation, enthusiasm for reading out their own work and volunteering to read is all on the up!</p>	
<p>Poetry</p>	<p>Every morning - two children read a poem out loud to their class. Names are picked from lollipop sticks and poems are picked at random from books. Pupils have become increasingly confident and competent with pace and tone. Their enthusiasm and emotional responses to poetry are increasingly more appropriate.</p>	
<p>Class novel</p>	<p>Street Child. Every half term, we read a class novel or a text from a series of authors. Reading is brought alive by acting out chapters.</p>	

<p>Reading corner</p>	<p>Our pupils can't wait to be the first to complete their work and relax in the reading corner armchair...</p>	
<p>Tracking home reading</p>	<p>This is the Year 6 reading list. The aim is to read all the books on the list! There are forty books. Pupils recommend books to one another, write reviews and tick the record book once they have read the book.</p>	
<p>Quiet reading time</p>	<p>Pupils have ten minutes quiet reading time when they arrive in the morning and throughout the day when their work is finished.</p>	
<p>Group reading</p>	<p>To begin after half term, to encourage discussions and shared reading</p>	
<p>Reading across the curriculum</p>	<p>All our topic work must include some form of reading and discussion in every lesson.</p>	
<p>Reading in R.E</p>	<p>Weekly lessons come from The Way, The Truth, The Life. All tasks are preceded by a reading activity. Pupils must also know how to navigate and be competent users of the Bible. They must find references and interpret passages. This is an excellent resource for understanding metaphorical writing.</p>	

<p>Reading to support emotional well-being and mental health</p>	<p>We offer a pupils a range of reading materials to support this part of their development</p>	
<p>Weekly Comprehension task</p>	<p>The text is read in their groups and comprehension questions set as part of their homework.</p>	
<p>Redrafting and editing</p>	<p>Read your own work!</p>	
<p>Magazines for wet play</p>	<p>Pupils are encouraged to read a wealth of magazines on offer.</p>	

Writing

<p>Vocabulary</p>	<p>Pupils collect vocabulary over the week and write the words in their vocab book with the aim to try and use them in their writing that week.</p>	
<p>Vocabulary game</p>	<p>Five children pick five words from the pack. The words and their meanings are read out and written on the board. Pupils have fifteen minutes to put them together to write a creative and meaningful paragraph connecting the words.</p>	

<p>Pupils writing for display work</p>		
<p>Google Classroom writing tasks</p>	<p>Pupils have been given a wide range of writing tasks for homework activities. Spellings and punctuation errors are highlighted in their writing and pupils have reported finding this useful for their learning.</p>	
<p>Model writing</p>	<p>Annotating the features either as a whole class or individual task.</p>	
<p>Success Criteria</p>	<p>This is a useful tool for guiding the pupils to ensure they include the Year 6 writing features.</p>	 <p>Success criteria for Victorian narrative:</p> <ul style="list-style-type: none"> Punctuation Use dashes for embedded clauses x2 Semi colons (used for sentences which are closely related (The room is hot; there are a lot of people dancing) x3 Colons used to introduce a list or expand or explain the sentence (The room is hot: sweat was dripping of the walls) x2 Mark fronted adverbials of time, place and manner with commas Hyphenated word / apostrophes for contraction and possession Integrate speech: Sentences Short sentences for impact: She froze. Complex sentences using conjunctions: Mrs Finchley was not a mean-spirited woman as she was God-fearing and believed that kindness was a way of life Subordinate clauses: When the list of names appeared before her, she became overwhelmed at the decision which lay before her. Relative clauses: This was the child that lay in Mrs Finchley's destiny. Verb and <i>to</i> infinitive sentence starters: Crying into her pillow / <i>with</i> the tore away at the ... Power of 3 adjectives

Rosie Furze, Seven Mills Primary School

Our topic this half term is Healthy Humans. In English we are looking at 'Pig Heart Boy', Malorie Blackman.

Within the topic of Healthy Humans, the children are learning about the circulation system and the heart.

During reading sessions, children have been reading information texts about the heart and circulatory system in order to gain knowledge to use in science, but also technical language that will support them with Pig Heart Boy.

This unit of writing is spread over six weeks. At the end of the unit children will re-write the story from another perspective (it is their choice whose perspective they choose).

The unit is designed to have lots of different opportunities for longer pieces of writing, in

order for the children to make rapid process. It is structured chronologically, and pieces of work relate to key points within the book.

There has been carefully selected grammar focuses for each session, these are then repeated throughout the unit for children to have lots of practise using them.

Successful ways to close writing gaps:

- Writing conferences
- Immediate feedback
- Identifying grammar in modelled and constantly going over it
- Clear modelled pieces of writing
- Practising the skills before writing it in their piece of work
- Marking for surface level features and then children editing it

Here is an example week of planning:

LO	To use the subjunctive to advise	To write a description	To use dialogue to move action on	To summarise arguments for and against	To write a persuasive argument
Grammar Focus	Subjunctive form Semi-colon in list	Semi colons to separate clauses Dashes for emphasis Parenthesis	Speech rules	N/A	Subjunctive form Relative clause Modal verbs
Outcome	Children write advise to Cameron based on what they would do in that situation.	Children write a description of drowning	Children write the section where Marlon talks to Cameron after he gets out of the pool.	Children look at chapters 3 and 4 and summarise arguments for and against getting the Pig's heart.	Children write as either mum, dad, Dr Bryce (Greater Depth children) to persuade him whether to have the heart or not.
Part of the book it is related to	Synopsis	Chapter 1 – dying	Chapter 2	Chapter 3 and 4 when he finds out about Pig's heart	Chapter 3 and 4 when he finds out about Pig's heart

In each session the following happens:

- Children have an opportunity to practise writing sentences with these grammatical skills in. E.g. on day 1 they practise writing the subjunctive form in their books. They can then use these sentences in their writing.
- Success criteria is used for children to support their writing.
- There is an example piece of writing I have previously written for children to identify the grammatical techniques I have used to create a successful piece of writing. Children then have 30 seconds to steal any words or phrases I have used.
- LA children are provided with sentence starters/words to support them.
- The words collected in reading sessions are displayed on the wall for children to use.
- Challenge words are written on the board for children to use if they want to.

Whilst the children are writing the following happens:

- Me and my TA go around and read children's work and support them to edit it whilst they are writing.
- If there are any common misconceptions, I stop the class and model how to change these on the board.
- Children have a clear idea of the amount of writing they must have completed in a lesson.
- Children use the success criteria in their book to help them, this is differentiated * is what everyone needs to do ** if children feel they are having a good day *** if children feel they are having a great day.

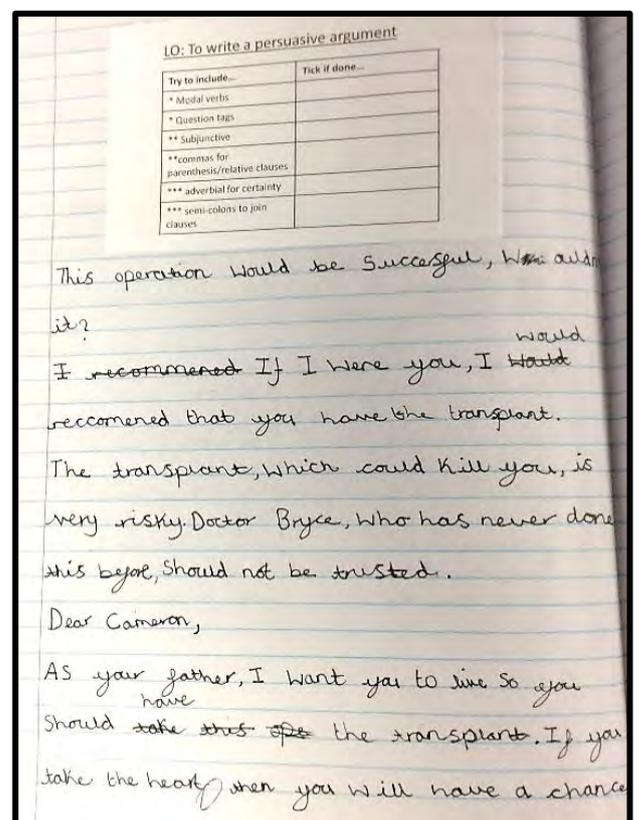
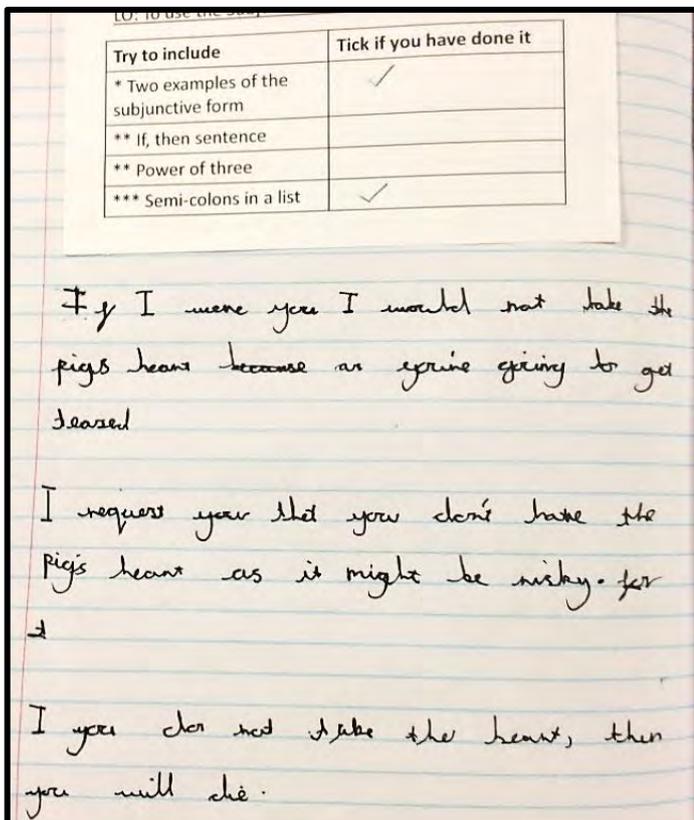
After the sessions, the following happens:

- I mark the books for surface level errors, children then correct these the following day.
- Children who have struggled with the session or need further editing with an adult are then put into a pile for writing conferences on a Friday.

As the year progresses, I will reduce the support I give to children with success criteria and modelling pieces of work.

Here are some examples of how it looks in the book:

Children practise the sentences I would like them to include in their writing. Here they practise subjunctive form and an Alan Peat's 'If, then' sentence:



A lower attaining child practised a question tag first.

	Past	Present
Simple	I walk <u>ed</u>	I walk
Progressive	I <u>was</u> walking	I <u>am</u> walking
Perfect	I <u>had</u> walk <u>ed</u>	I <u>have</u> walk <u>ed</u>

I will survive, won't I?

Dear diary

I am ~~to~~ cooking for ^{ward} ~~to~~ tomorrow

tomorrow is the day I get my heart transplant

I am ~~so~~ ^{scared} scared - I will make it out alive, won't I?

have
I just spoken to ~~can~~ ^M ~~on~~ the phone

he is so worried that I can't believe it ^{some} myself

worried believe

They could then use it in their writing.

a sibling. I hope you don't have to have the same thing as me.

LO: To write a descriptive piece that highlights a character's mood
SC
I can use a range of descriptive devices
I can use carefully selected words to show mood
I can edit my work and improve it



hear: electrocardiograph beeping like a irritating alarm.

Smell: hand sanitizer
chemicals
disinfect
un-inviting

See: White walls
doctors rushing like glash with medical stuff.
bright, white light
pipes
ambalances

Bright-so bright
So quietly, I can
They move like ants on a mission

Phrases and words to support the description of the hospital room. Children came up with this before they wrote their description.

Wednesday
LO: To write a diary entry

Try to include...	Tick if included
* A variety of past tenses	<input checked="" type="checkbox"/>
* Dashes to show thoughts	<input checked="" type="checkbox"/>
** emotive language	<input checked="" type="checkbox"/>
** parenthesis	<input checked="" type="checkbox"/>
*** semi-colons in a list	<input checked="" type="checkbox"/>

I will see Alex, won't I?

Dear diary,

~~Tomorrow~~ ^{is} ~~tomorrow~~ ^{is} the big day² - the day I have the operation. I was having the chills - I was scared.

I will survive, won't I? I wish I ^{will} see Alex. I wonder ^{what} how he looks like. AS I looked ¹ to the ~~top~~ window, the light was ^{bright} so bright² - so bright that I had to close my eyes. If I survive then

Diary entry Cameron night before the operation. Children came up with a question tag first. They also used their description of the hospital the day before.

Friday 6th November 2020

Disadvantages:
Die in a year

Concerns: Formal

Ref Rejection
Dying
Animal rights activists
First one - risky

Why do it?
Best medical - highly trained
Benefits

Words:
advise, recommend, insist, transgenic, procedure,
implore, transplant, chimpanzee, experience, despite,
experimental, controversial, risky, enable, physical,
surgical team, athletic, potentially, suggest, excelling,
prefer, recover, essential, lifespan, analyze, chance of
survival, emotions, certain.

Why:
Reassure
Reinforce good feelings.

Benefits:
Healthier
Live longer
First - exciting
Help future in need

An example of a higher attaining child planning a formal letter.

Then writing the formal letter to persuade in role as Dr Bryce.

Try to include...	Tick if done...
* Subjunctive	<input checked="" type="checkbox"/>
** relative clauses	<input checked="" type="checkbox"/>
** parenthesis	<input checked="" type="checkbox"/>
** adverbial for certainty	<input type="checkbox"/>
*** semi-colons to join clauses	<input type="checkbox"/>
*** formal and technical vocabulary	<input checked="" type="checkbox"/>

I Dear Cameron,

I advise ^① ~~you~~ ^{that you} to ~~accept~~ accept my invitation for you to ~~experience~~ ^{this} experience ~~this~~ the procedure once in a lifetime procedure and have the transplant. It is potentially risky, as it has never been ^③ ~~successful~~ ^{tested on a} living human before, but I am sure you will make it out alive. ^② ~~We have~~ ^{Throughout this letter, I will reassure you} ~~has not ever~~ ^{about all of your concerns.} Although it ~~has not~~ been tested on humans, ~~before~~, we have done this operation ~~before~~ on a chimpanzee ~~1 year~~ one year ago and it is alive to this day, which means it will most likely to work on humans. I know you have many questions

me blankly. I feel bored-depressed. No one would check on me ^{there} to busy. I feel isolated and the room has informal it wasn't mine. I didn't feel like like the place it was well lonely and the my only friend was the blank wall.

Suddenly my attention got caught at the corner of the room, wires like colorful snakes slithering around the ~~rest~~ machine thingy ^{which} ~~rum~~ ^a calls "cardio graph". I felt more lonely than ever. The only thing I could find interesting was the colorful wires, and yet the room found with gloomy ~~ness~~.

I look^{ed} out ^{I gazed and} side, it was a beautiful day I feel like ⁱⁿ missing out in ~~the~~ life like these people were sharing me. I hear ambulances ~~peep~~

Examples of description of the hospital room from Cameron's point of view.

Around the room, I could see the blandest white walls everywhere they were staring at me as if they had eyes of their own. The bed was mixed with ^{comfort} comfortable and toughness, it was a world away from my bed at home.

^{inside} Even though it was pitch black the light in the room still burnt bright.

Sitting on the bed, it was so quiet - so quiet - the only noise was coming from the cardiograph, beeping and not going away like an annoying rash on your body - beep, beep, beep, - it was so

boring. I was isolated, quarantined like I had the Spanish flu or something. I looked around beside me there were wires everywhere, but they were so neat and tidy ~~it was absurd~~

I went up to the window and opened it, but quickly closed it again as a gush of wind spiraled through my body giving me goose-bumps.

Example of a middle ability child's persuasive letter:

Dear Sam,

I love you. Therefore, I need you alive.
You're my only son. That's why, I think
you should have the heart transplant. I
know it's from a pig but I ^{it's better to have a pig} need ~~you~~ ^{alive} ~~than~~ ^{than no heart.}
~~The trans~~

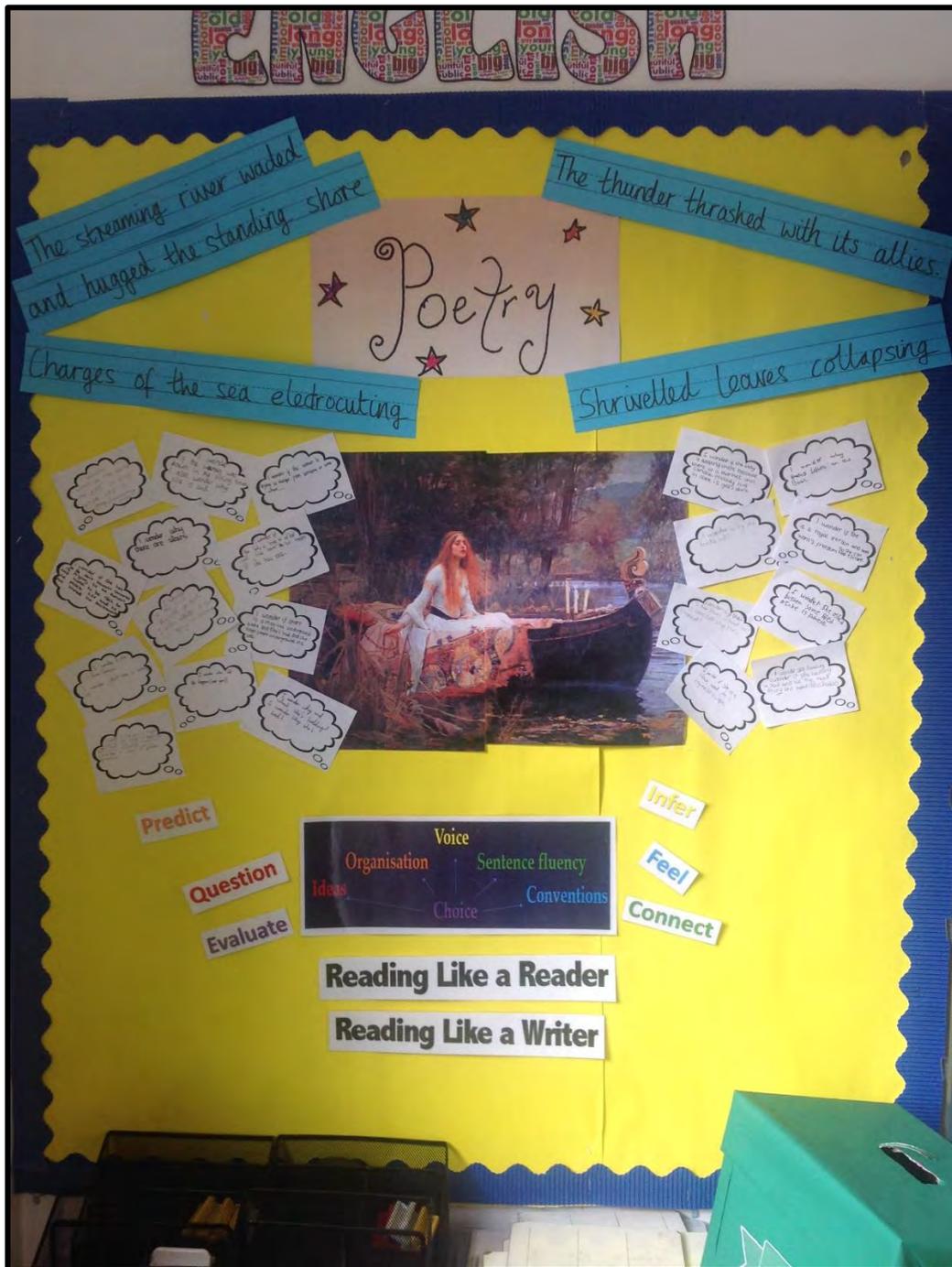
The transplant, which will keep you alive,
is for the good of the family. If you
have the heart transplant, you can do
many things like like: Swimming, playing football
^{going out everyday}
and ~~many other things~~. ~~What are we~~ I will
^{mention} Don't you want to live?
keep you alive ~~without~~ it? What are
we going to do without you? Please, please
have the heart transplant. I need you to
live. I can't see you die.

Yours sincerely, Dad.

Simon Neville, Kobi Nazrul Primary School

For poetry week, we read the Lady of Shalott and did some work around the language and the structure of the poem. The children then wrote

their own verse, a follow on from the poem, in the style of Tennyson.



LO: To write a verse in the style of the poet

Success Criteria

- Consider what happened next/what was revealed
- Use the correct language (imagery)
- Use the correct structure (rhyme scheme and rhythm)

Friday 9th October 2020

Her post comes back to make her shiver
Who wanted her to die on a river
It made everyone shiver quiver
As her face grew pale and thinner
On the river of Camelot
And her cogen was very cotted
They stared at the lady as she sobbed
And when she was little was she lobbed
By a witch of shallot

How is the mood at the start of "The Lady of Shalott" different to the mood at the end? Give evidence from the text.

It is different because it says 'sunbeam showers'
meaning it's bright and joyfull. In the
However at the end of the poem she
shes relieved cause she gets to go

③ All in the blue unclouded weather ③ a
③ Thick-jewell'd shone the saddle-leather, a
③ The helmet and the helmet-feather a
③ Burn'd like one burning flame together, a
③ As he rode down from Camelot. ③
③ As often thro' the purple night, ③
③ Below the starry clusters bright, ③
③ Some bearded meteor, trailing light, ③
③ Moves over green Shalott. ③

We then moved onto a unit of learning based around the text 'Cogheart', Peter Bunzl. We made some emotion graphs based on a chapter of the story. Children provided evidence for each emotion.

After our zoom with author Peter Bunzl, children wrote newspaper reports about his visit (see below)

They also re-wrote a short extract of the story from a different character's perspective, still in 3rd person though (see below some work around points of view and how this changes our impression of the characters/events).

We're also experimenting with different ways to plan narratives (to be written next week). We used a "story road map" and found it very effective. This approach was scaffolded for some learners, example included.

LO: To retell part of a story from a different point of view

Success Criteria

- Show the character's point of view
- Consider bias
- 3rd person/past tense

Madame Verdigris glanced out in the gloom as soon as she heard a loud whistle outside. She saw a short, strange boy standing in front of the house. She didn't know who he was nor who he was doing here.

Then a familiar voice from the house shouted, "Friend or foe?" Startled, Madame realised it was Lily. She could feel the heat rise to her cheeks. "Friend, I think." The boy shouted back. Madame was put off.

Suddenly, she saw Lily flung her legs over the windowsill. Her mouth dropped open as Lily jumped from the ridge bit of the roof to another. As she hopped down onto the corner of the porch roof, her feet slipped slipped

LO: To use inference to identify a character's feelings

Success Criteria

- Identify a character's feelings
- Use evidence
- Compare and contrast

Emotions

<u>Terrified</u> "Her heart beat erratically."	<u>Hopeful</u> "knew nothing about safes as she and the Notorious Jack door."	<u>Concerned</u> "The housekeeper was up to something." "Madame looked her in!"	<u>Anxious</u> "Or whether he would help her!"
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Friday 23rd October 2020

LO: To write a newspaper report
Success Criteria

- Introduction with 5 Ws
- Background information
- Recount questions and answers
- Conclude

Who, What, When, Where, Why

Who's on zoom today?

Yesterday afternoon, a year 6 class, who also attend a local school Kobi Nazrul, were fortunate enough to meet the writer of Cogheart, Peter Bunzl. The lucky class joined the informative zoom meeting as part of their learning.



"I wanted to change one or two sentences but not a whole scene, I think I spent a lot of time trying to fix the story so I actually am happy with it," he

At 2pm, the BAFTA-winning animator answered the children's questions and also discussed his books.

One of the children asked, "When Cogheart was published did you wish you could change about it anything about it?" Peter had to think for a while.

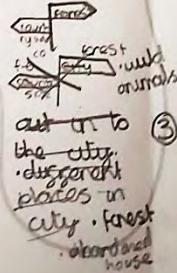
LO: To plan a short story

Success Criteria

- When do we meet characters?
- Where do they go?
- What is the dilemma/resolution?
- Show with notes and pictures



• detailed freckles .es
 • curly, red hair
 • green eyes
 ① - wears muddy green shirt, thin denim jacket, jeans and muddy, white boots
 • lives in country sides, low the mt sidekick koala
 • Australia



parents says diamonds need to find ②
 3 diamonds
 goes with her on adventure
 • different places
 • for diamonds connected to her history
 • need to find it



Bad guys looking for gems
 • bald . has pet eagle
 • yellow teeth
 • eye patch
 • broken leg
 • tries to stop the good people
 • has blase



good guys get there before bad guys
 • tries to stop them
 • more us is resident and wins

⑥ Bad guys open back
 • bad guy goes to jail. After good guy is 1 year released comes to get the gems
 • cliff hanger → next book

item-diamonds

LO: To plan a short story

Success Criteria

- When do we meet characters?
- Where do they go?
- What is the dilemma/resolution?
- Show with notes and pictures

① We meet AJ and Chickadee.
 • AJ: Protagonist
 • Chickadee: sidekick



Motivation
 Because chickadee keeps on getting chased and he wants to go back to goblin world

Protagonist scared of reptiles and eventually over comes his fear



The protagonist goes into a what seemed like an empty house. when he goes inside he has to defeat 1 dragon and meets the protagonist

② They find a bag and inside is there mission (Go to the city next city and find the potion to get chickadee home (obstacles in house))



③ Use the vocabulary in book to describe a life.



⑤ more info about the protagonist and how he defeats him. The goblin give the villain a dead stare he passes out

Then AJ gets the ⑥ potion and goes home and said his last goodbye to chickadee and drinks the potion and chickadee goes back to goblin town



LO: To plan a short story

Success Criteria

- When do we meet characters?
- Where do they go?
- What is the dilemma/resolution?
- Show with notes and pictures

Adoles

Ambling

Meet the protagonist.

adventurous
wants to
find
the wanted dog
from the bank
who stole money from the bank

See the news
going there
because his
bank and his
family's bank
also his diamond

The protagonist must go on a dangerous mission.

The protagonist travels to a dangerous place.

The protagonist meets the antagonist.

Ways to
withstand
let eyes
and with red
suns

The protagonist defeats the antagonist.

The mission is resolved.

Wanted
man
dead after
circle of
had bear
trap at
him

rocks

shouting
cops

MISSION accomplished!

Overview of session 2 CPD

The key messages explored in session 2 were:

- Talk, read, and write daily
- Use knowledge of Year 6 curriculum to support learning and teaching in English
- Use reference exemplification materials to understand the learning journey
- Writing: Purpose, **sentence level work**, idea generation, planning and teacher modelling
- Continue to plan clear sequences of learning

Remote learning

Reading and remote learning

- Online reading: set books to read that match pupils' reading ability and interests
- No access, aim to provide copies of books that match pupils' ability and interests
- Record reading your class text (or provide link to video online) for pupils to watch, listen and enjoy
- No access, aim to provide copy of class text for pupil to read at home, share and enjoy
- Deliver daily storytime session (google meet, teams, etc.)
- Encourage pupils to read at home on a daily basis

Writing and remote learning

- Ensure all pupils have access to vocabulary mats (or magpie word collections)
- Record short videos of shared writing for pupils to watch modelling writing techniques.
- No access, link writing activity to class learning – knowledge and/or skill. E.g. instruction writing – write instructions for a game, recipe, routine from home

- Diary writing – this would encourage purposeful daily writing and can be shared back in school
- Provide an image from class text, or known text for pupils to write about

Questions to consider for remote learning

- What you want pupils to know, understand and do?
- How you will teach them this remotely?
 - remote instruction (e.g. worksheets, textbooks, online videos, pre-recorded explanations)
 - face-to-face or live explanation?
- What tasks / assignments you will give them to practice and embed their learning?
- How you will assess their understanding in the short, medium, and long term?
- How you will use assessments to provide formative feedback and inform future remote learning?

The year 6 journey continues...

Y6 English checking in and moving on session

Thursday 25th February 2021, 4.00pm – 5.30pm, online

This twilight session has been written to support teachers to review pupil progress in English and plan the next steps for achieving the standards at the end of the academic year. Any updates relating to end of Key Stage SATs and teacher assessment will be shared.

Book places on SLA online.

