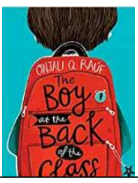


## Year Six English – Summer Term



### Grammar focus throughout the term:

To identify the use of the active and passive voice.

To use a range of sentence structures to create interest for the reader.

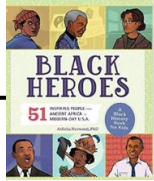
### Fiction texts

#### Modern Fiction - Goodnight Mister Tom by Michelle Magorian

When studying this text, your child will spend time discussing the opening of the story and justifying using evidence how it makes them feel. Through exploring the opening of the book, your child will raise questions about possible events and characters. They will talk in role as the main characters Willie and Tom, to help prepare the structure of their writing. Your child will be provided with opportunities to explore extracts of the text focusing on making detailed inferences about characters feelings, motives and actions. They will study the structure of the text, focusing on the various problems and resolutions throughout the text. They will look at the use of the third person throughout and identify the use of the active and passive voice. Through studying various events within the book, your child will be modelled how to convert the events into a diary entry, writing from the perspective of the main characters.

#### Fiction from other Cultures. The Boy at the Back of the Class by Onjali Q. Rauf

Through this unit, your child will be studying the impact language has on the reader. They will explore the impression created by the reader using evidence from the text. Your child will expose pupils to persuasive writing techniques and the affect they can have on the reader. They will be modelled how to use a wide range of devices to build cohesion within and across paragraphs. They will spend time exploring vocabulary choices and features of persuasive writing. Then using all strategies modelled and rehearsed, your child will write a persuasive letter to Mr Fry (the local MP), asking him to help more refugees like Ahmet.



### Non-fiction texts

#### Explanation texts “How to be a successful student at Moorside Primary School.”

Your child will be provided with examples of explanation texts at their stage appropriate ability. They will be modelled how to articulate and justify answers, arguments and opinions using texts as reference points. Your child will be able to verbalise an explanation using key themes and vocabulary. It is important to emphasise success can be interpreted in different ways and time should be spent exploring different ways of being a successful student both academically and socially. They will use this opportunity to discuss how they can use their successes in their next stage of education. When reading a variety of explanation texts, they will explore the passive voice, identifying how and why it is used. Having gained an understanding of the key features, your child will be modelled how to make effective language choices to suit the intended audience and purpose of their own explanation text.

#### Biographies -

During this unit, your child will use spoken language to participate in discussions about biographies. Your child will discuss the features of biographical texts, using stage appropriate examples. When reading information about Black Heroes, they will be reminded that improvisation is an unrehearsed piece of drama and it will help to understand the life of these inspirational people. Your child will take on the role of the inspirational person and ‘become’ that person. They will explore how they would act in various situations and the sort of language they might use. Through modelling, your child should be given the opportunity to research and make notes about their selected person. They should be modelled how to expand their note making into detailed formal sentence structures using a variety of complex sentences. Your child should be given the opportunity to edit and improve their biographies to show the importance of first, second, third etc drafts.

### Poetry

#### Contemporary Society Poetry - The Tyger by William Blake and The Lamb by William Blake

Your child will explore the use of archaic language within the two poems. They will discuss the effect language used in the poems have when performing the poems out loud. They will be modelled how to adjust the volume of their voice as they read the poems and to analyse the effect this will have on the reader. Your child will be modelled how to use intonation and expression to make their performance of the poems interesting and enjoyable to listen to. Through guided reading sessions, your child will analyse the effect vocabulary and figurative language has on the reader. Through modelling and examples, they will begin to articulate their own responses. After exploring both poems in detail, your child will then plan and compose their own poem about a real animal in the style of William Blake.

A poet study - Emily Dickinson - Your child will identify the poetic devices used and discuss how they might be applied in performance. Your child will read and discuss the range of different poetry written by Emily Dickinson. They will discuss and evaluate how the author uses language, including figurative language and the impact it has on the reader. They will explore the use of personification, assonance, onomatopoeia and hyperbole.