

# Skellig: English : Year 6

## Reading Comprehension

1	Children become familiar with the characters, setting and atmosphere, exploring how language has been used to convey a character's thoughts, feelings and emotions.
2	Children locate evidence within the text to support or refute given statements.
3	Children share thoughts and opinions about the story so far, then make predictions about what will happen next based on the text.
4	Children begin to think more deeply about characters' thoughts, feelings and motives, and how these are portrayed through their words, behaviours and actions.
5	Children will explore the similarities and differences between each of the young characters, and the effect they have on each other.
6	Children analyse characters' thoughts and words more deeply, discussing how this aids our understanding of the story.
7	Children will identify and discuss the different themes in the book.

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- identifying and discussing themes and conventions in and across a wide range of writing
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

## Skellig

### A KS2 thematic English topic

## Debate

- |   |                                                                                                                   |
|---|-------------------------------------------------------------------------------------------------------------------|
| 1 | Children discuss the advantages and disadvantages of homeschooling in preparation for a debate.                   |
| 2 | Children take part in a debate on the motion: 'Homeschooling should be banned. All children should go to school.' |
- ask relevant questions to extend their understanding and knowledge
  - articulate and justify answers, arguments and opinions
  - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
  - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
  - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
  - speak audibly and fluently with an increasing command of Standard English
  - participate in discussions, presentations, performances, role play, improvisations and debates
  - gain, maintain and monitor the interest of the listener(s)
  - consider and evaluate different viewpoints, attending to and building on the contributions of others

## Diary Entries

- |   |                                                                                  |
|---|----------------------------------------------------------------------------------|
| 1 | Children name, discuss and identify the various features of a diary.             |
| 2 | Children use extracts from 'Skellig' to gather notes for a diary entry.          |
| 3 | Children write diary entries from the perspective of a character from 'Skellig'. |
| 4 | Children evaluate and edit their writing, focusing on one aspect at a time.      |
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - proof-read for spelling and punctuation errors

## Narrative

- |   |                                                                                                                                       |
|---|---------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Children develop ideas for either a prequel or a sequel to 'Skellig'.                                                                 |
| 2 | Children examine the structure of a story before planning their prequel or sequel to 'Skellig'.                                       |
| 3 | Children explore what features make the writing in 'Skellig' engaging, then are challenged to use these when writing their own story. |
| 4 | Children evaluate and edit their completed stories in pairs or groups.                                                                |
- noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - using a wide 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
  - proof-read for spelling and punctuation errors

## Poetry

- |   |                                                                                                               |
|---|---------------------------------------------------------------------------------------------------------------|
| 1 | Children explore and discuss the many references to William Blake and his poetry that are found in 'Skellig'. |
| 2 | Children focus on and analyse William Blake's 'The Schoolboy' poem.                                           |
| 3 | Children are challenged to write their own poem that conveys a character's viewpoint of school.               |
- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - identifying and discussing themes and conventions in and across a wide range of writing
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
  - asking questions to improve their understanding
  - identifying how language, structure and presentation contribute to meaning
  - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Reading - word reading		
<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>		
Reading - comprehension		
<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>		<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>provide reasoned justifications for their views.</li> </ul>
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar	
<ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>indicate grammatical and other features by:</li> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>	
Writing - transcription SPELLING	English Appendix 2	
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus</li> </ul>		
Writing - composition	English Appendix 2	
<ul style="list-style-type: none"> <li>plan their writing by:</li> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>draft and write by:</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul>	WORD	TEXT
	<b>SENTENCE</b> <ul style="list-style-type: none"> <li>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of <b>subjunctive</b> forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and <b>ellipsis</b></li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>
	PUNCTUATION	TERMINOLOGY FOR PUPILS
	<ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, It's raining; I'm fed up]</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li><b>Punctuation</b> of bullet points to list information</li> <li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul>	<ul style="list-style-type: none"> <li>subject, object</li> <li>active, passive synonym, antonym</li> <li>ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>

# Skellig: English : Reading Comprehension : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To discuss and evaluate how authors use language to convey characters' thoughts, feeling and emotions	In this first lesson, children will read the first seven chapters of the book and become familiar with the characters, settings, and atmosphere. They will look carefully at the words and phrases the author has used in order to convey a character's thoughts, feelings or emotions. In their independent activities, children will further analyse the text in relation to Michael's emotions. In the alternative activity, children will focus on the man in the garage, and his possible thoughts and feelings.	<ul style="list-style-type: none"> <li>Do children understand how language can be used by the author to convey a character's thoughts, feelings and emotions?</li> <li>Can they identify examples of this from the text?</li> <li>Can children provide reasoned justifications for their views and opinions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 1-7 (not provided)</li> <li>Extracts Sheet A</li> <li>Worksheet 1A/1B/1C</li> <li>Extracts Sheet B (FSD? activity only)</li> <li>The Man in the Garage (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To locate evidence in the text to support or refute statements	After recapping on the events in the book so far, children will read and discuss the next six chapters as a class (8-13). They will explore how to locate evidence within an extract of the text to support or refute a given statement. In their independent activities, children will be challenged to locate evidence in the text to support or refute statements.	<ul style="list-style-type: none"> <li>Do children understand the terms 'support' and 'refute'?</li> <li>Can children skim and scan a text to locate specific evidence to support or refute a given statement?</li> <li>Can children explain their reasoning and justify their views?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 8-13 (not provided)</li> <li>Statement &amp; Evidence Cards</li> <li>Worksheet 2A/2B</li> <li>Worksheet 2C (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To make predictions using details stated and implied in the text	As a class, children will first read chapters 14 to 17, and then answer some discussion questions which will encourage them to share and explain their opinions about the characters and events in the story. In their independent activities, children will discuss and explain their predictions for the rest of the story, based on details in the book so far. In the FSD? activity, children will be challenged to create a short role-play based on how they predict the meeting between Michael, Mina and the man in the garage might unfold.	<ul style="list-style-type: none"> <li>Can children articulate their thoughts and opinions about the characters and events in the book?</li> <li>Can children make predictions based on details from the text?</li> <li>Can children provide reasoned justifications for their views?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 14-17 (not provided)</li> <li>Discussion Cards (optional use in Teaching Input)</li> <li>Scenario Cards</li> <li>Prediction Sheet 3A/3B</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To infer characters' thoughts, feelings and motives from their words, behaviours and actions	In this lesson, children will begin to think more deeply about characters' thoughts, feelings and motives, and how these are portrayed through their words, behaviours and actions. Children will first read chapters 18 to 22, before looking at and analysing short extracts as a class, and discussing what they reveal about a character's thoughts, feelings and motives. Children will continue to apply this skill in their independent activities, which includes answering questions, writing character descriptions, hot-seating and discussion.	<ul style="list-style-type: none"> <li>Can children understand and explain the distinction between thoughts, feelings and motives?</li> <li>Can children infer characters' thoughts, feelings and motives based on the text?</li> <li>Can children provide reasoned justifications for their views?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 18-22 (not provided)</li> <li>Extract Sheet</li> <li>Worksheet 4A/4B/4C</li> <li>Thoughts, Feelings &amp; Motives Cards</li> <li>Discussion Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore the similarities and differences between characters and their opinions of each other	After reading chapters 23 to 29, children will begin to think more deeply about each of the young characters in the book, and the effect that their interactions have on each other. In their independent activities, they will explore the similarities and differences between different combinations of characters, as well as inferring their opinions of each other by referring to events in the text. In the alternative activity, children are challenged to create a role-play of the four young characters all meeting together.	<ul style="list-style-type: none"> <li>Can children identify similarities and differences between characters?</li> <li>Can children discuss and infer characters' opinions of each other?</li> <li>Can children use evidence from the text to support their answers?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 23 - 29</li> <li>Reasoning Ramble Cards (Teaching Input)</li> <li>Worksheet 5A/5B/5C</li> <li>Role-Play Challenge Card (FSD? activity only)</li> <li>Role-Play Character Badges (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To explain and discuss your understanding of what you have read.	In this lesson, children will focus in on specific events or things that have been said or thought by a character, and discuss how this furthers our knowledge and understanding of the story. After reading chapters 30 to 36, children will discuss some thought-provoking questions and be encouraged to share their thoughts and opinions about them. In their independent activities, children will further discuss specific events or quotes from the book.	<ul style="list-style-type: none"> <li>Can children ask and answer questions about a text?</li> <li>Can children explain their interpretation of what they have read?</li> <li>Can children courteously challenge the views of others if they do not agree with their opinions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 30 - 36</li> <li>Discussion Cards</li> <li>Mina's Meanings Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To identify and discuss themes in the book	In this final lesson, children will finish reading 'Skellig'. They will first discuss the closing events by answering questions on the slides as a whole class. They will then begin to explore what a 'theme' is, and discuss the themes they think appear in the book. In their independent work, children will choose a specific theme and find evidence for it within the book. In the alternative activity, children work in groups to create a short presentation on a theme of their choice.	<ul style="list-style-type: none"> <li>Do children know what a theme is?</li> <li>Can children identify some of the main themes in the book?</li> <li>Can children share their own opinions and experiences of some of the themes in the book?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Skellig' - Chapters 37 to end</li> <li>Theme Sheets A/B/C</li> <li>Copies of 'Skellig'</li> <li>Challenge Cards (FSD? activity only)</li> </ul>

# Skellig: English : Narrative: Year 6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To develop ideas for a story inspired by 'Skellig'	In this lesson, children will first summarise the story of 'Skellig', before beginning to gather ideas for their own story inspired by the book. They will explore the terms 'prequel' and 'sequel', and discuss what each of these would need to include to be an effective backstory or follow-up to 'Skellig'. In their independent activities, children will begin to generate, share and discuss ideas for both a prequel and sequel to the book. In the FSD? activity, children are challenged to develop and expand a story based on the one that Michael wrote at school, which mirrors many of his experiences with Skellig.	<ul style="list-style-type: none"> <li>Do children understand the terms 'prequel' and 'sequel'?</li> <li>Do they understand the basic references to the original story that both prequels and sequels need?</li> <li>Can children share and discuss ideas for a story inspired by 'Skellig'?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Skellig Extract Cards (Teaching Input)</li> <li>Prequel &amp; Sequel Prompt Cards</li> <li>Prequel &amp; Sequel Ideas Sheet</li> <li>'Michael's Story' Extract (FSD? activity only)</li> <li>'Michael's Story' Questions for Discussion (FSD? activity only)</li> <li>'Michael's Story' Notes Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to plan a story inspired by 'Skellig'	Children will explore the structure of a story by examining its five parts, and discussing how their ideas from the previous lesson could fit into each section. They will briefly talk about what a good plan should include, before planning their prequel or sequel in their independent activities. If the FSD? activity was chosen in the previous lesson, children will plan their expanded version of Michael's story.	<ul style="list-style-type: none"> <li>Can children name and understand the different parts of the structure of a story?</li> <li>Can children use this structure to plan their own 'Skellig'-inspired story?</li> <li>Can children share and discuss their own and others' ideas, acting upon and giving advice?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Prequel &amp; Sequel Ideas Sheet or 'Michael's Story' Notes Sheet from previous lesson (Teaching Input)</li> <li>Story Structure Cards (Teaching Input)</li> <li>Prequel or Sequel Planning Sheet</li> <li>'Michael's Story' Extract (FSD? activity only)</li> <li>'Michael's Story' Planning Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To write a story inspired by 'Skellig'	Before beginning to write their 'Skellig'-inspired story, children will first explore what makes an engaging piece of writing. They will focus on: choosing vocabulary for effect, using dialogue to convey characters, and maintaining cohesion within writing using a variety of devices. Children will explore how these features have been used by the author of 'Skellig', before being challenged to use them in their own writing.	<ul style="list-style-type: none"> <li>Can children use carefully chosen vocabulary for effect?</li> <li>Can children use dialogue to convey and develop characters?</li> <li>Can children use a range of devices to create cohesion between and within their paragraphs?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Planning Sheets from previous lesson</li> <li>Challenge Cards A/B/C</li> <li>Prequel to 'Skellig' Writing Template</li> <li>Sequel to 'Skellig' Writing Template</li> <li>'Michael's Story' Writing Template (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To evaluate and edit our writing	Children will explore what evaluating and editing writing actually means, why it is important, and how they should do it effectively. In their independent activities, children will evaluate and edit a partner's work, using given questions to guide them. They will explain and discuss their suggested edits in groups or pairs.	<ul style="list-style-type: none"> <li>Can children evaluate others' writing to identify areas which could be improved?</li> <li>Can children suggest ways in which to edit and improve others' writing?</li> <li>Can children respond effectively to feedback about their own writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Post-it notes and children's completed stories from the last lesson</li> <li>Evaluate and Edit Cube</li> <li>Evaluate and Edit Checklist A/B</li> </ul>



# Skellig: English : Poetry : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about William Blake and his poetry	Children will first explore who William Blake was – they will be given a brief overview of his life, works and beliefs, before being asked to think about any references to the poet in David Almond's 'Skellig'. In their independent activities, in groups and pairs, children will discuss the different references to William Blake that are found in the book, and why the author might have included them. In the alternative activity, children will read and discuss four of Blake's poems that are referenced in 'Skellig', asking and answering questions about each one as a group carousel activity.	<ul style="list-style-type: none"> <li>Do children know who William Blake was?</li> <li>Can children explain why David Almond used some of William Blake's poetry in 'Skellig'?</li> <li>Can children ask and answer questions about the poetry of William Blake?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Conversation Cards</li> <li>Challenge Cards A/B/C</li> <li>Whiteboards/paper</li> <li>Poem Cards (FSD? activity only)</li> <li>Question Sheets (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To analyse a William Blake poem	In this lesson, children will analyse the William Blake poem, 'The Schoolboy'. They will share their thoughts and opinions of it, and discuss the viewpoint of school that is created by the narrator. In their independent activities, children will demonstrate their knowledge and understanding of the poem by answering differentiated comprehension questions. In the FSD? activity, children are challenged to present a performance of the poem in groups, thinking in particular about intonation, volume and tone.	<ul style="list-style-type: none"> <li>Can children ask and answer questions about a poem?</li> <li>Can children discuss the viewpoint of the poem and how this is conveyed?</li> <li>Can children share and explain their own views and opinions of the poem?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'The Schoolboy' Poem Sheet</li> <li>Worksheet 2A/2B/2C</li> <li>Poetry Performance Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To write a viewpoint poem inspired by 'Skellig'	Children will first recap on how William Blake conveys his viewpoint of school through the narrator in 'The Schoolboy' through the use of precise language and creation of vivid images. They will then explore Michael's viewpoint of school in 'Skellig', discussing how and why it changes throughout the story. In their independent activities, children will be challenged to write their own poem to convey Michael's viewpoint of school. In the alternative activity, children work in pairs to create a poem which expresses the contrasting viewpoints of Michael and Mina in relation to school.	<ul style="list-style-type: none"> <li>Can children generate and discuss ideas for a poem?</li> <li>Can children choose and use vocabulary to convey a viewpoint?</li> <li>Can children create an image in the reader's mind with precise use of language?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Extract Cards</li> <li>Challenge Card A/B/C</li> <li>Michael's Viewpoint Poem Sheet</li> <li>Ideas Sheet (FSD? activity only)</li> <li>Contrasting Viewpoints Poem Sheet (FSD? activity only)</li> </ul>

# Skellig: English : Debate : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand and discuss the advantages and disadvantages of homeschooling	Children will first be reminded that the character of Mina in 'Skellig' was homeschooled by her mother. Children will be given the definition of homeschooling, and asked about their opinion of it. They will begin to think about and generate some advantages and disadvantages of homeschooling. In their independent activities, children will prepare for a debate on the motion that homeschooling should be banned. They will be split into two teams, and will develop arguments for their team's viewpoint. In the FSD? activity, children will be given a specific character's viewpoint that they need to develop in preparation for the debate.	<ul style="list-style-type: none"> <li>Do children know what homeschooling involves?</li> <li>Can children understand and discuss some advantages and disadvantages for homeschooling?</li> <li>Can children use their knowledge of homeschooling to generate arguments for a given viewpoint?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Team Allocation Cards</li> <li>Advantages of Homeschooling Sheet</li> <li>Disadvantages of Homeschooling Sheet</li> <li>Statement Cards</li> <li>Sorting Sheet</li> <li>Debate Notes Sheet</li> <li>Role-play Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To take part in a debate on homeschooling	Children will discuss how the debate will run; they will learn about the role of the chairperson, the proposition speakers, the oppositional speakers and the floor speakers, as well as the rules and timetable for the debate. They will discuss the equal importance of listening, thinking and speaking skills for being a successful debater. Children will then take part in a whole class debate on the motion: Homeschooling should be banned. All children should go to school.'	<ul style="list-style-type: none"> <li>Do children understand what a debate entails?</li> <li>Can children listen carefully to other's viewpoints and respond appropriately?</li> <li>Can children put forward a viewpoint clearly and confidently?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Debate Notes Sheets from previous lesson</li> <li>Advantages/Disadvantages of Homeschooling Cards</li> <li>Debate Instructions Sheet (Teaching Input)</li> <li>Voting Slips</li> <li>Role-Play Cards from previous lesson (FSD? activity only)</li> </ul>

# Skellig: English : Diary Entries : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To recap on the features of a diary	Children will first discuss the purpose of a diary, before looking at diary features. In pairs and later as a class, they will be challenged to discuss these features and rank them in terms of their importance within a diary entry. Children will then explore how rhetorical questions, stream of consciousness and figurative language can be used to enhance diary writing. In their independent activities, children identify and discuss the features of another diary entry. In the alternate activity, they are challenged to improve a given diary entry by rewriting it to include more diary features.	<ul style="list-style-type: none"> <li>Can children discuss the purpose of a diary?</li> <li>Can children list and explain the main features of a diary?</li> <li>Can children identify these features within a diary entry?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Diary Features Cards (Teaching Input)</li> <li>Diamond Sheet (Teaching Input)</li> <li>Dad's Diary Sheet</li> <li>Worksheet 1A</li> <li>Michael's Diary Entry (FSD? activity only)</li> <li>Question Cards (FSD? activity only)</li> <li>Worksheet 1B (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To discuss and gather ideas for writing a diary entry	Children will begin by recapping on the features of a diary, and discussing which they consider to be the most important features. They will be reminded that Mina, a character in 'Skellig', writes a diary, and that today they are going to discuss and gather ideas for a diary entry from her perspective of a particular event in the book. In the alternative activity, they are challenged to skim and scan the book to gather notes for diary entries to show how Skellig's mood, health and opinions change throughout the story.	<ul style="list-style-type: none"> <li>Can children infer a character's thoughts and feelings from the text?</li> <li>Can children empathise with a character?</li> <li>Can children elaborate on what a character's reactions to, and reflections on, an event could be?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Extract Sheets 1-6</li> <li>Notes Sheets 1-6</li> <li>Feelings &amp; Emotions Word Bank</li> <li>Copies of 'Skellig' (FSD? activity only)</li> <li>Skellig Notes Sheets (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To write a diary entry from the perspective of a character from 'Skellig'	Children will first recap on the intention, or purpose, of a diary, before taking a closer look at how this links to each of the diary features that were discussed in the first lesson. Using this knowledge, and the notes they made in the previous lesson, children will write their diary entries from Mina's perspective. In the alternative activity, children will write three shorter diary entries from the viewpoint of Skellig, demonstrating how he changes over the course of the story.	<ul style="list-style-type: none"> <li>Can children discuss and explain the features of a diary entry?</li> <li>Can children write a diary entry from the perspective of a character from 'Skellig'?</li> <li>Can they include diary features effectively in their writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Notes Sheets and Extract Sheets from previous lesson</li> <li>Features of a Diary Sheet</li> <li>Diary Writing Checklist A/B/C</li> <li>Mina's Diary Front Cover</li> <li>Diary Page Template</li> <li>Diary Back Cover</li> <li>Skellig Notes Sheets from previous lesson (FSD? activity only)</li> <li>Skellig's Diary Front Cover (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To evaluate and edit our writing	In this final lesson, children will briefly discuss the importance of evaluating and editing their writing. They will then look together at an example of an entry from Michael's dad's diary, and focus in on different aspects of the text, evaluating them one at a time, using given question prompts to guide them. Children will apply this technique when evaluating and editing other's work in their independent activities.	<ul style="list-style-type: none"> <li>Do children understand why it is important to evaluate and edit our writing?</li> <li>Can children evaluate and edit the effectiveness of their own and other's writing?</li> <li>Can children decide what edits to make from the suggestions they receive, and explain their reasoning?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Completed diary entries from previous lesson</li> <li>Dad's Diary Sheet (Unedited &amp; Edited) (Teaching Input)</li> <li>Editor Role Badges &amp; Questions Cards</li> <li>Completed Skellig diary entries from previous lesson (FSD? activity only)</li> <li>Evaluating &amp; Editing Guide Sheet (FSD? activity only)</li> </ul>