

This is Me

A KS2 thematic English topic for Year 6

Autobiographies

1	Look at the features of autobiographies and the purpose for writing them.
2	Research and organise information for an autobiography.
3	Explore the levels of formality in our writing.
4	Write an autobiography.
5	Edit and present writing.

- 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
- provide reasoned justifications for their views
- use dictionaries to check the spelling and meaning of words
- use a thesaurus
- 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
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- 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 subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- articulate and justify answers, arguments and opinions

Non-chronological reports

1	Define unknown vocabulary in non-fiction texts.
2	Identify and evaluate features of a non-chronological report.
3	Identify and write sentences into the passive voice.
4	Research and collect information on a chosen hobby or topic.
5	Plan and organise information for a non-chronological report.
6	Write and/or present a non-chronological report.

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- Identifying how language, structure and presentation contribute to meaning
- retrieve, record and present information from non-fiction
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- 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
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- 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
- using passive verbs to affect the presentation of information in a sentence
- How words are related by meaning as synonyms and antonyms [for example, big, large, little]
- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- active, passive; synonym, antonym
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play/improvisations and debates

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A KS2 thematic English topic for Year 6

Poetry

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| 1 | Discuss, explore and recite the poem 'Don't Quit' by John Greenleaf Whittier. |
| 2 | Use the previously studied poem to inspire your own resilience poem. |
| 3 | Write a list poem to include and describe your class. |
| 4 | Write an acrostic poem using enjambment about our class or time at school. |

- 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
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- listen and respond appropriately to adults and their peers
- 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

Letters

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| 1 | Write an informal letter to our future selves. |
| 2 | Write a formal persuasive letter about our ideas for a time capsule. |

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using modal verbs or adverbs to indicate degrees of possibility
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

Instructions

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| 1 | Help the next group of Year 6 children by writing a set of instructions for being a Year 6. |
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- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Playscripts

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| 1 | Write a storyboard to plan a short scene for a leavers assembly. |
| 2 | Write a script for a short scene about a fun memory from time at primary school. |

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- 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
- provide reasoned justifications for their views
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/ improvisations and debates

This is Me : English : Year 6

Reading - word reading	
<ul style="list-style-type: none"> 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. 	
Reading - comprehension	
<ul style="list-style-type: none"> 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 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 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 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 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 distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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.
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
Writing - transcription SPELLING	
<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused 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 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus 	
Writing - composition	English Appendix 2
<ul style="list-style-type: none"> 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 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 precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 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 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<p>WORD</p> <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
	<p>SENTENCE</p> <ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. 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 subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
	<p>TEXT</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipses Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
<p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 	
<p>TERMINOLOGY FOR PUPILS</p> <ul style="list-style-type: none"> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points 	

AUTOBIOGRAPHIES				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the features of an autobiography.	In this lesson the children will discuss the differences between biographies and autobiographies. They will then think about what the purpose of writing an autobiography might be and who the intended audience is. After discussing the features, the children have the opportunity to try their hand at writing an autobiography for a fictional character or studying some examples of the genre.	<ul style="list-style-type: none"> Can children describe the difference between autobiographies and biographies? Can children identify the purpose of an autobiography? Can children name some of the writing features that would appear in an autobiography? 	<ul style="list-style-type: none"> Slides Extract Cards 1A Writing Prompts 1A Worksheet 1A Challenge Cards 1A (FSD? activity only) Worksheet 1B (FSD? activity only) Homework Sheet 1A
Lesson 2	To research and organise information about our lives.	This second lesson requires the children to organise information about themselves into different sections in preparation for writing their autobiography. This lesson is made easier by setting the children a homework task of researching this information.	<ul style="list-style-type: none"> Can children generate relevant information for their autobiography? Are children able to organise information logically? Can children comment on a teacher's modelled writing and suggest improvements? 	<ul style="list-style-type: none"> Slides Homework Sheet 2A Worksheet 2A/2B Timeline Sheet 2A (FSD? activity only)
Lesson 3	To explore formality in our writing.	This lesson explores the level of formality within an autobiography in comparison to other genres of writing. They will discuss and sort extracts of writing based on their formality, justifying their ideas and opinions.	<ul style="list-style-type: none"> Can children identify if a piece of writing is formal or informal? Are children able to discuss and choose a level of formality suitable for different genres of writing? Can children identify features of writing that make it more formal or informal? 	<ul style="list-style-type: none"> Slides Genre Cards 3A Example Cards 3A Worksheet 3A/3B/3C Formality Card 3A (FSD? activity only) Model Text 3A (FSD? activity only)
Lesson 4	To write our own autobiographies.	Children use the time in this lessons, and possibly extended time in a following lesson to write the first draft of their autobiography. They will use their plan to write their autobiography in sections.	<ul style="list-style-type: none"> Are children able to recall suitable features of an autobiography? Can children identify effective sections of writing in an autobiography? Can children draft an autobiography? 	<ul style="list-style-type: none"> Slides Model Text 4A Writing Prompts 4A Checklist 4A
Lesson 5	To edit and improve our writing.	This lesson provides the children with the scaffolding to support children in their editing. They will take the opportunity to revise and proofread their writing. The lesson also provides ideas for the presentation of the final draft of their writing as a scrapbook, keepsake or digital book.	<ul style="list-style-type: none"> Can children suggest edits to be made to a piece of writing? Are children able to spot errors in their writing and correct them? Can children make careful choices about the way they edit their writing to improve the intended effect? 	<ul style="list-style-type: none"> Slides Peer Editing Card 5A Editing Card 5A (FSD? activity only) Editing Strip 5A Writing Frame 5A

This is Me : English : Year 6

POETRY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn and recite a poem.	In this lesson the children will study and discuss the poem 'Don't Quit' by John Greenleaf Whittier. They will look at the effect that the poem has on them as an audience and think about why the poem was written. They will use this to influence their performance of the poem, learning the poem by heart to perform to the class.	<ul style="list-style-type: none"> Can children comment on and discuss features of a poem that they find effective? Are children able to discuss effective performances of a poem? Can children recite a poem by heart, using tone, pace and expression to enhance their performance? 	<ul style="list-style-type: none"> Slides Dictionaries Poem Sheet 1A Flashcards 1A/1B (FSD? activity only) Word Bank 1A
Lesson 2	To write a poem in the theme/style of a studied poem.	This lesson uses the poem studied in the previous lesson to inspire your class to write their own poem around a similar theme. They will be asked about their intended audience and to think carefully about the rhyming patterns and vocabulary they will be using.	<ul style="list-style-type: none"> Can children comment on a poem's structure and features? Are children able to generate ideas for a themed poem? Can children write their own themed poem in the style of a studied poem? 	<ul style="list-style-type: none"> Slides Poem Sheet 2A Worksheet 2A Writing Frame 2A Idiom Sheet Poem Strip 2A (FSD? activity only) Laptops (optional) (FSD? activity only)
Lesson 3	To write a list poem to commemorate our class.	This lesson looks at list poems and how they can be put together in different ways. The children are challenged to create a list poem to describe different members of their class and include happy memories they have with each other.	<ul style="list-style-type: none"> Can children generate appropriate adjectives to describe different elements of a person? Can children describe what a list poem is? Are children able to create a list poem about their class? 	<ul style="list-style-type: none"> Slides Poster 3A/3B Poem Slips 3A Lined page 3A Description Slip 3A (FSD? activity only)
Lesson 4	To create an acrostic memory poem.	In this final poetry lesson, the children will explore existing acrostic poems about them and their class. They will discuss poetic features in some different acrostic poems including abecedarian acrostics.	<ul style="list-style-type: none"> Can children identify examples of different poetic devices? Are children able to use poetic devices in their own writing? Can children use personal experiences to create a memory poem? 	<ul style="list-style-type: none"> Slides Handout 4A Challenge 4A/4B/4C Dictionaries Worksheet 4A (FSD? activity only)

INSTRUCTIONS				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To write a set of instructions on how to have a great final year at primary school.	In this single instruction lesson the children will offer advice to the new group of Year 6 children on how to have a great time in Year 6. They will write this advice as instructions, bending the features to suit the purpose and audience for this piece of writing. They may like to write this as a blog to be published on the school website.	<ul style="list-style-type: none"> Can children identify the key features of a set of instructions? Are children able to create a set of clear instructions for a purpose? Can children adapt their writing to suit their intended audience? 	<ul style="list-style-type: none"> Slides Model Text 1A Writing Frame 1A Writing Prompt Sheet 1A Model Text 1B (FSD? activity only) Access to a laptop/word processing software (FSD? activity only)

This is Me : English : Year 6

NON-CHRONOLOGICAL REPORTS				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore vocabulary used in a non-chronological report.	In this initial lesson the children will focus on the technical and unknown vocabulary that they may come across when reading a non-fiction text. They will explore different strategies for defining these unknown words including the use of synonymous words to replace the unknown words without changing the effect/meaning of the sentence.	<ul style="list-style-type: none"> Can children make suggestions for strategies to find the meaning of an unknown word? Are children able to choose appropriate synonyms to help them learn the meaning of an unknown word? Can children find a word in a text to show a particular meaning or thought? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Report Card 1A/1B Dictionaries and thesauruses Report Card 1C (FSD? activity only) Worksheet 1D/1E (FSD? activity only)
Lesson 2	To identify and evaluate the use of different features in non-chronological reports.	In this lesson the children look to identify and evaluate the use of different structural and grammatical features of this genre. The children will need to evaluate the effective use of different features, and make suggestions for improvements.	<ul style="list-style-type: none"> Can children identify structural features of a non-chronological report and how they help to guide the reader around the report? Are children able to identify some language features that are used in a non-chronological report? Can children evaluate the use of different features of a non-chronological report in examples? 	<ul style="list-style-type: none"> Slides Worksheet 2A Model Text 2A Example Texts 2A/B/C/D/E Feature Checklist 2A Different non-fiction books with non-chronological report pages (optional) Worksheet 2B (FSD? activity only)
Lesson 3	To identify and use the passive voice.	This lesson has the children exploring active and passive voice and discussing the passive voice's use in non-chronological reports. The children will identify active and passive sentences and change them between the two voices.	<ul style="list-style-type: none"> Can children identify the subject, verb and object in a sentence? Are children able to change a sentence from active to passive voice? Can children identify if a sentence is in the active or passive voice? 	<ul style="list-style-type: none"> Slides Active Sentence Cards 3A Passive Sentence Cards 3A Sentence Cards 3A Active/Passive Help Sheet 3A Extract Card 3A (FSD? activity only) Worksheet 3A (FSD? activity only)
Lesson 4	To collect and research information about a chosen hobby.	This lesson allows the children to show off their knowledge on their chosen subject. They draw on their own experiences of their own hobbies and record this information. They then attempt to find areas that they need extra research in and use their researching skills to expand their knowledge in order to become experts.	<ul style="list-style-type: none"> Can children determine which information they may need to include in a non-chronological report on their favourite hobby? Are children able to record information in a logical way? Can children effectively research suitable information on a chosen subject? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Model Text 4A Access to the internet/non-fiction books for research Sticky notes (FSD? activity only)
Lesson 5	To plan out the information we will include in a non-chronological report on our favourite hobbies.	The children will organise the information they collected in the previous lesson. This will serve as the plan for their report they will write in the next lesson.	<ul style="list-style-type: none"> Can children name some of the different features in a non-chronological report and what they are used for? Are children able to choose suitable features for their non-chronological report? Can children organise and prepare information in a logical and/or aesthetically pleasing manner? 	<ul style="list-style-type: none"> Slides Information Sheet 5A Challenge Card 5A Worksheet 5A Scrap paper (FSD? activity only)
Lesson 6	To draft, write and present a non-chronological report on our favourite hobbies.	This lesson, and subsequent lessons if they need it, gives your class the time to draft and present their non-chronological reports. They will think carefully about the structure of their paragraphs and how the information is presented.	<ul style="list-style-type: none"> Can children describe what a paragraph is and how it can be structured? Are children able to write a non-chronological report on their favourite hobby? Can children make edits and tweaks to their writing in order to make sure it is conveying their intended information/effect? 	<ul style="list-style-type: none"> Slides Paragraph Structure Card 6A Model Texts 6A Access to presentation software (FSD? activity only) Challenge Card 6A (FSD? activity only) Sticky notes

LETTERS				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To write a letter to my future self.	Children will reflect on their lives and think about what they would like to remember in future. They will also think about and discuss their hopes for the future before recording these ideas in a letter to their future selves.	<ul style="list-style-type: none"> Can children describe the basic structure of a letter? Can children describe how an informal letter is written? Are children able to structure coherent, cohesive paragraphs about their life? 	<ul style="list-style-type: none"> Slides Letter Structure 1A Writing Frames 1A Letter Prompts 1A Writing Frame 1B (FSD? activity only)
Lesson 2	To write a persuasive letter.	In this lesson the children are told about a hypothetical time capsule that will commemorate the current year. They are challenged to write a persuasive letter to the headteacher to propose different ideas for items to go into the time capsule. Alternatively, the children could write their ideas in an email.	<ul style="list-style-type: none"> Can children recall how a formal letter should be structured? Are children able to identify some features of persuasive writing? Can children write a persuasive letter/email? 	<ul style="list-style-type: none"> Slides Persuasive Techniques Card 2A Letter Structure 2A Writing Frame 2A Access to laptops (FSD? activity only) (If possible) Email accounts for the children (FSD? activity only)

PLAYSCRIPTS				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To plan out a scene for an assembly.	In this initial playscripts lesson the children will think about some of their favourite memories they have from primary school. They will turn these memories into short play scenes to be performed in a leavers assembly. They will plan out their scenes by creating a storyboard. Alternatively, they can add in information about the film shots they need in order to create a short filmed scene.	<ul style="list-style-type: none"> Can children plan out the content of a short scene for an assembly? Can children record equipment that they will need for the scene? Are children able to create a short storyboard to show their scene? 	<ul style="list-style-type: none"> Slides Example Card 1A Worksheet 1A/1B Shots Card 1A (FSD? activity only) Worksheet 1C (FSD? activity only)
Lesson 2	To write a script for a short scene.	The children will use their ideas from the previous lesson to create a script for their short scene. They will discuss the information that should be in a script and how this can be conveyed. They will create their script, complete with stage directions and information about filmed shots if needed. Children can then go on to rehearse and perform/film their short scenes.	<ul style="list-style-type: none"> Can children identify features of a playscript? Are children able to discuss and justify opinions about the importance of different playscript features? Are children able to write a clear and effective playscript for a short scene? 	<ul style="list-style-type: none"> Slides Model Script 2A Worksheet 2A/2B Playscript Sections 2A Extra Script Sheet 2A Model Script 2B (FSD? activity only) Film Script Section 2A (FSD? activity only)