

## BECKMEAD SCHOOL ENGLISH PLANNING YEAR 1

Autumn Term	Unit summary
Fiction Unit 1.1 <i>Guess What?</i>	The children predict how the different stories will end, and then retell them in their own words. They focus on characters and ask questions about them, and they link the characters' experiences to their own using drama and role-play. They then decide which story they liked most and give reasons for their choice. The children compose sentences orally, with the teacher modelling correct punctuation, and go on to write their own compositions about a visit to a farm and the diary of a dragon. In the main writing task, they plan, storyboard, orally re-tell and write 'My Hedgehog Story' and then review and evaluate it with their peers.
Poetry Unit 1.1 <i>Sensational Senses</i>	The children use their senses to explore the weather, mud and the playground as they enjoy listening to a range of poetry. They come up with new vocabulary and sound effects and use real and invented words to describe what they feel - linking it all to their own experiences. They construct sentences to describe how things feel and sound. Oral rehearsal is encouraged at each step of the planning and writing process as they create short narratives and poems. They experiment with sound and rhythm to recite a poem as a group
Non-fiction Unit1.1 <i>Who Lives Here?</i>	The children read the interactive eBook <i>Who Lives Here?</i> linking the text to their own experiences. They use maps to recall the sequence and ask questions about events in the eBook. They learn about different uses for capital letters and use these in their writing. The writing tasks involve composing factual sentences about animals and writing a nature diary following a model.
Live Unit 1.1 <i>Poetry Star!</i>	The children are introduced to the idea of the unit: that they will present poems to an audience and become poetry stars. As a class, they read and recite a variety of poems, practising reading them in different ways (adding actions, expression, etc.) to develop their skills. They practise ways to learn poems off by heart. They practise joining words to make sentences and using the punctuation to help read for meaning. After some teacher modelling, they write letters to invite people to their poetry star performance, rehearsing sentences orally before writing them. Time is given at the end of the unit for the children to practise performing poems, both as a whole class and in smaller groups. The children then present to an audience, and feedback on each other's performances.

Spring Term	Unit summary
Fiction Unit 1.2 <i>Once Upon A Time...</i>	In this unit, the children explore a range of fiction. They read the interactive eBook, listening and responding to the stories then re-telling them in their own words. They learn how to identify and understand character and events, linking these to their own lives and experiences. They compose and write simple sentences and questions.
Word Detectives	It's Word Detectives week! Children take on the role of word detectives to investigate spelling patterns and generate their own

Year 1	spelling rules.
Poetry Unit 1.2 <i>Pattern and Rhyme</i>	In this unit, the children explore poems with pattern and rhyme. They enjoy performing a range of poetry. They come up with new rhyming words and focus on spelling patterns. They experiment with sound and rhythm as they recite their poems.
Non-fiction Unit 1.2 <i>Why do Elephants Have Big Ears?</i>	In this unit, the children explore the Big Question: Why do elephants have big ears? They read the interactive eBook, finding information and learning how to write labels and captions. They answer the big question, planning and writing their own reports based on a model.

Summer Term	Unit summary
Fiction Unit 1.3 <i>Fantastic Voyages</i>	The children read two stories by Simon Bartram, <i>Man on the Moon</i> and <i>Dougal's Deep-Sea Diary</i> . They look at the settings of the two stories, building their vocabulary, and use imaginative role play to explore the characters. They use the stories' structures (a day-in-the-life and a diary) to retell the stories, and write alternative tales about the characters, diary entries, postcards and longer narratives, revising the use of 'and' to join sentences.
Live 1.2 <i>Storytellers</i>	The children are introduced to a traditional tale from ancient India, <i>The Best of Friends</i> . Activities involve selecting words to describe the characters vividly, identifying good storytelling techniques and exploring strategies for remembering a sequence of events. The children then compose and rehearse their own retellings of the story. They perform their retellings in small groups, both to the rest of the class and to a wider audience. Finally, the children evaluate their performances and reflect on their learning.
Poetry Unit 1.3 <i>Growing Up</i>	In this unit, the children explore poems with themes that are engaging and relevant to their own lives and experiences. They enjoy reading a range of poetry and listening to a poem being read by the poet. They respond to the situations described in the poems and consider what they would do and how they might feel. They compare poems, identifying similarities and differences in points of view and feelings. They learn poems by heart, experimenting with sound and movement as they recite and perform their poems. They create a class poem based on a model.
Non-fiction 1.3 <i>Top Jobs</i>	In this unit, the children explore the Big Question: What's the best job? They read the interactive eBook, finding information and using drama to explore different roles. They explore new vocabulary and create a fact file. They learn how to write a job application, focusing on what they think they are good at, and then read aloud their writing to apply for the job. They answer the Big Question, planning and writing their own instruction text based on a model.

For further information, please contact your class teacher or Head of School

## BECKMEAD SCHOOL ENGLISH PLANNING YEAR 2

Autumn Term	Unit summary
Fiction Unit 2.1 <i>What Would You Do?</i>	In this unit, the children read two stories that deal with themes of overcoming worries and facing fears. They look in depth at two different characters and explore how they overcome their fears. They develop their knowledge of sentence constructions, joining two or more sentences with 'and' and correct punctuation, and explore using expanded noun phrases to add more detail. The writing tasks include writing a letter in role, writing a continuation of one of the stories, and writing their own story based on their own experiences.
Poetry Unit 2.1 <i>Pattern, Rhythm and Rhyme</i>	The children discuss their favourite lines from the four poems, recognising simple rhythm and rhyme and discussing vocabulary choices. They identify patterns in the poetry and work towards class performances of the poems, trying to learn them by heart along the way. They create new whole class poems - based on those already read - and then they evaluate a class performance of one of their compositions.
Non-fiction Unit 2.1 <i>All About Orang-utans</i>	In this unit, the children explore the Big Question: Could you keep an orang-utan as a pet? They read the interactive eBook All About Orang-utans, asking questions and collecting facts. They research other animals in 'expert groups' and present their findings. They learn about imperatives and how they are used in commands and instructions, writing their own instructions to tell someone how to care for a pet. In the long writing task, they design and write their own mini non-fiction book or report and make this into an eBook.
Live Unit 2.1 <i>Newshounds</i>	The children are introduced to the idea of the unit: that they write their own new reports, becoming newshounds! As a class, they read and discuss a variety of news stories, looking at the big news questions and the structure of a news report to develop their skills. They practice recounting events in the past tense and using noun phrases to write captions, as well as writing questions using correct punctuation. After some teacher modelling, the children write news reports about something that has happened at school. Time is given at the end of the unit for the children to edit and proof-read their work before it is published. They then discuss whether their news stories are a success.

Spring Term	Unit summary
Fiction Unit 2.2 <i>A Twist in the Tale</i>	In this unit, the children explore a range of fiction. They read the interactive eBook and watch a film, listening and responding to the stories then contrasting traditional and non-traditional tales. They discuss characters and key fairy-story features, learning how to make predictions. They plan, edit and write their own versions of a traditional tale, with roles reversed.
Word Detectives Year 2	It's Word Detectives week! Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.

Poetry 2.2 <i>A Closer Look</i>	In this unit, the children enjoy listening and responding to poems in a range of different ways. They explore poetic language and identify adjectives and verbs in a poem. They draft, edit and compose their own poems and read them aloud.
Non-fiction Unit 2.2 <i>Does Chocolate Grow On Trees?</i>	In this unit, the children explore the Big Question: Does chocolate grow on trees? They read the interactive eBook, finding information and exploring the layout of explanation texts. They answer the big question, planning and writing their own explanation texts based on a model.

Summer Term	Unit summary
Fiction Unit 2.3 <i>Muddles and Mishaps</i>	In this unit, the children read two longer, humorous stories by Joanna Nadin: <i>The Whole Truth</i> and <i>Penny Dreadful and the Rat</i> , building up their reading stamina. They use drama techniques to explore and empathise with the characters, role-playing scenarios and considering how characters change over the course of longer stories. They revise their knowledge of commands and apply these in the short writing tasks: writing an advert and writing a set of instructions. Finally, they write their own Penny Dreadful story using <i>Penny Dreadful and the Rat</i> as a model.
Live Unit 2.2 <i>Act It Out!</i>	The children are introduced to the idea of the unit: that they will stage and perform a play in front of an audience. They learn about the differences between a storybook and a play script and discuss what might make a play entertaining for an audience. The children learn about scenes, props, sound effects and how to write stage directions. Together with the teacher, they learn how to write a scene for a play, and create an alternative ending that could be used in the final performance.
Poetry Unit 2.3 <i>Silly Stuff</i>	In this unit, the children explore poems with themes and language that are funny and engaging. They enjoy reading a range of poetry, including jokes and tongue twisters, and listening to a poem being read by the poet. They learn poems by heart, experimenting with sound and pattern as they recite and perform their poems. They explore alliteration, onomatopoeia, repetition and rhyme, comparing poems and responding to humour and word play. They create, edit and evaluate stanzas and poems based on models.
Non-fiction Unit 2.3 <i>What's the most unusual place to live?</i>	In this unit, the children explore the Big Question: What is the most unusual place in the world to live? They read the interactive eBook, finding information and exploring the layout of non-fiction texts. They use drama and improvisation to imagine living in unusual places and write a postcard based on a model. They answer the Big Question, planning and writing their own screen for the eBook.

For further information, please contact your class teacher or Head of School

### BECKMEAD SCHOOL ENGLISH PLANNING YEAR 3

Autumn Term	Unit summary
Non-fiction Unit 3.1 <i>Was Tutankhamen Killed?</i>	In this unit, the children explore the Big Question: Who killed Tutankhamen? They read the interactive eBook, retrieving and collating information and identifying evidence in the text to support their theories. They investigate main and subordinate clauses and are introduced to the perfect tense. In their writing tasks, they write letters, paragraphs, and finally compose an explanation text in response to the Big Question.
Fiction Unit 3.1 <i>Storm</i>	The children listen to the story and predict what may happen at various points. They focus on character, setting and mood, asking questions as the story progresses and locating evidence in the text to answer specific questions. They understand why descriptive sentences are important and how setting affects mood. They revise and develop punctuating direct speech and then work on nouns, adjectives and expanded noun phrases. The writing tasks involve planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation.
Live Unit 3.1 <i>All About Me</i>	The children are introduced to the idea of the unit: creating an autobiography that they will then present on film or to a live audience. As a class, they read an autobiographical blog post from Little Red Riding Hood, responding to and asking questions about the text to develop their comprehension skills. They look at the use of language and gather success criteria for what makes a good autobiography. They then see the same text in the form of a PowerPoint presentation, and analyse the differences between the two types of text. After some teacher modelling, they practise storyboarding the main events from Little Red Riding Hood's story to create PowerPoint slides. The children build on this experience to storyboard and then create their own autobiographical presentations. Time is given at the end of the unit for the children to practise performing their presentations, and for evaluating and feeding back on these performances. They then present to an audience.
Poetry Unit 3.1 <i>Performance Poetry</i>	The children share and enjoy three poems, identifying and giving reasons for their likes and dislikes. They discuss poetic features, the poems' structure and the poet's language choices. They look at the poet's use of personification in depth and then draft and write their own versions of <i>The Sound Collector</i> .

Spring Term	Unit summary
Non-fiction Unit 3.2 <i>Where Would You Like To Live?</i>	In this unit, the children explore the Big Question: Where would you like to live? They read the interactive eBook, retrieving and collating information about different countries and identifying the similarities and differences between the lives of children around the world. They learn about how to present information using paragraphs and headings. In their writing tasks, compose a report in response to the Big Question.

Word Detectives Year 3	It's Word Detectives week! Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.
Fiction Unit 3.2 <i>Dragon Slayer</i>	In this unit, the children explore and compare legends. They read the interactive texts and watch a film, understanding plots and features of legends then recalling and retelling main events. They use drama to explore characters and dilemmas. They discuss punctuation, learning how to write dialogue. They plan, edit and write their own legends, following a familiar structure.
Poetry Unit 3.2 <i>Playing With Words</i>	In this unit, the children enjoy listening and responding to a range of poems. They learn about poems that play with language. They compose class and individual poems, editing and improving their work as part of the process.

Summer Term	Unit summary
Non-fiction Unit 3.3 <i>How Far Would I Go To Look Cool?</i>	In this unit, the children explore the Big Question: How far would I go to look cool? They read the interactive eBook, retrieving and collating information about different styles and explore unusual fashions from contemporary and historical times. They learn to skim and scan for information, identifying vocabulary that is specific to the topic and using dictionaries to clarify the meanings of words. They answer the Big Question, planning and writing a newspaper report in the role of a fashion editor.
Live Unit 3.2 <i>Chat Show Challenge</i>	The children are introduced to the main idea of the unit: that they will take part in a Town Hall debate and chat show, discussing the age of the railway in role as a character from history. As a class, they consider the pros and cons of railways and the different opinions that were held by people at the time. They use a range of questioning techniques, including probing questions aimed to elicit certain responses. In the debate, the children put across their points of view about the idea of a railway being built. They then receive a 'surprise' newspaper article, telling them about the opening of the railway. The unit concludes with a chat show, to discuss the feelings of the characters once the railway has been built.
Fiction Unit 3.3 <i>Ottoline and the Yellow Cat</i>	The children start by listening to Ottoline and the Yellow Cat, asking and answering questions and making predictions. They focus on the characters' thoughts and feelings, and on the features of mystery stories. They revise their knowledge of different types of sentence and clause. The writing tasks include writing a newspaper report, a postcard to Ottoline's parents and an extract from her notebook. For the final writing task they focus on the structure of mystery stories and create their own mystery stories about Ottoline and Mr. Monroe.
Poetry Unit 3.3 <i>Shape Poems</i>	In this unit, the children learn about and enjoy reading calligrams before writing their own. They go on to look at and explore shape poems, writing their own both as a whole class and individually.

For further information, please contact your class teacher or Head of School

## BECKMEAD SCHOOL ENGLISH PLANNING YEAR 4

Autumn Term	Unit summary
Non-fiction Unit 4.1 <i>Wanted: Space Explorer!</i>	In this unit, the children select applicants to be trained as astronauts for a mission to Mars. They read about Neil Armstrong in the interactive eBook, using the eBook's features to find out about Neil Armstrong's personal qualities. They focus on effective use of pronouns and fronted adverbials, and use these in their writing tasks: to write a diary entry and a biography.
Fiction Unit 4.1 <i>Christophe's Story</i>	The children start by listening to <i>Christophe's Story</i> , responding to questions that stretch their comprehension and questioning skills. They use discussion, drama and role play to understand more about the characters. They look at the author's use of language: her choice of memorable words and phrases. Children draw on their understanding conjunctions, adverbs and prepositions to express time and cause to tell their own oral recounts, and then turn these into written recounts. Children use a letter as a model to write their own, applying their ability to write multi-clause sentences. Children repeat the same task for a book blurb, if required. In the main writing task, children write their own stories, drawing on their own personal experiences and a shared model text
Live Unit 4.1 <i>Sounds Spooky...</i>	The children are introduced to the idea of an audio story or podcast. As a class, they listen to a spooky story podcast in three episodes, asking questions and listening out for sound effects to develop their listening and comprehension skills. They focus on the use of language and the way it is used in conjunction with the narrator's voice and sound effects to create atmosphere and character. After some teacher modelling they practise brainstorming and planning a story as a class. They then build on this experience to plan and write their own three-episode spooky story podcasts in groups. Time is given at the end of the unit for the children to practise reading their stories aloud and incorporate sound effects. The podcasts are then recorded or performed so that they can be shared more widely.
Poetry Unit 4.1 <i>Creating Images</i>	The children enjoy the range of poems in the unit and discuss and explore their uses of figurative language. They learn and revise metaphor, simile and personification and then identify the features of free verse, haiku and performance poetry. Finally they draft and write their own poems using ones from the unit as models.

Spring Term	Unit summary
Non-fiction Unit 4.2 <i>The Most Incredible Sport</i>	In this unit, the children explore the Big Question: What is the world's most incredible sport? They read the interactive eBook, finding information and distinguishing between fact and opinion. They answer the big question, planning and writing their own newspaper report.
Word Detectives	It's Word Detectives week! Children take on the role of word detectives to investigate spelling patterns and generate their own

Year 4	spelling rules.
Live Unit 4.2 <i>The Spiderwick Chronicles</i>	In this unit, the children explore fantasy fiction. They read the interactive eBook, asking questions and developing understanding of inference. They use drama to explore characters and suspense. They develop editing and proof-reading skills. They plan, edit and write a new episode of the fantasy story they have studied.
Poetry Unit 4.2 <i>Exploring Poetic Form</i>	In this unit, the children enjoy listening and responding to a range of poetry, exploring and comparing the work of two poets. They learn about poems including kennings and raps, exploring the meaning and form of poems written in a Caribbean dialect. They compose class and individual poems based on familiar fairy tales, editing and improving their work as part of the process.

Summer Term	Unit summary
Non-fiction Unit 4.3 <i>The Shang Dynasty of Ancient China</i>	In this unit, the children explore the Big Question: Did the Shang Dynasty really exist? They read the interactive eBook, retrieving and collating information about China. They explore historical evidence and timelines, answering questions and considering what information is true and relevant. They answer the Big Question, planning and writing a non-chronological report.
Fiction Unit 4.3 <i>The Iron Man</i>	The children start by listening to <i>The Iron Man</i> , asking and answering questions and making predictions. They look at the author's use of powerful language to capture our imaginations, including similes. They revise their knowledge of speech marks, composing a conversation, and focus on the character Hogarth's feelings to write diary entries in role. For the final writing task, they create their own imaginary creature, thinking of similes and powerful noun phrases to describe it, and write a story about what happens when it encounters humans.
Poetry Unit 4.3 <i>Exploring Poetic Language</i>	In this unit, the children explore a range of poems, focusing in depth on the work of two poets. They plan, rehearse and perform a choral reading of a poem. They learn about personification, simile and metaphor, including these in their poems. They explore the patterns of rhyme and rhythm in shape and syllabic poems, reading cinquains and then creating their own. They watch and evaluate performances, and their mind map descriptions and stories are used to create poems.
Live Unit 4.2 The <i>Grand Tour</i>	The children are introduced to the main idea of the unit: that they will create an informative and interesting tour of their school. As a class they identify the key components of a tour, research interesting points of history related to their school and explore a range of presentation techniques, including face-to-face and virtual tours. The children create a short history leaflet about their school, and work as a team to create a comprehensive, interactive tour that can be placed on the school website or shown on a screen in the entrance hall (or presented as a mini-book), using photos, text, audio recordings and video clips. If the school already has an interactive tour, this unit could be adapted to create a tour of a specific area of the school, the school grounds or part of the local area.

For further information, please contact your class teacher or Head of School

## BECKMEAD SCHOOL ENGLISH PLANNING YEAR 5

Autumn Term	Unit summary
Poetry Unit 5.1 <i>Poets' Voices</i>	The children enjoy and discuss all the poems in the unit, giving their own reasons for preferences. They draft whole-class poems, evaluating and editing as they go. Further composition work includes drafting and writing a nonsense-writing poem and a free-verse poem. They also prepare poems to read aloud.
Fiction Unit 5.1 <i>Friend or Foe</i>	Whilst studying <i>Friend or Foe</i> , the children explore the feelings of the main characters and infer what they may be thinking and feeling during their evacuation from London. Children find evidence and detail in the text to justify their views. They consider and explore what the theme 'friend or foe' really means, using evidence in the text to justify their answers. They compare this text with other, similar texts in the genre and explore standard and non-standard English by looking at different conversations between the characters. They go on to explore figurative language while looking at the author's vocabulary choices. For the main composition task, they write a new scene for the novel, paying attention to the features of dialogue, and prepare a presentation about the author for sharing with another primary school or class.
Non-fiction Unit 5.1 <i>Animals on the Move</i>	In this unit, the children explore the Big Question: Which animal makes the toughest migration? They read the interactive eBook, using the skills of skimming and scanning to find answers to questions and using the organisational features of the eBook to find information. They revise and develop using relative clauses to present information clearly. In their writing task, children plan and write a chronological report about a specific animal migration.
Live Unit 5.1 <i>Ultimate Rap!</i>	The children are introduced to the main idea of the unit: that they will write and perform their own raps. As a class, they listen to some raps and poems and learn about the differences between rap and poetry. They focus on the features of rap performance and look at some of the poetic language rappers can use to give power to their raps, as well as looking at how raps are constructed. After some teacher modelling, they look at ideas for topics for raps, before developing and writing their own. Time is given at the end of the unit for the children to practise performing their raps with beat accompaniment. The raps are then performed and filmed so that they can be shared more widely.

Spring Term	Unit summary
Poetry Unit 5.2 <i>Tell Me A Story</i>	In this unit, the children explore narrative poems, focusing in depth on the work of two poets. They learn about information retrieval, answering questions that require literal comprehension, inference, deduction and imagination. They watch and enjoy a poet reading his work. They write the 'back story' to a poem in narrative form and compose an autobiographical narrative poem.
Fiction Unit 5.2 <i>Oranges in No</i>	In this unit, the children explore a fiction set in Lebanon. They read the interactive eBook, asking questions and developing understanding of inference and the author's use of language. They use discussion and role-play to explore characters and the

<i>Man's Land</i>	impact of civil war. They develop editing, proof-reading and peer-review skills. They plan, edit and write a story from a different character's point of view.
Word Detectives Year 5	It's Word Detectives week! Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.
Non-fiction Unit 5.2 <i>The Museum of Fun</i>	In this unit, the children explore the mission: to run the Museum of Fun! They read the interactive eBook, scanning and summarising information and relating it to their lives and experiences. They complete the mission, planning, writing and presenting television adverts to encourage people to visit the museum.

<b>Summer Term</b>	<b>Unit summary</b>
Poetry Unit 5.3 <i>Compare and Perform</i>	In this unit, the children explore narrative poems, focusing in depth on the work of two poets. They give personal responses to the poems and use performance skills to bring the patterns of the poems to life for an audience. They compare poems, clarify unfamiliar vocabulary and identify patterns of poetic language. They plan and write a prose story 'prequel' for a narrative poem, learning how to integrate dialogue.
Fiction Unit 5.3 <i>Greek Myths</i>	The children start by reading a selection of Greek myths, using drama and inference to empathise with the characters and looking at the different themes in myths. They look at the author's use of devices to build cohesion and different ways of indicating parenthesis. For the final writing task, they brainstorm, plan and write their own myths, focusing on including powerful language and using devices of cohesion.
Non-fiction Unit 5.3 <i>Ultimate Explorers</i>	In this unit, the children explore the Big Question: What makes someone a great explorer? They read the interactive eBook, and use other sources, to research challenges faced by explorers. They understand and explain different viewpoints. They look for evidence about what qualities successful explorers would need. They recap features of report texts and write an advert using persuasive language. They answer the Big Question, planning and writing a handbook for a new junior explorer.
Live Unit 5.2 <i>Pitch It!</i>	The children are introduced to the main idea of the unit: that they will design a product for a younger child, based around a book, and pitch their idea to an audience (the buyer of the product, e.g. a teacher). As a class, they write a questionnaire to research the requirements for the product. They focus on the type of language required for their pitch as well as the skills needed to be a good presenter. After some teacher modelling, they write their own pitches and catalogue descriptions for their product. The children take part in a practice pitch half way through the unit so that they can act on feedback. Then, an email 'arrives', telling the children that a product buyer is interested in their product and will attend the next pitch. They are given the chance to refine their pitches for this new audience and purpose, and perform them at the end of the unit. The final pitches are performed and filmed so that they can be evaluated.

For further information, please contact your class teacher or Head of School

## BECKMEAD SCHOOL ENGLISH PLANNING YEAR 6

Autumn Term	Unit summary
Poetry Unit 6.1 <i>Powerful Language</i>	In this unit, the children explore a range of poems about the natural world by Ted Hughes. They reinforce comprehension strategies to answer questions or puzzles in the poems. They explore similes, metaphors and personification in the poems, writing their own free verse nature poems based on close observation. In the final writing task, they write their own poems about the seasons drawing on whole-class work, and use feedback to edit and improve their poems.
Fiction Unit 6.1 <i>Eye of the Wolf</i>	The children study the text, paying close attention to the author's use of language and specific devices such as flashback and character viewpoint - and how point of view affects our view of events. They consider examples of adding more detail in a variety of ways using noun phrases. They look at the impact of narrative viewpoint: who is telling the story, the impact of this on the listeners, and themes within the story (particularly humans as a destructive force). For composition they rewrite a scene from the perspective of a different character and complete the unit by retelling a section of the story from the point of view of one of the animals.
Non-fiction Unit 6.1 <i>Mission: Save Pompeii!</i>	In this unit, the children go on an imaginary mission back in time to warn the people of Pompeii about the volcanic eruption. They read the interactive eBook, locating key information in the text and creating an action plan. The writing tasks include creating an information leaflet and writing a non-chronological report using formal language.
Live Unit 6.1 <i>The Great Debate</i>	The children are introduced to the main idea of the unit: that they will take part in a formal debate which they will present on film or to a live audience. The children learn about how arguments are constructed and practise distinguishing fact from opinion, before looking at the language features of successful arguments. As a class, they practise structuring arguments for maximum effect. They look at the format of debates, and practise presenting and performing their part in the debate. They then present to an audience. This unit can be based around one debate topic (e.g. 'this house believes that schools should only exist online'), or you may want to give the children a choice of topics, perhaps something that is specific to an issue in your school. The structure and planning sheets for this unit can be used whichever topic you choose.

Spring Term	Unit summary
Poetry Unit 6.2 <i>Poetic Voices</i>	In this unit, the children explore free verse poems, focusing in depth on the work of two poets. They focus on imagery and explore different language patterns. They write poems based on a model and present a free verse poem in letter form.
Fiction Unit 6.2 <i>Fantastic, Funny, Frightening</i>	In this unit, the children explore and compare style in different genres. They read the interactive eBook, asking questions and developing understanding of inference and the author's use of language, structure and presentation. They use discussion and role-play to explore formal and informal language. They develop editing, proof-reading and peer-review skills. After exploring different genres, they select their favourite and write stories for younger readers.

Word Detectives Year 6	It's Word Detectives week! Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.
Non-fiction Unit 6.2 <i>What is Blood For?</i>	In this unit, the children explore the Big Question: What is blood for? They read the interactive eBook, using evidence from the text to find answers and scanning for specific information. They learn to use grammatical, presentational and organisational features to affect the presentation of information. They answer the question, planning and writing eBook screens of their own.

Summer Term	Unit summary
Fiction Unit 6.3 <i>Salamander Dream</i>	In this unit, children read the graphic novel <i>Salamander Dream</i> by Hope Larson, looking closely at the way the author depicts characters and setting and how the structure and presentation contribute to meaning. They use the model of <i>Salamander Dream</i> to write scripts for their own graphic novel openings. As a class, they discuss how the characters change throughout the novel and summarise its theme. For the final composition task, they rewrite an episode from <i>Salamander Dream</i> in a traditional story format.
Comprehension Revision	This unit is designed to provide a series of revision sessions based on the key comprehension skills of inference and information retrieval. Children answer questions about the author's choice of language and the structure of texts, and practise finding evidence from the text to support their answers. Each lesson focuses on a different skill and uses an extract from a different text. Children may have already encountered these texts in the Wordsmith fiction, non-fiction and poetry units, but they do not need to be familiar with the text in order to answer the questions. The recommended route suggests an order of lessons, but you may choose to focus on the question types with which your class needs most support.
Non-fiction Unit 6.3 <i>Amazing Inventions</i>	In this unit, the children explore the Big Question: What do you think is the greatest invention? They read the interactive eBook, identifying key facts and then sorting and classifying the information. They use their imagination to consider what the world would be like without modern inventions. In a class debate, they present their arguments for or against the internet. They design an invention for the future, annotating a diagram with relevant information. They answer the Big Question, planning and writing an online article.
Live 6.2 <i>A Midsummer Night's Dream</i>	This unit, written by Globe Education from Shakespeare's Globe, offers pupils the opportunity to engage with one of Shakespeare's best-loved comedies. The heart of the unit is a performance cut of the play lasting 30 minutes, keeping Shakespeare's language. Pupils will explore the play, using drama techniques to empathise with the characters and understand the conflicts and dilemmas that drive the plot. To aid comprehension and bring the play to life, the unit includes videos and photos from a 2012 performance of <i>A Midsummer Night's Dream</i> at Shakespeare's Globe specially created for young people as part of the Playing Shakespeare with Deutsche Bank project.

For further information, please contact your class teacher or Head of School