Year 6 Scheme of Work – Shared Reading

Unit	Time (Wks)	Activities	Outcomes	Reading Objectives	Differentiation	Reading strategies	Curriculum Links
Previous learning: Y5 – Journey to Jo'burg- racial inequality -yr5				Next Learning: KS3 - Makes correct inferences based on evidence from more than one place in the text. reading a wide range of fiction and non-fiction, including a wide coverage of genres, historical periods			
1.1 The story of Slavery	6	L1 - chn to make a glossary of the following words and finding the definition, then explaining this in their own words: Civilisation, colony, Commonwealth, empire, exploitation, independence, plantation, profit, racism, slave, trade. L2- Give chn the facts and opinion cards on slavery- ask chn to work in pairs, read the cards and discus with partner. They then need to put it either in the fact or opinion pile L3- chn to write a diary entry of Harriet Tubman's escape. L4- chn to imagine that they are William Wilberforce, ask them to write a speech about the horrors of the slave trade. Chn should perform their speech to the house of commons. L5- Provide chn with the timeline of the points in history that slavery was used. At each timeline point use reference from the book to summarise main ideas. L6- Provide pupils with a cut out of a town – or draw their own. On the doors chn should write the signs of modern slavery.	-add work to the guided reading book -Learn new vocabulary linked to the book - summarize the timeline of slavery -speaking and listening - presenting speech - Explore themes of racial prejudice and inequality. -Writing outcomes - writing answers using PEE, timeline, diary entry	- Predicting what might happen from details stated and implied. - Distinguishing between facts and opinions. - Asking questions to improve their understanding. - Drawing inference such as inferring characters' feelings, thoughts and motives from their actions and justifying inference with evidence. - Summarising the main ideas from more than one paragraph, identifying key details that support the main ideas. - Participating in discussions about books, exploring their understanding of what they have read and provide reasoned justifications for their views.	Graphic organiser Colourful semantics Visual -Guided writing and reading.	- Looking for clues in the picture and vocabulary in the blurb. -: explain that to identify whether something is fact or opinion, look at language -: model reading first paragraph of chapter 5 and what questions you might ask? - Use clues form the text along with their own experiences to help them figure out what is being said. -: Check the first and last paragraph for the main ideas.	-- drama - speaking and listening -writing
Previous learning: Y5- War Horse				Next Learning: Y8 History – First world war, reading a wide range of fiction and non-fiction, including a wide coverage of genres, historical periods			
		L1-Chn to take on the role of one of the chn and to write in the first person, which they think father has gone away and where?	-add work to the guided reading book - Improve understanding and comprehension of text types such as classical text	- Predicting what might happen from details stated and implied - Discussing and evaluating how authors use language, including figurative language, considering the impact on	- peer collaboration - modelling -metacognition -colour semantics - graphic organiser	-predict using clues taken form the blurb and cover) — language devices, verbs, adjectives, nouns, adverbs to describe and impact the reader	--- drama - speaking and listening -writing

1.2 **The Railway children**	6	L2-Chn to think about how their new house would be different from their old. Explain answering in PEE L3- Chn to look at the dialogue on pg 19 and 21 – turn it into a short play script in groups. L4- Read the letter Peter wrote to the old man from page 55. Write down three reasons why you know that this letter was written by a child. Use quotes to support your answers. L5- Reflect on the scene from Chapter 5 in which the children try to communicate with the Russian but he does not understand. How can we make someone understand what we mean if we do not speak the same language? Ask each pair to label themselves 'A' and 'B'. A should decide on something that they would like to tell B – a piece of information or similar - but should not tell B what it is yet L6- Read the character description of Bobbie on p95 from the unabridged version (photocopy). Think of some words and phrases that sum up Bobbie's character and use quotes to support your answer. L7- Bobbie writes a letter to the old man telling him about what has happened to her father, how she feels about it and asks him to help her find out who set him up. What do you think the letter might say? Have a go at writing it. L8-) Read the description of the tunnel on p160-1 The author describes how the tunnel appears from the inside of a train and from the outside of it. How do the two descriptions (each a different paragraph) differ? Use quotes to support your answer. L9-Read the extract on p167 of the unabridged version where Bobbie helps the boy's leg (photocopy). Could you turn these into a set of instructions? E.g. 1) Fix a candle onto a brick. 2) Open up a knife… L10- Answer comprehension questions based on the chapter	- to understand characters thoughts and feeling -To give recommendation based on what they liked and did not like about a story. - To make predictions based on what they have read. -Enable children to discuss a sequence of events and how items of information are related Writing outcome: book review, playscript Reading outcome- answering inferential and literal questions, summarising, predicting and clarifying – reciprocal reading. Drama- role play language	the reader and how it contributes to meaning. - Distinguishing between statements of fact and opinion. - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (précising longer passages) - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Identifying and discussing themes and conventions in and across a wide range of writing. - Making comparisons within and across books (e.g. comparing characters or books by the same author)		- to distinguish between fact and opinion is to look at the language used. - check the first and last sentence of the paragraph for main ideas - model for students that readers use clues from the text to along with their own experiences to help them figure out what is being said.	

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		L11- Write a comparison between War Horse and Railway children					

Previous learning: Kesnuke's Kingdom – books by the same author (Y4)	Next learning: Year 7 reading - understand increasingly challenging texts through, knowing the purpose, audience for and context

2.1 Outlaw	6	L1- Read chapter 1 of outlaw to the class, without telling the children what the book is about or called – children make predictions based on the chapter. Provide front cover and blurb. L2- By the end of chapter one, a boy has found a silver arrowhead, a cow's horn, a curved stick and a skeleton. Ask the children to become detectives and piece the clues together. Who do these strange objects belong to and how did they become buried under this tree? Who is the skeleton? Can you tell their story? L3- Answer comprehension questions based on chapter 2 - What does the word 'roaring' tell you about how Robin's Father is feeling on p.28? L4- chapter 3 - write a letter from Robin's Father to Robin explaining what it is like being captured. What experiences has he had? How is he being treated? What has he eaten? Is he with anyone else? L4- Write a letter from robin to the Sheriff and Nottingham what the Outlaws intend to do and their rules (pg61-62) L5-provide chn with themes map- children write explaining how the themes are shown in the book. L6- Ask the children to write a paragraph to sum up the events in chapter 6. L7- children to complete character profile of Robin hood - what kind of a person is he? Why doesn't he kill the Sheriff? L8- children ask questions to Marian about missing Martin and the plan. L9- Write a short biography of Richard the Lionhart	- add work to the guided reading book - to understand characters thoughts and feeling -To understand and explain the different themes in the story - To make predictions based on what they have read. -Enable children to discuss a sequence of events and how items of information are related. -to understand the roles g historical figures Writing outcome: letter, diary entry, Reading outcome- answering inferential and literal questions, summarising, predicting and clarifying – reciprocal reading. Drama- hot seating	- 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 (précising longer passages) -Checking that the book makes sense to them 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 ,	- Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation	- to understand new words – read in context and visualise. - identify the rhyme scheme and similes and metaphors - implied - predict using clues taken form the blurb and cover) - looking for clues and exploring meaning – using prior knowledge. - model reading a passage and questions to ask – clarifying questions - connecting understanding – what happened so far - Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) critical thinking, synthesise all the information to determine what	- speaking and listening -writing

		L10 – using chapter 10 find words that are unfamiliar, use a dictionary to find the meaning of those words. Chn to write a definition for it in their own words? L11- Write a diary entry from Robin Hood – include how he felt about being knighted, L12- To write a biography of Salhuddin				was most important to answer this.	
Previous learning: Journey to the River Sea - Friendship, journey of change				Next Learning: choosing and reading books independently for challenge, interest and enjoyment			
2.2 Switch	6	L1- Write a profile of Tad, talk about what they look like, their personality and lifestyle. L2- compare the transformation of Tad from his previous life – what are the big changes? L3-Write a letter of advice to Tad to help him with this new situation and problem in his life. L4-Write a diary extract imaning you are Tad and you have just been given the news by Aftexcludor. L5- Begin writing Plot graph adding the main events to the graph - and add a prediction step – What will Finn do with Tad? L6-Bob and Tad finally meet – write a series of text messages between the characters - what do you think they would say to each other? L7- Write a diary entry from Bob when he changed bodies and woke up in a rich house. L8- Find and record as many unfamiliar words - use dictionary to find meaning. L9- Ask childen to refer back to chapter 1- not tested on animals – chn to write a fact fine about ACID – what are they testing the products on?	- add work to the guided reading book - to understand the emotions and feelings of characters - writing outcome, write a letter, diary entry - Reading outcome- answering inferential and literal questions, summarising, predicting, and clarifying – reciprocal reading.	- Predicting what might happen from details stated and implied - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Making comparisons within and across books (e.g. comparing characters or books by the same author) - Recommending books that they have read to their peers, giving reasons for their choices. - Asking questions to improve their understanding	-- Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -	-retelling -visualising - Identifying the Main Idea and Summarization -rereading - use a venn diagram to make comparisons - reading unfamiliar words –, reading in context — inference – model for students that readers use clues from the text to along with their own experiences to help them figure out what is being said.	- - speaking and listening -writing

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		L10- Add more steps to the plot graph – what has happened so far. L11- Write a letter to Anthony Horowitz asking him questions about the book -(How did you come up the idea of ACID?) L12- Write a book review.						

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3.1 The Wreck of the Zanzibar	6	L1- Look at the front page and answer these question…What is on the front cover of the book? What do you think might happen in the book? Why do you think there in a turtle underneath the sea? L2- Look at the first chapter from Great-Aunt – Answer in PEE -What do you like about it? Did the first sentence shock you a little bit? Why did Michael Morpurgo write about having her cocoa and putting the cat out? How do you feel by the end of the paragraph? Why did Great Aunt Laura leave the diary to Michael. L3- Chn to find some facts about Lady Eugenia, then draw a picture of her? L4- February 12th - What is he thinking about? And answer: What do others think about Billy? What type of person is Billy? Why? (Give evidence from the text)Would Billy be aware of what the others think about him? L5- Chn to create a spider diagram of all the thoughts going through Billy's head. L6-Decision ally - Why did Laura think that father would be angry? -and then write answer in PEE L7-February 15th - write a diary entry of Laura's worst day of her life? L8- Summarise the key events in each of the chapters 1-5. L9- Find the definitions of these words from pages 30 – 37:Spite, Heed, Intact Hopeless, Bucketful, Courage. L10-Answer questions with PEE - July 21st 1. Why do you think there is such a long gap between entries? July 30th	- add work to the guided reading book - make predictions using front cover and title - Discuss and understand character emotions and feelings To answer questions in depth using pEE -To expand vocabulary, use in writing to make personal writing more interesting. Drama- Decision Ally Writing outcome, Diary, facts answering questions, spider diagram	Predicting what might happen from what has been read so far	. Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation -	- -retelling -visualising - Identifying the Main Idea and Summarization -rereading - Looking for clues in the text, key words or dialogue - scanning with highlighter -Skimming and scanning passage for main information) - distinguish facts with evidence and opinions with personal viewpoint. -- use graphic organiser - look for clues add those clues to what we already know or have read, Support inferences - PEE - critical thinking - Venn diagram (authors purpose, main ideas and information, authors viewpoint) -reciprocal reading	- speaking and listening -writing -drama -H	

		2. How would you describe Laura's feelings now? L11- Can you list all the damage that the storm has done? (page 40 & 41) L12- Track / record how and why her emotions change during this diary entry using a timeline. L13- Compare the book Kensuke's Kingdom and Wreck of Zanzibar				
Previous learning: – Emil and the detectives – friendship, detective work				Next Learning: making critical comparisons across texts		
3.2 Antidote	6	L1- Ask children to write a list of duties of a secretary - why sis Elliots voice drop when mentioning his mother was a secretary. L2- Provide chn with the quote, 'we each have to take responsibility for the world we live in' – ask chn to write one thing they can do to improve the word. L3- Chn to explore the meaning of Antidote and what it means in the book- chn to predict what Mums role is in the Antidote. L4-Chn to create A WANTED poster for Elliot's mum. L5- Chn to write a diary entry from Elliot's point of view explaining all that has happened so far. L6-Answer comprehension questions on chapter 6 using PEE structure L7-Chn to write a slogan for the Antidote protest placard on animal cruelty. L8- How is Elliot's mood and feelings in the beginning, and now - give one quote from the book to support this. L9- Choose one of the characters from Antidote and describe their role, thoughts and motives in the story.	-add work to the guided reading book - To discuss about moral issues of animal cruelty - to emphasise with characters' emotions and feelings. - Writing outcome, write letter, diary entry, design poster, -research about prominent authors - Explore meaning of unfamiliar words. - develop oral language through debate	- participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) - articulate and justify answers, arguments and opinions - provide reasoned justifications for their views.	-Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation -	- Discuss how Malorie Blackman drops clues into her work to make the reader want to read on eg. Sentence. - model reading a passage and questions to ask – clarifying questions - connecting understanding – what happened so far -use graphic organiser - look for clues add those clues to what we already know or have read. Support inferences -PEE -- explain and discuss understanding of	-- speaking and listening -writing -Drama

		L10- Divide the class in half – children debate for and against of using animals in testing. L11- Chn to write a letter to pharmaceutical companies persuading them not to use animals for testing. L12 Imagine that you are Elliot, and your mission is to be like a detective and find out as much as you can about the author Malorie Blackman,				what they have read) -- -retelling -visualising - Identifying the Main Idea and Summarization -rereading - Looking for clues in the text, key words or dialogue - scanning with highlighter -Skimming and scanning passage for main information)	