



What should I already know?

I know and can recall a range of different text types. I have started to explore the grammatical content of upper key stage 2 and have a basic understanding of different spelling rules and features. I have started to infer and deduce from a text and begun the selection of relevant evidence. I have begun to develop more complex reading skills. I know how the rules to structure different texts given the purpose and audience.

What will I know by the end of the unit?

I will explore and understand new vocabulary within a text. I will be able to summarise the main ideas of a text by recalling the most significant events. I will be able to identify and comment on how language, structure and presentation have contributed to the meaning of the text. I will discuss and evaluate in detail how authors use language and its impact on the reader, using evidence from the text to support their view. I will be able to plan, evaluate and redraft written work. They will be able to use grammatical features such as perfect verb forms, relative clause, adverbs and adverbials to great effect. They can use commas to clarify and add meaning.

Glossary

Oscillating	To move or swing backwards and forwards in a regular rhythm
Apprentice	A person learning a trade or skill
Prominent	Something which stands out
Dynasty	A series of rulers or powerful people from the same family
Commotion	A noisy disturbance
Glockenheim	A German town
Tavern	A pub-like drinking establishment

Main characters

Karl	An apprentice clockmaker with a lazy attitude.
Gretl	A brave and honest teenage barmaid.
Fritz	A nervous local author.
Dr Kalmeneuis	A clever but mysterious man.
Sir Ironsoul	A clockwork knight.

SPaG Terms

Hyphen	A hyphen is used to join words to indicate that they have a combined meaning or that they are linked in the grammar of a sentence. For example, a bird-eating spider, sixty-five or my ten-year-old daughter.
Subordinate clause	A subordinate clause contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own. I played out until it went dark. <i>'Until it went dark'</i> is the subordinate clause as it doesn't make sense on its own. Although I was scared, I crept inside. <i>'Although I was scared'</i> does not make sense on its own and is an incomplete sentence. It is a subordinate clause. <i>I crept inside</i> does make sense on its own and is a main clause. The boy, who was hungry, rubbed his tummy quickly. <i>'Who was hungry'</i> is the subordinate clause in this sentence. If it is removed from the original sentence, <i>'The boy rubbed his tummy quickly'</i> makes sense on its own. That is the main clause. <i>'Who was hungry'</i> is the subordinate clause as it does not make sense on its own.
Contraction / omission.	Contractions are short words made by putting two words together. Letters are omitted in the contraction and replaced by an apostrophe in the place of the missing letter. Do not becomes Don't.



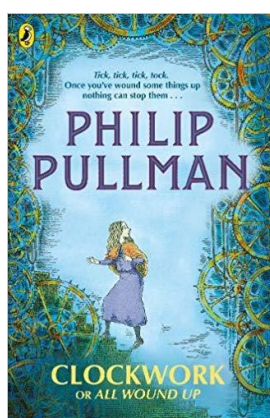
Topic: Clockwork – English

Year: 6

NC Strand: Reading fiction

	It is important to read a sentence and decide whether a word needs an apostrophe or not for contraction. Its and it's (it is) are often confused with each other.
Possession	This is when an apostrophe is used to show that an item belongs to someone. That is Jemma's pencil case. If the word ends in an s you do not need to add an extra s to then of the noun. That is James' water bottle.
Imperative verbs	Imperative verbs are sometimes known as bossy verbs. They are verbs which tell you what to do. They are often seen at the beginning of a sentence and create a command. Cut, wait, explain, hide, stop.

Book cover



Key Information

Philip Pullman is an incredibly popular fantasy author and has authored novels both for younger and older readers.

“Tick, tock, tick, tock! Some stories are like that. Once you've wend them up, nothing will stop them ...A tormented apprentice clock-maker, a deadly mechanical knight in armour - and the sinister Dr Kalmenius, who some say is the devil ...Wind up these characters, fit them into a story on a cold winter's evening, with the snow swirling down, and suddenly life and the story begin to merge in a peculiarly macabre - and unstoppable - way. Almost like clockwork ...”

Investigate/Homework tasks

If you have been interested in this tale, you may consider reading:

- *The Watchtower* by Gary Crew and Steven Woolman, Crocodile Books (2004)
- *The Lost Thing* by Shaun Tan, Hachette (2010)
- *Fingers on the Back of the Neck and Other Spine Chilling Tales* by Margaret Mahy, Puffin (1998)
- *Short* by Kevin Crossley-Holland, Oxford University Press (1998)
- *Short and Scary* by Louise Cooper, Oxford University Press (2002)

Spellings will be sent home each week incorporating spellings from work completed in SpellingShed and the novel Clockwork. A further piece of homework will be sent out each week which will either be a reading or writing task based on this topic of work. All homework will be recorded in children's planners.