



**Topic: Goodnight Mister Tom –
English**

Year: 6

NC Strand: Reading fiction

What should I already know?

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. I will be able to use grammatical features such as perfect verb forms, relative clause, adverbs and adverbials to great effect.

What will I know by the end of the unit?

Read and discuss a wide range of fiction. Read books that are structured in different ways. Identify and discuss themes and conventions. Discuss understanding and explore meaning of words in context. Ask questions to improve understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language. Participate in discussions about books, building on their own and others' ideas and challenging views. Explain and discuss their understanding of what they have read. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form. Note and develop initial ideas, drawing on reading. Draft and write by selecting appropriate grammar and vocabulary. In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action. Use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear. Maintain attention and participate actively in collaborative conversations, responding to comments about the text. Ask relevant questions to extend their understanding and build vocabulary and knowledge. Listen and respond appropriately to adults and peers. Articulate and justify answers and opinions. Use spoken language to develop understanding through speculating, imagining and exploring ideas. Participate in discussions, presentations, performances and debates. Consider and evaluate different viewpoints, attending to the contributions of others. Select and use appropriate registers for effective communication. Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.

Main characters

Mr Tom	This character lives deep in the countryside of England during World War II.
William Beech	This abused character is a part of a group of children evacuated from World War II London as part of a program to protect them from being killed in the bombings.
Zach	This character is a fairly well-educated evacuee from London whose parents work in the theatre, making him something of the dramatic type.
George	This character is one of the neighbourhood children who dislikes school.
Sam	A dog who becomes best friends with Will.
Annie Hartridge	This character is the school teacher who instructs the older children.
Miss Thorne	This character is the school teacher who arranges for the various theatrical performances.
Rachel and baby William	These characters are deceased, but play an important role...

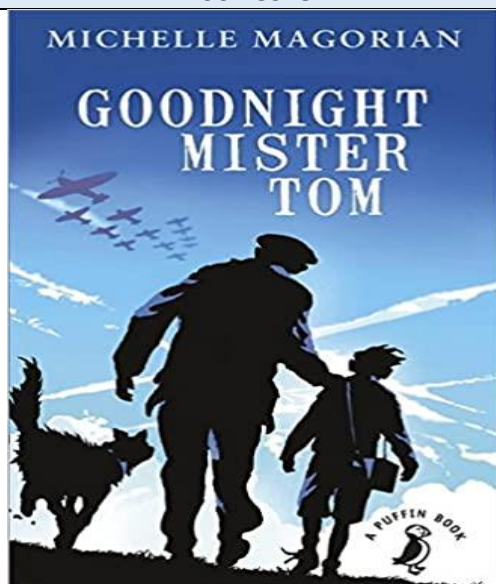


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Book Cover



Key Information

A neglected child from a deprived home in London, Willie Beech is evacuated to the country during the Second World War to live with Tom Oakley, an old widower. With Tom, Willie flourishes, develops friendships and finds real happiness and security for the first time. Then he has to return to London to his mother, and his old life experiences wait for him again there, only to worsen.



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Investigate/Homework tasks

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

- *My Secret War Diary by Flossie Albright by Marcia Williams (Walker)*
- *The Lion and the Unicorn by Shirley Hughes (Red Fox)*
- *War Boy by Michael Foreman (Pavilion)*
- *The Boy in the Striped Pyjamas by John Boyne (Definitions)*
- *The Boy at the Top of the Mountain by John Boyne (Corgi)*
- *Rose Blanche by Roberto Innocenti (Red Fox)*
- *The Diary of a Young Girl by Anne Frank (Puffin)*
- *Carrie's War by Nina Bawden (Puffin)*
- *Blitzcat by Robert Westall (Macmillan)*
- *Number the Stars by Lois Lowry (HarperCollins)*
- *When Hitler Stole Pink Rabbit by Judith Kerr (HarperCollins)*
- *Hero on a Bicycle by Shirley Hughes (Walker)*
- *Whistling in the Dark by Shirley Hughes (Walker)*
- *Billy's Blitz by Barbara MitchelHill (Andersen Press)*
- *The Emergency Zoo by Miriam Halahmy (Alma Books)*
- *Rose in the Blitz by Rebecca Stevens (Chicken House)*
- *Time Train to the Blitz by Sophie McKenzie (Usborne)*

Spellings will be sent home each week incorporating spellings from work completed in SpellingShed. A further piece of homework will be sent out each week which will be from the pupil's SATs practise workbooks. All homework will be recorded in children's planners.