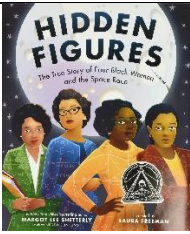




Christ the King Catholic Primary School
Yearly Writing Overview 2021 - 2022
Year Group: 6



Week	<p>Autumn 1 (7 weeks) Topic: Class Novel: The Tunnels Below</p> 	<p>Autumn 2 (7 weeks) Topic: Class Novel: Wildspark</p> 	<p>Spring 1 (7 weeks) Topic: Class Novel: Wonder</p> 	<p>Spring 2 (6 weeks) Topic: Class Novel: The Island</p> 	<p>Summer 1 (5 weeks) Topic: Class Novel: Kensuke's Kingdom</p> 	<p>Summer 2 (7 weeks) Topic: Class Novel: Goodnight Mister Tom</p> 
1	<p>Non-fiction Chronological report – Biography Text: Hidden Figures by Margot Lee & Katherine Johnson Chronological Report - Biography</p>	<p>Narrative Courtroom argument (persuasive letter) GPS: Subjunctive mood, formality shift Text: I wish for you by Michael Morpurgo</p>	<p>Non-fiction: Travel Guide GPS: Hyphenated words Text: <i>The Whitby Child</i> by <i>Robin Jarvis</i> COVID: Text: Wonder Reading Focus KPI: Orientation, retrieval and inference</p>	<p>Narrative: Descriptions and short story GPS: Adverbials Text: <i>Wonder</i> by <i>R.J. Palacio</i> COVID Non-fiction Discussion Text: The Bible (Romans 12: 3-10)</p>	<p>Narrative Bee Narration Text: 'Why are bees important?' (Non- chronological report)</p> 	<p>Narrative Recount Diary Text: Diary extract from RAF pilot Teach it - Grammar and Punctuation: link ideas across paragraphs using cohesive devices Spellings: Using a dictionary</p>



Katherine Johnson: The Woman Who Helped Build NASA

While many women are still fighting for equality in our modern world, it is important for all of us to celebrate the huge successes of some very special women.

Early Life and Education

Katherine Johnson was born in 1918 and lived in West Virginia. Early on in her life, Katherine's skill with numbers was clear. At 18 years old, she went to West Virginia State College, studying mathematics and French. She graduated with the highest honours possible in 1942 and began to teach at a school in Virginia.



The Career at NASA

In 1953, she found out that NASA (the National Advisory Committee for Aeronautics) had jobs available in their computing department. This was her chance to be involved in something new and exciting. Katherine began work in the office in 1953. She impressed her boss, Dorothy Vaughan, so much that within two weeks of starting her job, she had been asked to work on a special project on space flight research. Her job was to study data from a test flight into space, and to investigate a plane crash that had occurred due to turbulence.

The World of Science Was Changing

In 1957, Katherine's life and career was changed when Russia launched a satellite called Sputnik into space. America began to take space travel much more seriously and the NASA became NASA (National Aeronautics and Space Administration). From then, Katherine was asked to use her amazing mathematical skills for complex calculations and research. It became clear that Katherine had a talent for critical calculation, planning and devising a route through space and she joined the team for America's first human spaceflight in 1961. This was a huge responsibility. If her equations were wrong, the astronauts could die.

During her successful career with NASA, Katherine wrote 28 scientific papers and calculated paths for space shuttles and emergency return directions. Thanks to her incredible work, she was regarded as a pioneer in space science and computing. In 1986, after 33 years working with NASA, Katherine Johnson retired.

Awards

In 2015, Katherine Johnson was awarded the Presidential Medal of Freedom by Barack Obama, the US president of the time. These medals are given to people who have been especially helpful to the people of America and America's progress in the world.



In 2014, a building at NASA was named after her. When she attended the opening of the building, she received a special trophy award, which is given to those who have made an outstanding contribution to flight safety and mission success.

Why Was She Important?

Katherine Johnson is regarded as very important figure in recent history. She was very successful in her field of work (particularly early spaceflight) with NASA. Katherine Johnson is unique not only because she was a woman working in a male-dominated job, but because she was African-American too. At the time Katherine was working for NASA, black people were still being treated very poorly and as if they were not equal. She was a pioneer not just in her job, but in showing what women and black people could do!

Teach it - Grammar and Punctuation:

colony devices: repetition

Writing application:
Grammatical features: past tense, third person

Language features: noun phrases

Reading Focus:
Session 1 – Orientation, retrieval and inference

Reading Key Assessment Points (1, 3, 6, 7)

I wish for you.... by Michael Morpurgo

Dear Little Miss Mia,

There's so much I wish for you. I love the days when you work with me in the garden. I love about all your delight in everything, the brightly woven you hear between your fingers. Just you kneeling there, in the earth, so full of life being alive. But you know one day, Mia, if we don't care for it this good earth of ours will be as dead and lifeless as the moon. Have you ever seen a picture of Earth from space? It's like a bright blue bead, spinning through the dark. A portion of life. But our world is as fragile as you are, or I am, or there are, or there are, or plants are.

If I have learnt anything in my long life, it's this: our earth is a living, breathing being, and we must learn to listen. We are doing for us, breathing the air and the sea, making a dustbin of the land, a sewer of the oceans, a graveyard of her creatures. We have to learn to love our earth again, love her as much as I love you and you love me. For you and I, we are part of this living planet, and of our earth's great family.

So, I wish for you, little Mia, and for all children everywhere, a world, a new world without war or worry, where you and your children will be able to breath good, clean air, drink clear, fresh water, grow and eat only what we need, no more. Learn to share what we have so that no one, anywhere, goes hungry. I wish no tree ever to be cut down without planting three more in its place.

I wish for you a world where, in fixing our planes, driving our cars and warming our homes, we do not overheat the world, we don't melt the oceans, melt the ice, bring flood and fire down upon ourselves. I wish for you, a world where the night, the light, and the orange sun never sets, the sun and light in their faces, and on their plants. I wish for you a world where the polar bear can wander far and wide in a world of ice and snow and where the whale and dolphin can live the life of the deep, untroubled, clear seas. These same seas where we have paddled and played so often together.

So, go on living, go on planting, and growing, and harvesting. Live always in joy, in harmony with this wonderful earth, and all that she will, and my dreams and wishes for you will come true. But all I wish for well, only if we make it well, Mia. There's a lot of work to do, a lot of planting, a lot of living, so I do you.

Your Grandpa

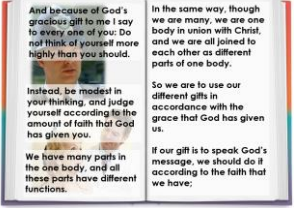
Spellings: Choosing the correct prefix

Teach it: awareness of language and grammar typical of informal speech

Writing application: include opening body
Include main body
Include conclusion
Grammatical features: Add a rhetorical question
Language features: Use precise emotive language

Reading Focus:
Session 1 – Orientation, vocabulary, inference

Reading Key Assessment Points (1, 3, 4)



Teach it - Grammar and Punctuation: linking ideas across paragraphs using a wider range of cohesive devices

Spellings: Revision

Writing application:
Grammatical features: use adverbials to link ideas and opinions, subordinating conjunctions

Language features: technical vocabulary to convey knowledge and expertise

Reading Focus:
Session 1 – Orientation, inference and application

Reading Key Assessment Points (4, 7)

Teach it - Grammar and Punctuation: colons, adverbials

Spellings: Word endings

Writing application:
Grammatical features: Wide range of conjunctions

Language features: vocabulary appropriate to the level of formality

Reading Focus:
Session 1 – Orientation and Retrieval

Reading Key Assessment Points (1, 3, 6)

Writing application:
Grammatical features: subjunctive mood to indicate hopes and desires

Language features: precise emotive vocabulary

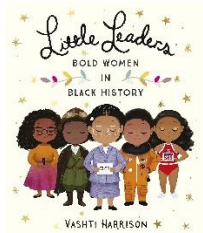
Reading Focus:
Session 1 – Orientation and inference

Reading Key Assessment Points ()

Non-fiction

Chronological report –
Biography

Text: Little Leaders by
Vashti Harrison
(Katherine Johnson)



**Teach it - Grammar
and Punctuation:**
sentence structure, colon,
semi-colon

Writing application:
Grammatical features:
passive and active voice,
Language features:
subject-specific
vocabulary

Reading Focus:
**Session 2 – Retrieval,
vocabulary and
application**

**Reading Key
Assessment Points
(3, 4, 6, 9)**

Narrative

Courtroom argument
(persuasive letter)
**GPS: Subjunctive
mood, formality shift**

Text: I wish for you by
Michael Morpurgo

I wish for you... by Michael Morpurgo

Dear Little Miss Mia,

There's so much I wish for you. I love the days when you work with me in the garden. I love above all your delight in everything, the armpy worms you keep between your fingers. Just you kneeling there, in the earth, so full of you in being alive. But you know one day, Mia, if we don't care for it this good earth of ours will be so cold and hard as the moon. Have you ever seen a piece of earth from space? It's like a bright blue bead, spinning through the dark. A beacon of life. But our world is so fragile as you are, as I am, as trees are, as plants are.

If I have learnt anything in my long life, it's this: our earth is a living, breathing being, and we must hurt her no more. We are eating her up, draining the soil and the sea, making a desolation of the land, a cover of the oceans, a graveyard of her creatures. We have to learn to love our earth again, love her as much as I love you and you love me. For you and I, we are part of this living planet, part of our earth's great family.

So, I wish for you, little Mia, and for all children everywhere, a world, a new world without war or cruelty, where you and your children will be able to breath good, clean air, drink clear, fresh water, grow and eat only what we need, no more. Learn to share what we have so that no one, anywhere, goes hungry. I wish no tree ever to be cut down without planting three more in its place.

I wish for you a world where, in fixing our planes, driving our cars and warming our homes, we do not overheat the world, we don't melt the seas, melt the oceans, bring flood and fire upon ourselves. I wish for you, a world where the elephant, the tiger, and the orangutan can roam wild, free and safely in their forests and on their plains. I wish for you a world where the polar bear can wander far and wide in a world of ice and snow and where the whale and dolphin can live the life of the deep, undisturbed, near seas. These same seas where we have paddled and played so often together.

So, go on hoping, go on planting, and growing, and harvesting. Live always in rhythm, in harmony with this wonderful earth, and all that she will. And my dreams and wishes for you will come true. But all that's to be well, only if we make it well, Mia. There's a lot of work to do: a lot of planting, a lot of loving, as I do you.

Your Grandpa

**Teach it: Grammar
and Punctuation:** use
of wider range of
cohesive devices such as
persuasive adverbials

Writing application:
Grammatical features:
Use modal verbs
Use subjunctive mood

Language features:
Use technical vocabulary
Use active and passive
voice

**Non-fiction: Travel
Guide**

GPS: Bullet points

Text:

<https://www.thewhitbyguide.co.uk>

COVID:

Narrative

Setting description

Text: Little Freak



<https://www.literacyshed.com/little-freak.html>

**Teach it - Grammar
and Punctuation:**
adverbials, colons to
mark the boundary
between independent
clauses

Spellings: Tricky words

Writing application:
Grammatical features:
third person, fronted
adverbials
Language features:
figurative language
(personification),
expanded noun phrases

**Narrative: Description
and short story**

GPS: Ellipses

Text: *Wonder* by R.J.
Palacio

COVID

**Non-fiction
Travel Brochure**

Text: USA Travel
Brochure (Los Angeles)



**Teach it - Grammar
and Punctuation:**
layout devices

Spellings: Tricky words

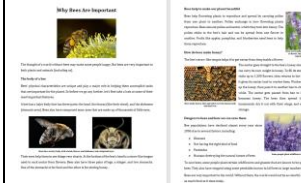
Writing application:
**Grammatical
features:** 2nd person
pronoun 'you'
Language features:
subject specific
vocabulary

Reading Focus:

Narrative

Bee Narration

Text: 'Why are bees
important?' (Non-
chronological report)



**Teach it - Grammar
and Punctuation:**
vocabulary

Spellings:

Writing application:
**Grammatical
features:** multi-clauses
sentences for detail,
single clause for effect,
fronted adverbials
Language features:
power of three effective
repetition

Reading Focus:
**Session 2 –
Vocabulary and
Inference**

**Reading Key
Assessment Points
(3, 7, 9)**

Narrative

Recount Diary

Text: Diary extract from
RAF pilot





**Teach it - Grammar
and Punctuation:** link
ideas across paragraphs
using cohesive devices
and parenthesis

Spellings:

Writing application:
Grammatical features:
direct addresses
Language features:
appropriate vocabulary
for level of formality

Reading Focus:
**Session 2 –
Vocabulary and
application**

**Reading Key
Assessment Points
()**

			<p>Reading Focus: Text: Wonder KPI: Inference, retrieval and application</p>	<p>Session 2 – Orientation and Vocabulary Reading Key Assessment Points (1, 3, 4, 6)</p>		
<p>3</p>	<p>Non-fiction Chronological report – Biography Text: Katherine Johnson Chronological Report - Biography</p> <p>Katherine Johnson: The Woman Who Helped Build NASA While many women are still fighting for equality in our modern world, it is important for us all to celebrate the huge successes of some very special women.</p> <p>Early Life and Education Katherine Johnson was born in 1918 and lived in West Virginia. Early on in her life, Katherine's skill with numbers was clear. At 18 years old, she went to West Virginia State College, studying mathematics and French. She graduated with the highest honours possible in 1942 and began to teach in a school in Virginia.</p> <p>1939 Katherine was considered so skilled in mathematics that she was one of only three black students chosen to attend West Virginia University. In the early 1940s, it was uncommon for women to go to university and it was even more rare for a black woman to go to university. Katherine took a break from her studies to bring up her family, then returned to teaching.</p> <p>Her Career at NASA In 1952, she found out that NASA, the National Advisory Committee for Aeronautics had jobs available in their computing department. This was her chance to be involved in something new and exciting. Katherine began work in the office in 1955. She impressed her boss, Dorothy Vaughan, so much that within two weeks of starting her job, she had been asked to work on a special project on space flight research. Her job was to study data from a test flight into space, and to investigate a game crash that had occurred due to turbulence.</p> <p>The World of Space with Christine In 1957, Katherine's life and career was changed when Russia launched a satellite Sputnik into space. America began to take space travel much more seriously and the NASA became NASA, National Aeronautics and Space Administration. From that, Katherine was asked to use her amazing mathematical skills for complex calculations and research. It became clear that Katherine had a talent for orbital navigation planning and directing a rocket through space and she started the path for America's first human spaceflight in 1961. This was a huge responsibility: if her equations were wrong, the astronauts could die.</p> <p>During her successful career with NASA, Katherine wrote 26 scientific papers and calculated parts for space shuttles and emergency return directions. Thanks to her incredible work, she was regarded as a pioneer in space science and computing. In 1986, after 33 years working with NASA, Katherine Johnson retired.</p> <p>Awards In 2015, Katherine Johnson was awarded the Presidential Medal of Freedom by Barack Obama, the 43rd president of the USA. These medals are given to people who have been especially helpful to the people of America and America's progress in the world.</p> <p>In 2016, a building at NASA was named after her. When she attended the opening of the building, she received a Star Spangled award, which is given to those who have made an outstanding contribution to flight safety and mission success.</p> <p>Why Was She Important? Katherine Johnson is regarded as very important figure in recent history. She was very successful in her field of work (mathematics) and worked with NASA. Katherine Johnson's unique not only because she was a woman working in a male-orientated job, but because she was African-American too. At the time Katherine was working for NASA, black people were still being treated very poorly and as if they were not equal. She was a pioneer not just in her job, but in showing other women and black people could do.</p>  	<p>Narrative Setting Description Text: WAGOLL of Setting Description – Lontown (Brightstorm)</p> <div data-bbox="609 561 797 762" style="border: 1px solid black; width: 84px; height: 126px; margin: 10px auto;"></div> <p>Teach it - Grammar and Punctuation: wide range of cohesive devices, semi-colons and colons</p> <p>Writing Application: conjunction, expanded noun phrases</p> <p>Grammatical Features: use third person, use a wide range of conjunctions to link ideas, subordinate clauses, in varied positions, to add detail</p>	<p>Non-fiction: Travel Guide GPS: Statutory spellings Text: https://www.lonelyplanet.com/england/yorkshire/whit by COVID: Narrative Short Story Text: Little Freak</p>  <p>https://www.literacyshed.com/little-freak.html</p> <p>Teach it - Grammar and Punctuation: relative clauses, brackets, dashes, commas to indicate parenthesis</p> <p>Spellings: Adding suffixes to words ending l</p>	<p>Narrative: Description and short story GPS: Pronouns Text: Wonder by R.J. Palacio</p> <p>COVID Non-fiction Travel Brochure Text: USA Travel Brochure (New York)</p>  <p>Teach it - Grammar and Punctuation: colon to introduce a list</p> <p>Spellings: Word families</p> <p>Writing application: Grammatical features: modal verbs</p> <p>Language features: power of three to describe</p>	<p>Narrative Bee Narration Text: David Attenborough transcript – 'The Army Ant'</p> <p>Documentary script to analyse - Ants</p> <p>The army ant. This may look like a ball of a million individuals, but make no mistake – the colony acts as one. A superorganism with a sensory system of 2 million antennae, a skeleton made from the living body of workers, a defence system of soldier ants ready to act at any sign of danger, a digestive system processing piles of food deep inside – even a coordinated system for dealing with all the waste. These are insects, that by working together, transcend individual size. The colony can search the entire jungle and, flush out its enemies. Each day, it sends out a silent probe into the forest in quest of food. It doesn't use scents like other ants; instead, a vast search party pushes into virgin territory, seeking out the signs of anything alive.</p> <p>They spread out along a narrow front: sweeping across the forest floor. To find prey, the ants must first touch it. The probe is the most successful hide and seek player in the forest: it almost completely blends. It distinguishes the living only by their movement. As long as an animal remains still, it is safe, but, the slightest twitch will give it away. Within seconds, the prey is pinned down, within minutes, it is torn apart at its joints. The more the prey struggles, the more the ants engage. Right across the road forest, prey of all sizes are driven from their hiding places. Even wasps must abandon their homes when the ants arrive. Everything alive in the path of the raiders overwhelmed by their numbers.</p> <p>Teach it - Grammar and Punctuation: cohesive devices: repetition, conjunctions, parenthesis</p> <p>Spellings: Tricky words</p> <p>Writing application: Grammatical features: conjunctions, expanded noun phrases</p> <p>Language features: adjectives, adverbs, prepositions</p> <p>Reading Focus: Session 3 – Application</p>	<p>Poetry: WW2 Poetry GPS: Onomatopoeia Text: https://www.poetryfoundation.org/articles/91359/the-poetry-of-wwii</p> <p>Teach it: Grammar and Punctuation: stanzas</p> <p>Spellings:</p> <p>Writing Application: Imagery: draw upon all senses to create sensory experiences including onomatopoeia</p>

<p>Reading Focus: Session 3 – Application</p> <p>Reading Key Assessment Points (4, 9, 10)</p>	<p><i>and context</i></p> <p>Language Features: use increasingly precise adjectives, adverbs and prepositions to create atmosphere and for effect, use show not tell techniques, encouraging the reader to make inferences</p> <p>Reading Focus: Retrieval and Inference</p> <p>Reading Key Assessment Points (6, 7, 9)</p>	<p>Writing application: Grammatical features: pronouns, subordinate clauses</p> <p>Language features: precise adjectives, adverbs and prepositions for effect, rhetorical questions</p> <p>Reading Focus: Text: Wonder KPI: Inference and application</p>	<p>Reading Focus: Session 3 – Retrieval</p> <p>Reading Key Assessment Points (3, 7, 9)</p>	<p>Reading Key Assessment Points (4, 10)</p> <p>Narrative Wild Western Stories</p> <p>Teach it - Grammar and Punctuation: wide range of cohesive devices and hyphens</p> <p>Writing application: Grammatical features: consistently maintain first or third person</p> <p>Language features: pronouns and vocabulary</p> <p>Reading Focus: Session 3 – Inference and retrieval</p> <p>Reading Key Assessment Points ()</p>	
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Narrative**Diary extracts**

Text: Diary extract examples and The Story of Emmett Till song by Bob Dylan

Friday 23rd September 1955
 It's been a few weeks since this tragedy struck and still I think my mind. It's all I can think about: the brutal day when two white men committed such an inhuman crime. These animals are capable of being human. This murder has traumatized me. I haven't been able to sleep lately, after hearing the devastating news - I feel shattered.
 Inevitably, this is the only way to describe how poor Emmett's mother could be feeling after two disgraced men had her 14-year-old child's death. How could this happen? How could two notorious men be proven innocent? Now?
 Emmett, you poor soul. You were only fourteen years old and you were robbed of your life and stolen of your future to such an abhorrent way. Nothing can compensate for the pain you have endured.
 Imagine a world where different races could be treated the same, a world where discrimination doesn't exist, a world where African Americans matter and have their liberty granted to them instead of stolen from them: this is the future I long for. Who can't this be a reality? I've never hoped I can see day soon.

The Death of Emmett Till

to Bob Dylan
 Tucks down in Mississippi no so long ago,
 With a young boy from Chicago town steeped through a Southern do:
 This boy's mother's tragedy I can still remember well,
 The colour of his skin was black and his name was Emmett Till.
 Some men they dragged him to a barn and there they beat him up,
 They said they had a reason, but disremember what.
 They tortured him and did some evil things too evil to repeat.
 There was screaming sounds inside the barn, there was laughing sounds out on the street.
 Then they rolled his body down a gulf amidst a bloody red rain
 And they threw him in the waters wide to cease his screaming pain.
 The reason that they killed him there, and the same it isn't far,
 Was just for the fun of killing him and to watch him slowly die.
 And then to stop the United States of yelling for a trial,
 Two brothers they confessed that they had killed poor Emmett Till.
 But on the jury there were men who helped the brothers commit this awful crime,
 And so this trial was a mockery, but nobody seemed to mind.
 I saw the morning papers but I could not bear to see
 The smiling women's smiles' about the courtroom scene,
 For the jury found them innocent and the brothers they were free,
 While Emmett's body floats the form of a Jim Crow southern sea.
 If you can't speak out against this kind of thing, a crime that's so unjust,
 Your eyes are filled with dead men's dirt, your mind is filled with dust.
 Your arms and legs they must be in shackles and chains, and your blood it must refuse to flow,
 For you let this hammer head fall down so God-awful low.
 This song is just a reminder to remind your fellow men
 That this kind of thing still lives today in that ghost-robbed Ku Klux Klan.
 But if all of us folks that think alike, if we gave all we could give,
 We could make this great land of ours a greater place to live.

Teach it - Grammar and Punctuation: use of tense

Writing application: past tense, first person
Grammatical features: pronouns, informal language

Reading Focus: Session 1 – Orientation, retrieval and inference

Narrative
Character Description

Text: WAGOLL describing Arthur and Maudie (Brightstorm)

Teach it: Grammar and Punctuation: repetition and grammar devices

Writing Application: Imagery: use figurative language to describe the subject, precise vocabulary

Language Features: use show not tell techniques, encouraging the reader to make inferences

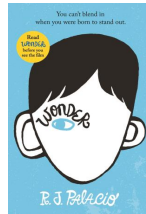
Reading Focus: Inference and Vocabulary
Reading Key

Narrative: Courtroom closing argument
GPS: Subordinating conjunctions

Text: *Song of the Dolphin Boy* by Elizabeth Laird

COVID:**Narrative****Character descriptions (Wonder characters August and Via)**

Text: *Wonder*



Teach it - Grammar and Punctuation: adverbials, colon to make the boundary between independent clauses

Writing application: Grammatical features: third person
Language features: precise adjectives, show not tell technique, figurative language

Reading Focus: Text: *Wonder*
KPI: Inference and application

Poetry: Figurative poetry
GPS: Use of senses
Text: *The Sea* by Barry Cornwall**COVID****Non-fiction**
Travel Brochure

Text: USA Travel Brochure (New York)



Teach it - Grammar and Punctuation: repetition of words/phrases

Writing application: Grammatical features: imperative verbs, rhetorical questions
Language features: imperative verbs, repetition to emphasise desirability

Reading Focus: Session 3 – Retrieval and Application

Narrative
Wild Western Stories

Teach it - Grammar and Punctuation: wide range of cohesive devices, semi-colons and colons

Spellings: Tricky words

Writing application: Grammatical features: correct tense and wide range of conjunctions
Language features: pronouns and vocabulary

Reading Focus: Session 4 – Vocabulary and application

Reading Key Assessment Points ()

Poetry: WW2 Poetry
GPS: Precise language

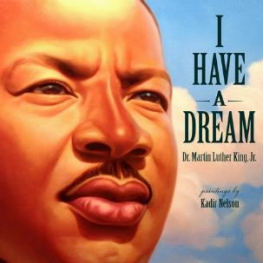

Text:



<https://www.poetryfoundation.org/articles/91359/the-poetry-of-wwii>

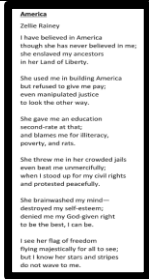
Teach it: Grammar and Punctuation: stanzas

Spellings: Common confusions, word classes and meaning of affixes

Writing Application: Imagery: precise emotive vocabulary and choose whether to rhyme

	<p style="text-align: center;">Reading Key Assessment Points (1 3, 6, 7)</p>	<p style="text-align: center;">Assessment Points (3, 7, 9)</p>		<p style="text-align: center;">Reading Key Assessment Points (6, 9)</p>		
<p>5</p>	<p style="text-align: center;">Narrative Diary extracts Text: Martin Luther King Jr 'I Have A Dream' speech and Robert Hurwitt diary entry about the march</p>  <p>Teach it - Grammar and Punctuation: repetition of words, colon (one word: definition)</p> <p><i>Spellings: Unstressed consonants and finding silent letters</i></p> <p>Writing application: Grammatical features: adverbials, rhetorical questions Language features: emotive vocabulary</p>	<p style="text-align: center;">Narrative Dilemma from Brightstorm</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 10px auto;"></div> <p style="text-align: center;">Text: WAGOLL</p> <p>Teach it - Grammar and Punctuation: wide range of cohesive devices, semi-colons and colons</p> <p>Writing Application: Grammatical Features: use a wide range of conjunctions to express, time, place and manner in varying positions use multi-clause sentences for detail and single clause for effect use direct speech/reported speech</p>	<p style="text-align: center;">Narrative: Courtroom closing argument GPS: Technical vocabulary Text: <i>Floodland</i> by Marcus Sedgwick COVID: Narrative Spooky story Text: Francis</p>  <p style="text-align: center;">https://www.literacyshed.com/francis.html</p> <p>Teach it - Grammar and Punctuation: linking ideas across paragraphs</p> <p>Spellings: Adding ate, ify, ise, and en</p> <p>Writing application: Grammatical features: fronted adverbials, conjunctions Language features: expanded noun phrases, vocabulary</p>	<p style="text-align: center;">Poetry: Figurative poetry GPS: Figurative language Text: <i>Nation's Ode to the Coast</i> By John Cooper Clarke</p> <p style="text-align: center;">COVID Poetry NYC poetry Empire State of Mind Jay Z featuring Alicia Keys</p> <p><small>Yeah I'm out that Brooklyn, now I'm down in Tribeca Right next to DeNiro, but I'll be hood forever I'm the new Sinatra, and, since I made it here I can make it anywhere, yeah, they love me everywhere I used to cop in Harlem, all of my Dominicans Right there up on Broadway, pull me back to that McDonald's</small></p> <p><small>Baby I'm from New York Concrete jungle where dreams are made of There's nothing you can't do Now you're in New York These streets will make you feel brand new Big lights will inspire you Hear it for New York, New York, New York An Open Letter To NYC Beastie Boys</small></p> <p><small>Brooklyn, Bronx, Queens and Staten From the Battery to the top of Manhattan Asian, Middle-Eastern and Latin Black, White, New York you make it happen</small></p> <p><small>Brownstones, water towers, trees, skyscrapers Writers, prize fighters and Wall Street traders We come together on the subway cars Diversity unified, whoever you are We're doing fine on the One and Nine line On the L we're doin' swell Cause we're thorough in the boroughs and that's a must At lunch I go to bimpies down on Montague Street And hit the Fulton Street Mall for the sneakers on my feet Dear New York I hope you're doing well I know a lot's happen and you've been through hell So, we give thanks for providing a home Through your gates at Ellis Island we passed in droves</small></p> <p>Teach it: Grammar and Punctuation: repetition and grammar devices</p> <p>Writing Application: Imagery: use figurative language to describe the subject, precise vocabulary</p>	<p style="text-align: center;">Non-fiction Procedural – How to harvest honey</p> <p>Teach it - Grammar and Punctuation: layout devices and hyphens</p> <p><i>Spellings: Tricky words</i></p> <p>Writing application: Grammatical features: imperative verbs Language features: determiners and technical subject specific language</p> <p style="text-align: center;">Reading Focus: Session 1 – Orientation and vocabulary</p> <p style="text-align: center;">Reading Key Assessment Points ()</p>	<p style="text-align: center;">Non-fiction: Persuasive Leaflet – Visit Thornaby (RAF) GPS: Imperative verbs Text: https://wartimememoriesproject.com/vw2/airfields/airfield.php?pid=1859</p> <p style="text-align: center;"><i>Spellings: Common confusions</i></p>

	<p>Reading Focus: Session 2 – Vocabulary, inference, application</p> <p>Reading Key Assessment Points (4, 7, 9)</p>	<p>to advance the action</p> <p>Language Features: use pronouns to avoid repetition and refer back</p> <p>select vocabulary that matches the level of formality required</p> <p>Reading Focus: Vocabulary, inference and application</p> <p>Reading Key Assessment Points: 3, 4, 5, 7 and 9</p>	<p>Reading Focus:</p> <p>Text: Wonder KPI: Inference and application</p>			
<p>6</p>	<p>Non-fiction: Discussion ‘Did the Jim Crow Laws create a ‘separate, but equal’ society?’ GPS: Text: American Civil War informative text</p>  <p><small>Introduction (1861)</small> In 1861, the Northern and Southern US states were to war with each other. This is known as the American Civil War. The Northern states (also known as the Union), where slavery was already illegal, wanted to abolish slavery throughout the country. The Southern states (also known as the Confederacy), on the other hand, wanted to keep slavery. They relied on African slaves to farm their main crops of cotton and tobacco. It was a bloody conflict that tore the country apart before slavery was finally abolished. The war ended in 1865 with victory for the North.</p> <p><small>What started the war?</small> Slavery was legal in the Southern states, but illegal in the Northern states. The argument between the Northern and Southern states over slavery, and if it should be allowed in the new states being created in the west, was finally resolved, sometimes through compromise in Congress between the two. Both sides wanted the new states to follow their lead so that their own positions would be strengthened within the government. The North wanted more free states and their South wanted more slave states. The election of Abraham Lincoln, who was anti-slavery, as president was the breaking point for the pro-slavery Southern states. Lincoln was elected on November 6, 1860. By March 1861, seven Southern states had seceded (withdrew) from the union. These seven states formed a new country, which they called the Confederate States of America. By July of that year, the country was at war with itself.</p> <p><small>The First Battles</small> The official start of the US Civil War came on April 12th, 1861. The Confederate army fired cannons on Fort Sumter in Charleston, South Carolina, which was controlled by the Union army. The battle ended on April 14th with the Union army surrendering to the Confederates. The two armies were firing nearby and getting families and neighbors against each other. The North had a direct advantage in creating an army because two-thirds of the country's population lived in the Northern states. The Union army also had better access to factories and supplies. However, the Confederates were fighting to defend their way of life, on their home states, in familiar territory. They did not have to travel far for the horses or mules needed for long distances. The Confederates had https://www.youtube.com/watch?v=9888888888 which about the role of the federal (national) government should play in the war and what governments should have. The Confederate soldiers' desire for light.</p> <p><small>Intensification of the war</small> By the end of April 1861, the Confederate army was low on numbers and its soldiers were hungry. General Grant sent a letter on April 17th to General Lee asking him to surrender. With the South in a state and many cities burned to the ground, Lee met with his cabinet and the Supreme Court in Richmond, Virginia, to sign a surrender document proposed by Grant. The terms of surrender allowed the Confederate soldiers to keep their horses, side arms (small guns), and personal possessions. The soldiers were allowed to return their own way home without opposition from the Union army.</p> <p><small>The Emancipation Proclamation</small> President Lincoln issued the Emancipation Proclamation in January 1863. This document emancipated (freed) all slaves in the Confederate states. Since the Union and Confederacy were at war with one another, this was a political ploy for the Union. America in the South to the Confederacy refused to read it into action. The Emancipation Proclamation only applied to slaves in the Southern states, with no slaves in the border states. In 1863, the Thirteenth Amendment to the Constitution finally freed all slaves in the United States of America.</p> 	<p>Poetry BLM poems</p> <p>Text: America by Zellie Rainey, Stood Up by Nancy Levi Arnez (Poems)</p> <p>The sale began young girls were there, Defenseless in their wretchedness, Whose stifled sobs of deep despair Revealed their anguish and distress. And mothers stood, with streaming eyes, And saw their dearest children sold; Unheeded rose their bitter cries, While tyrants bartered them for gold. And woman, with her love and truth- For these in sable forms may dwell- Gazed on the husband of her youth, With anguish none may paint or tell. And men, whose sole crime was their hue, The impress of their Maker's hand, And frail and shrinking children too, Were gathered in that mournful band. Ye who have laid your loved to rest, And wept above their lifeless clay, Know not the anguish of that mother, Whose loved are rudely torn away. Ye may not know how desolate Are girls rudely forced to part, And how a dull and heavy weight Will press the life-drops from the heart</p>	<p>Narrative: Courtroom closing argument GPS: Parenthesis Text: <i>Journey to the River Sea</i> by Eva Ibbotson COVID: Narrative Spooky story Text: Francis</p>  <p>https://www.literacyshed.com/francis.html</p> <p>Teach it - Grammar and Punctuation: use of tense</p>	<p>Non-fiction: Scientific report GPS: Parentheses Text: <i>Circulatory System</i> information text</p> <p>COVID Poetry NYC poetry Empire State of Mind Jay Z featuring Alicia Keys</p> <p><small>Huh I'm out that Brooklyn, now I'm down in Tribeca Right next to Defino, but I'll be hood forever I'm the new Sinatra, and since I made it here I can make it anywhere, yeah, they love me everywhere I used to top in Harlem, all of my Dominicans Right there up on Broadway, pull me back to that McDonald's</small></p> <p><small>Baby I'm from New York Concrete jungle where dreams are made of There's nothing you can't do Now you're in New York These streets will make you feel brand new Big lights will inspire you Hear it for New York, New York, New York</small></p> <p>An Open Letter To NYC Beastie Boys</p> <p><small>Brooklyn, Bronx, Queens and Staten From the Battery to the top of Manhattan Asian, Middle Eastern and Latin Black, White, New York you make it happen</small></p> <p><small>Brownstones, water towers, trees, skyscrapers Writers, prize fighters and Wall Street traders We come together on the subway cars Diversity and, whoever you are We're doing fine on the One and Nine line On the L we're doing 'ave! On the number ten bus we light and fuss 'Cause we're thorough in the boroughs and that's a must At lunch I'd go to Blimpies down on Montagan Street And hit the Fulton Street Mall for the speakers on my feet Dear New York I hope you're doing well I know a lot's happen and you've been through hell So, we give thanks for providing a home Through your gates at Ellis Island we passed in droves</small></p>	<p>Non-fiction Non-chronological report – Bees</p> <p>Teach it - Grammar and Punctuation: layout devices and semi-colons</p> <p>Spellings: Tricky words</p> <p>Writing application: Grammatical features: range of conjunctions and present tense</p> <p>Language features: statistics to inform</p>	<p>Non-fiction: Persuasive Leaflet – Visit Thornaby (RAF) GPS: Expanded noun phrases Text: https://wartimememoriesproject.com/ww2/airfields/airfield.php?pid=1859</p> <p>Spellings: People and places</p>

	<p>Writing application: Grammatical features: use subordinating conjunctions to aid cohesion and express cause and effect</p> <p>Language features: use emotive languages to emphasise points</p>	 <p>Spellings: Revision on varied rules</p> <p>Teach it: metaphors</p> <p>Application: Imagery: use figurative language to describe the subject Draw upon all senses to create a sensory experience</p> <p>Reading Focus: Session 1 – Orientation, retrieval and inference</p> <p>Reading Key Assessment Points (1, 3, 6, 7, 9, 10)</p>	<p>Spellings: Changing root words</p> <p>Writing application: Grammatical features: multiclaue sentences and single clause for effect</p> <p>Language features: expanded noun phrases, show not tell techniques</p> <p>Reading Focus: Text: Wonder KPI: Inference and application</p>	<p>Teach it: Grammar and Punctuation: rhyming devices</p> <p>Spellings: Greek spelling patterns</p> <p>Writing Application: Imagery: choose whether to use rhyme, figurative language</p>	<p>Reading Focus: Session 1 – Orientation and retrieval</p> <p>Reading Key Assessment Points ()</p>	
7	<p>Non-fiction: Discussion 'Did the Jim Crow Laws create a 'separate, but equal' society?' GPS: Text: WAGOLL</p>	<p>Poetry BLM poems Text: Black by Dave (rap)</p>				

Discussion

The existence of slavery in America was the most extreme form of inequality: trying to bring racial equality was going to be an extremely difficult process. Abraham Lincoln, the president of the United States of America in 1861, initially tried to abolish slavery; however, this resulted in the American Civil War. America was split into the North, who thought that slavery was abhorrent and African-Americans should be treated with respect, and the South, who thought that slaves were considered possessions and were essential for the success of their plantations.

After years of turmoil, the North were victorious, and the Emancipation Proclamation liberated slaves in the Southern states. This created a new and difficult era for African-Americans. Initially, Black Codes were created which maintained something similar to slavery, meaning African-Americans were not "free". Because of this, America implemented the Jim Crow Laws which intended to establish a "separate, but equal" society.

The case of Plessy vs Ferguson involved a man, Homer Plessy, who was one-eight black and seven-eighths white, being removed from a "white" carriage because he wasn't technically "white". He tried to appeal this, but the Supreme Court decided that segregation laws were necessary as long as the facilities were "separate, but equal". Many facilities were separate, but clearly not equal.

Source 1 shows that segregation was existent in every aspect of everyday life: white Americans had to enter on left, while the African-Americans entered on the right. At first glance, this does appear to be separate, but equal; however, upon further investigation, there are obvious differences. The sign that says "farmers cafe" is for the "white" people, and the sign that says "quick lunch" is for the African-Americans. This implies that there is a different level of service depending upon the race of the customer. The service provided at this restaurant is separate, but also unequal.

In Source 2, it tells us about Darben's experience of "separate, but equal" in hospitals. It is clear that "black" patients were kept in separate areas of the hospital. Despite being separate, the facilities provided by the hospital were clearly not equal as they were housed in the basement or crowded into the halls. In addition to this, there was only one African-American doctor to tend to all of the African-American patients within the hospital. Thus, showing another example of racial inequality.

Source 3 shows two very different schools: the school on the left is the school for white Americans while the school on the right is for African-Americans. The fact that white Americans attended one school and African-Americans shows that the education system in America was separate, however the standard of the school goes to show that the quality of the schools is not equal.

This also brings in a further problem, known as the Grandfather Clause, that states you were only eligible to vote if your grandfather was, or if you could pass an education test. If the quality of schools wasn't equal, it was going to be more difficult for African-Americans to earn the right to vote. This shows that, once again, American society was not equal.

Black

By Dove

Look, black is beautiful, black is excellent

Black is pain, black is joy, black is evident

Workin' twice as hard as the people you know you're better than

'Cause you need to do double what they do so you can level them

Black is so much deeper than just African-American

Our heritage been severed, you never got to experiment

With family trees, 'cause they teach you 'bout famine and greed

Show you pictures of our fam on their knees

Tell us we used to be barbaric, we had actual queens

Mummy wacthin' tellin' stories 'bout your dad and your niece, listen

The blacker the berry, the sweeter the juice

Kid dies, the blacker the killer, the sweeter the news

And if he's white, you give him a chance, he's ill and confused

If he's black he's probably armed, you see him and shoot, look

To be Black in America— Nancy Levi Arnez

To be black in America

Is to be constantly scorned—

To be forever mourned.

It's a heartful eye.

It's a gasping sigh.

To be black in America

Is to be shoved to the side—

To be drowned in the tide;

It's a fist of hate.

It's a bolted gate.

To be black in America

Is to be treated like dirt—

To be forever hurt.

It's a way of life.

It's endless strife.

To be black in America

Is to never be free—

To be cut from a tree.

It's a sick of rage.

It's a swift death blow.

Teach it: repetition in rhyming

Spellings: Prefixes that support spelling

Application:

Imagery:

choose whether to use rhyme

Use precise and emotive vocabulary

Reading Focus:
Session 1 –
Orientation, retrieval
and inference

Reading Key
Assessment Points
(6, 7, 9, 10)

8						
	<p style="text-align: center;"><u>Autumn Term</u></p> <p>Narrative weeks: 7 Non-fiction weeks: 5 Poetry weeks: 2</p>		<p style="text-align: center;"><u>Spring Term</u></p> <p>Narrative weeks: 6 Non-fiction weeks: 4 Poetry weeks: 2</p>		<p style="text-align: center;"><u>Summer Term</u></p> <p>Narrative weeks: 6 Non-narrative weeks: 4 Poetry weeks: 2</p>	