

Kensuke's Kingdom : Reading Comprehension : English : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the events and characters in the first chapter	In this first lesson, as a class, children will read and discuss Chapter 1 of 'Kensuke's Kingdom'. In their independent activities, children will use extracts from the text to evidence the different personality traits two of the main characters have. In the FSD? activity, children put themselves into the shoes of the three main characters, and complete thought bubbles for them for different given points in the chapter.	<ul style="list-style-type: none"> Can children recall and discuss the events of Chapter 1? Can children find evidence within the text to support their answers? Can children empathise with a character? 	<ul style="list-style-type: none"> Slides 'Kensuke's Kingdom' by Michael Morpurgo Worksheet 1A/1B/1C Extracts Sheet 1A Thought Bubbles Worksheets (FSD? activity only)
Lesson 2	To find and use evidence from the text to establish and discuss the pros and cons of a situation	As a class, children will first read and discuss the events in Chapter 2 of 'Kensuke's Kingdom', before reading the 'Ship's Log' section of Chapter 3 themselves and noting down the pros and cons of a sailing trip around the world. They then use their notes to further discuss their own opinions, and the opinions of the characters, about this.	<ul style="list-style-type: none"> Can children discuss and answer questions about the characters and events in the text so far? Can children read part of a text with the aim of gathering specific information? Can children justify their answers and offer their own opinions in relation to events in the text? 	<ul style="list-style-type: none"> Slides 'Kensuke's Kingdom' by Michael Morpurgo (<i>you will need copies of the 'Ship's Log' section of Chapter 3 if children do not each have access to their own book</i>) Worksheet 2A/2B/2C Diamond Sheet & Diamond Sheet Slips Character Opinion Sheet Yes...No...Maybe Sheet (FSD? activity only)
Lesson 3	To show understanding of, and be able to explain, a character's feelings	After briefly recapping on the events so far, as a class, children will read Chapter 4 together. They will discuss the author's choice of language before moving on to focus on Michael's situation in their independent activities, where they create 'feelings graphs', which map his emotions throughout the chapter.	<ul style="list-style-type: none"> Can children discuss and explain the author's choice of language? Can children identify and explain the different emotions Michael felt throughout Chapter 4? Can children give their own opinions of Michael's reactions to his situation? 	<ul style="list-style-type: none"> Slides 'Kensuke's Kingdom' by Michael Morpurgo Feelings Cards Instructions Card A/B/C Feelings Graph 3A/3B/3C Evidence the Emotion Sheet (FSD? activity only)
Lesson 4	To explore the actions and infer the feelings of Kensuke	Children will first read Chapters 5 and 6 together, and answer questions as a class, which focus on Michael and Kensuke's interactions with, and opinions of, each other. In their independent activities, children use extracts from the text to further infer Kensuke's reasons for his actions, as well as what he could be thinking and feeling at various points throughout the two chapters.	<ul style="list-style-type: none"> Can children use evidence from the text to support their answers to questions? Can children deduce and infer the reasons for Kensuke's actions? Can children deduce and infer what Kensuke might be thinking and feeling? 	<ul style="list-style-type: none"> Slides 'Kensuke's Kingdom' by Michael Morpurgo Extracts Sheets 4A Discussion Cards Worksheet 4A/4B Worksheet 4C (FSD? activity only)
Lesson 5	To make predictions based on the text so far	After reading Chapters 7 and 8, children will discuss the growing friendship between Michael and Kensuke. In their independent activities, they will predict what the conversation between the two characters might be like after the message in the bottle is found. In the alternative activity, children predict what might happen in the last two chapters of the book, and share their ideas, discussing the likelihood of each one as a class.	<ul style="list-style-type: none"> Can children explain their answers and justify their reasoning? Can children use their knowledge of the text and their imagination to predict what happens next? Can children share and explain their opinions? 	<ul style="list-style-type: none"> Slides 'Kensuke's Kingdom' by Michael Morpurgo Worksheet 5A/5B/5C Character Badges Prompt Question Cards (FSD? activity only) Prediction Sheet (FSD? activity only)
Lesson 6	To use evidence from the text to support and explain a character's decisions	Children will first reflect on the events at the end of Chapter 8, and how this may affect the friendship between the two main characters. As a class, they then read Chapter 9 together, discussing both Michael and Kensuke's differing emotions. In their independent activities, children will explore Kensuke's decision to leave the island with Michael.	<ul style="list-style-type: none"> Can children explain the different feelings the two characters are experiencing? Can children discuss and explain a character's decisions? Can children form and voice their own opinions clearly? 	<ul style="list-style-type: none"> Slides 'Kensuke's Kingdom' by Michael Morpurgo Extract Sheet 6A (Teaching Input) Worksheet 6A/6B/6C Extract Sheet 6B (FSD? activity only) Worksheet 6D (FSD? activity only)
Lesson 7	To be able to summarise events from the perspective of a character	Children read the final chapter of the book, and discuss the events together using the extracts and questions on the slides. They are then challenged to summarise Michael and Kensuke's time together on the island in the form of a letter, from one character to the other. In the alternative activity, the children write to Michiya, Kensuke's son, as Michael.	<ul style="list-style-type: none"> Can children infer how the characters are feeling at different points in this chapter, and why? Do children understand what a summary is? Can children write a summary of events in letter form from the perspective of a character? 	<ul style="list-style-type: none"> Slides 'Kensuke's Kingdom' by Michael Morpurgo Challenge Cards A/B Letter Template (lined and unlined) Michiya's Letter (Postscript) (FSD? activity only) Challenge Card C (FSD? activity only)

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Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- checking that the book makes sense to them, discussing their understanding 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
- 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
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing - transcription HANDWRITING

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing - transcription SPELLING

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing - composition

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Writing - spelling, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

English Appendix 2

WORD

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little].

SENTENCE

- Use of the **passive** to affect the presentation of information in a **sentence** [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of **subjunctive** forms such as If I were or Were they to come in some very formal writing and speech]

TEXT

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a word or phrase, grammatical connections [for example, the use of **adverbials** such as on the other hand, in contrast, or as a consequence], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to

PUNCTUATION

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, It's raining; I'm fed up]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover

TERMINOLOGY FOR PUPILS

- subject, object
- active, passive synonym, antonym
- ellipsis, hyphen, colon, semi-colon, bullet points