

Shackleton's Journey : Letter Writing: English : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the features of an effective application letter.	In this first lesson, children will be introduced to the Heroic Age of Polar Exploration and Shackleton's 1914 expedition to the Antarctic. Children will be asked to imagine how they might apply to be a member of Shackleton's crew and discuss how such a letter of application might be structured as well as what content and features it may contain. In their independent activity, children will be asked to identify these features in an example letter.	<ul style="list-style-type: none"> • Can children identify the structure of a formal application letter? • Can children suggest appropriate content for such a letter? • Can children identify the typical language features within an example letter? 	Slides Application Letter 1A/1B Challenge Cards 1A/1B/1C Colouring pencils or highlighters Informal Application Letter (FSD? activity only) Prompt Sheet (FSD? activity only) Score Card (FSD? activity only)
Lesson 2	To develop initial ideas and notes, drawing on research.	In this session, children will use the Biography Cards provided to research a potential crew member of their choice (e.g. Frank Worsley, Captain). Children will make notes and develop ideas for the content of their application letter as they will be expected to write in role as their chosen crew member.	<ul style="list-style-type: none"> • Can children identify appropriate key details for their crew member from the Biography Cards? • Can children recall or record clear, concise and relevant notes about their crew member? • Can children justify why their skills/ experience/personal qualities and talents are valuable? 	Slides Biography Cards Note Sheet 2A/2B/2C Word Bank Question Prompts (FSD? activity only) Crew Member Cards (FSD? activity only)
Lesson 3	To identify and use the subjunctive form.	During this session, children will be introduced to the different variants of the subjunctive form and given plenty of opportunity to rehearse using the subjunctive orally before moving on to their independent, written work.	<ul style="list-style-type: none"> • Can children identify the subjunctive form? • Can children use the subjunctive form to write about imaginary roles or hypothetical scenarios? • Can children use the subjunctive form to express urgency and importance? 	Slides Worksheet 3A/3B/3C Sentence Builder Role Cards Kaboom! Cards 3A/B (FSD? activity only) Pots for Kaboom! Cards (FSD? activity only)
Lesson 4	To use devices to build cohesion within and across paragraphs.	Here, children will learn about the importance of cohesive devices when writing a clearly structured and engaging letter. Children will focus on paragraphing, adverbials and conjunctions to link ideas, pronouns, synonyms and punctuation. They will use their understanding of these devices to unscramble letters from keen expedition applicants.	<ul style="list-style-type: none"> • Can children group sentences into meaningful paragraphs? • Can children use their understanding of cohesive devices to order/signpost sentences within paragraphs? • Can children identify which cohesive devices will be most useful in their own writing? 	Slides Scrambled Sentences A/B/C Cohesive Letter Template A/B/C Incoherent Letter A/B (FSD? Activity only) Cohesive Letter Examples (FSD? activity only) Checklist and Word Bank (FSD? activity only)
Lesson 5	To plan an effective application letter.	Children will discuss the purpose, structure and content of effective paragraphs. For the main activity, children will create opening topic sentences before adding supporting details and explanatory ideas to their own Paragraph Planner.	<ul style="list-style-type: none"> • Can children choose appropriate themes for their paragraphs? • Can children select and record supporting details that are meaningfully linked to the key theme? • Can children generate and record ideas that explain why the key theme of the paragraph is important? 	Slides Paragraph Planner 5A/B/C Topic Sentence Examples Biography Cards Word Bank Paragraph Planner 5D (FSD? Activity only)
Lesson 6	To draft and edit an effective application letter.	In this final lesson, children will put into practice everything that they have learnt about effective letter writing to create their letter of application to join Shackleton's expedition.	<ul style="list-style-type: none"> • Can children write in role as a potential crew member? • Can children write an effective, formal letter which includes formal and persuasive language choices suitable for their purpose and intended audience? • Can children edit their work appropriately? 	Slides Writing Frame A/B Checklist A/B/C Word Bank Double-Page Spread Template (FSD? activity only)

Shackleton's Journey : Letter Writing: English : Year 6

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
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- precisising 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