

The Hero's Journey : English : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand the story structure of the hero's journey and explore how authors have used this structure in familiar stories.	Children will be introduced to the classic story structure of the hero's journey, identifying each step of a simplified version of the structure and relating this to familiar stories, such as Harry Potter, Finding Nemo and The Wizard of Oz.	<ul style="list-style-type: none"> Can children explain the difference between a hero and a villain? Can children explain the function of each step in the hero's journey story structure? Can children identify the plot points of the hero's journey in familiar stories? 	Slides Matching Cards 1A/1B (teaching input) Plot Point Cards 1A/1B Worksheet 1A/1B/1C Hero's Journey Structure Sheet Hero's Journey Cycle (FSD? activity only)
Lesson 2	To be able to generate ideas for a plot based on the hero's journey.	Children will recap each of the eight steps of the hero's journey story structure before generating some basic ideas as the start of a plot plan. By the end of the lesson, they will have identified and planned their main character, the call to adventure, the trial, the ordeal and the return home. There is also the opportunity to develop their basic plot plan using the 'Somebody Wanted But So Then' structure.	<ul style="list-style-type: none"> Can children generate ideas for a story plot line? Can children model their plot ideas on a simplified structure of the hero's journey? Can children discuss their plot ideas constructively? 	Slides Worksheet 2A (teaching input) Worksheet 2B/2C/2D Complete the Plot Cards Idea Cards Inspiration Sheet Somebody Wanted But So Then Examples (FSD? activity only)
Lesson 3	To be able to expand a basic plot outline.	Now that your children have the basics of a plot based on the structure of the hero's journey, they will expand this out until they have included details for all eight of the plot points. They will use questions to generate ideas before either coming up with their own ideas or using some of the provided outlines to develop their plots.	<ul style="list-style-type: none"> Can children generate ideas for particular actions within set plot points? Can children expand on a simple plot line to include each step in the structure of the hero's journey? Can children discuss one another's ideas constructively? 	Slides Worksheet 3A/3B/3C Hero's Journey Structure Sheet Four-point Plot Cards (FSD? activity only)
Lesson 4	To be able to develop and create a protagonist.	Children will learn what a protagonist is and identify the protagonists from some famous stories. They will then have the chance to develop character profiles for the protagonist of their own story. Children are encouraged to consider things such as the character's appearance, personality traits, hopes, fears, memories, etc. in order to build well-rounded and likeable protagonists.	<ul style="list-style-type: none"> Do children know what a protagonist and an antagonist are? Can children prepare a character profile for a particular character in their story? Can children explain why and how character traits of a protagonist might alter or affect the events of the story? 	Slides Worksheet 4A/4B/4C Character Trait Cards Character Question Spinner (FSD? activity only)
Lesson 5	To be able to describe a setting.	Children will focus on using descriptive writing to describe their settings in this lesson. They will start by going through an example of a setting description from 'Heart of Darkness' by Joseph Conrad, before exploring how to use descriptive language features, such as similes, metaphors and personification to describe the settings in their own stories.	<ul style="list-style-type: none"> Can children explain why descriptive settings are important for a story? Can children use the five senses to describe a setting? Can children use a variety of literary devices to describe a setting? 	Slides Worksheet 5A/5B/5C Picture Cards (FSD? activity only) Score Card (FSD? activity only)
Lesson 6	To be able to write a story from a plan.	Children will follow their plans, as well considering the work they have done on character and setting development, to write their own stories based on the structure of the hero's journey. In the plenary, they are challenged to write a two-sentence précis of their story.	<ul style="list-style-type: none"> Do children understand that stories are written in a series of drafts? Can children follow a plan to write a story? Can children write a précis about their story to hook readers? 	Slides Worksheet 6A Writer's Block Card Question Card Plot Sheets 6A/6B/6C (FSD? activity only)
Lesson 7	To be able to edit a story.	In the final lesson, children will edit the stories they have written. They will go through their stories carefully to identify errors in grammar, spelling and punctuation to be corrected, as well as considering elements such as sentence structure and word choice. The lesson ends by children sharing their finished stories with one another.	<ul style="list-style-type: none"> Can children proof-read their composition for spelling, punctuation and grammar errors? Can children edit their writing by suggesting changes to word choices and content? Can children evaluate their own writing and that of their peers for effectiveness against given criteria? 	Slides Stories from lesson 6 Checklist 7A/7B/7C Editing Station Cards (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

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| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |
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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
- précis 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 structure text]

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