

English planning and resources

Planning and Resources

School -

Year group (s) – 6

Teacher –

Text – Wonder

Term – Autumn 1

Overview

	Monday	Tuesday	Wednesday	Thursday	Friday	Text used	Writing outcome
A1	POR 1 book talk	POR 2 research and facts – not leaflet – prep for next lesson Vocabulary extension	SPAG Identify language and text features.	SPAG Main and subordinate clauses. Commas to mark clauses.	SPAG Cohesion – use of pronouns and sequencing techniques.	Wonder by R. J. Palacio	Discussion text
A2	SPAG tone of voice Reading summarising	POR 3 role play / hot seating – Empathy Justifications of character continued shared writing for discussion text for not going to school	Plan own discussion text	Independent writing of a discussion text – Hot task	Edit, improve, review, perform.		Alternative ending
A3	POR 4 – hot seating tour – not writing letter Shared writing – SPAG focus direct and indirect speech	POR 5 role on the wall POR 6 precept	POR 7 hot seating characters Auggie and Mum – same event different perspectives POR 8 character description	POR 9 emotion graph POR 10 Jack emotions POR 11 role on the wall updated	POR 14 orally telling ending – reaction – story map ending		
A4	POR 15 SPAG focus tone and register of Auggie (adult voice not child) shared writing mimicking register and style	POR 15 planning alternative ending – not as upbeat using chapter headings Awards, Floating, Pictures, The walk home.	Shared write Awards chapter	Independent writing of Awards chapter	Write Floating chapter		
A5	Write Pictures chapter	Write The walk home chapter	Record own version of ending as audio book for others	Listen to alternative endings from others in the class and reflect them – appropriate tone and register – how does a not so upbeat ending alter the novel			
A6	POR 9 Being human by Naima model text learn and box up – tell me questions	SPAG focus conditional sentences 'if' create if then sentences focus on clause demarcated by comma If I score a goal, then my team will win.	Take all the lines starting I wonder (link to story) and create new poem – use this new poem to innovate own version	Write own poem based on Being Human either shorten I wonder model or full poem	Perform, edit and review		Human relationship poem – Being Human

Writing outcomes and SPAG focus

Writing outcomes

- * Discussion text
- * Alternative ending
- * Human relationship poem

SPAG focus

- * Present tense recap
- * generalisers
- * contrasting conjunctions
- * additional conjunctions
- * speech recap
- * conditionals
- * formal tone and register
- * direct and indirect speech
- * Cohesion
- * subordinate clause
- * Commas to mark clauses

NC objectives

National Curriculum Writing Expectations Y5

Spell some words with 'silent' letters.

Distinguish between homophones by their spelling.

Identify my audience and write with them in mind.

Draft my work developing initial ideas and researching where necessary.

Select and use the correct grammar to enhance meaning.

Use the correct tense throughout.

Ensure subject and verb agreement.

Check for spelling and punctuation errors.

Write cursive text legibly.

Punctuate direct and indirect speech.

Use passive verbs.

Use the perfect form of verbs.

Use expanded noun phrases.

Use modal verbs or adverbs.

Use relative clauses.

Use commas, brackets, and dashes for parenthesis.

Use a colon to introduce a list.

Use a semi-colon to separate a more detailed list.

Punctuate bullet points.

National Curriculum Writing Expectations Y6

Spell the words I have been taught including the NC lists.

Use a thesaurus to find alternative words with the same meaning.

Use a range of cohesive devices.

Draft my work developing initial ideas and researching where necessary.

Select and use the correct grammar to enhance meaning.

Ensure that the correct tense is used.

Ensure correct subject and verb agreement.

Use font / handwriting for effect.

Punctuate direct and indirect speech.

Use passive verbs.

Use the perfect form of verbs.

Use expanded noun phrases.

Use modal verbs or adverbs.

Use relative clauses.

Use commas, brackets and dashes as appropriate for different types of parenthesis.

Use semi-colons to mark independent clauses (co-ordination).

Use colons to mark dependent clauses (sub-ordination).

Use ellipses.

Genre objectives

Imagery / Narrative / Non-sense / Free verse / Classic / Performance

Poetry Expectations Year 6

Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes

Explain the impact of figurative and expressive language, including metaphor

Comment on poems' structures and how these influence meaning

Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form

Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT

Use language imaginatively to create surreal, surprising, amusing and inventive poetry

Use simple metaphors and personification to create poems based on real or imagined experience

Select pattern or form to match meaning and own voice

Reading poetry (subject matter and theme / language use / style / pattern)

Performing poetry (use of voice / presentation)

Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Discussion Expectations Y6

Use addition conjunctions

Use contrast conjunctions

Use conclusion conjunctions

Use generalisers

Use words to introduce opinions

Paragraph 1 - What is being discussed and why does it matter?

Paragraph 2 - Reasons for

Paragraph 3 - Reasons against

Paragraph 4 - State what you think is right and give reasons

Please read the POR unit plan in full

* Link below

https://clpe.org.uk/system/files/Wonder%20-%20TS%202017_o.pdf



Photo © Tim Knox

ABOUT THE AUTHOR

R. J. Palacio was born and raised in New York City. She attended the High School of Art and Design and the Parsons School of Design, where she majored in illustration with the hopes of someday following in the footsteps of her favorite childhood author-illustrators, Antoine de Saint-Exupéry, Maurice Sendak, and the D'Aulaires. She was a graphic designer and art director for many years before writing *Wonder*.

We're All Wonders, which is based conceptually on the themes of her novel, represents the fulfillment of her dream to write and illustrate her own picture book. Palacio is also the author of *Auggie & Me: Three Wonder Stories* and *365 Days of Wonder: Mr. Browne's Precepts*. She lives in Brooklyn, where she is surrounded by magical water towers, with her husband, their two sons, and their two dogs, Bear and Beau. Learn more about her at rjpalacio.com or on Twitter at @RJPalacio.

Week 1 Monday

- * Learning Outcome / Objective
- * I can give opinions about a text and justify these opinions.

Read Chapter 1 of Wonder Ordinary



Wonder Chapter 1

I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.

If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here's what I think: the only reason I'm not ordinary is that no one else sees me that way.

But I'm kind of used to how I look by now. I know how to pretend I don't see the faces people make. We've all gotten pretty good at that sort of thing: me, Mom and Dad, Via. Actually, I take that back: Via's not so good at it. She can get really annoyed when people do something rude. Like, for instance, one time in the playground some older kids made some noises. I don't even know what the noises were exactly because I didn't hear them myself, but Via heard and she just started yelling at the kids. That's the way she is. I'm not that way.

Via doesn't see me as ordinary. She says she does, but if I were ordinary, she wouldn't feel like she needs to protect me as much. And Mom and Dad don't see me as ordinary, either. They see me as extraordinary. I think the only person in the world who realizes how ordinary I am is me.

My name is August, by the way. I won't describe what I look like. Whatever you're thinking, it's probably worse.

Tell me...

- * What do you like about the story so far? Why
- * What do you dislike about the story so far? Why
- * What patterns have you noticed?
- * What puzzles you?

Book trailer...

* <http://www.youtube.com/watch?v=QOXDD3atWco>

Reactions...

Week 1 Tuesday

* Learning Objectives

I can create notes for research that are concise and accurate.

I can extend my knowledge of different language and use new words in the correct context.

Interview with the author...

- * [Interview: R.J. Palacio, Author Of 'Wonder' : NPR](#)

Research

Treacher Collins syndrome

From Wikipedia, the free encyclopedia

Treacher Collins syndrome (TCS) is a [genetic disorder](#) characterized by deformities of the ears, eyes, cheekbones, and chin.^[5] The degree to which a person is affected, however, may vary from mild to severe.^[5] Complications may include breathing problems, problems seeing, [cleft palate](#), and [hearing loss](#).^[5] Those affected generally have normal intelligence.^[5]

TCS is usually [autosomal dominant](#).^[5] More than half the time it occurs as a result of a new [mutation](#) rather than being inherited from a person's parents.^[5] The involved genes may include *TCOF1*, *POLR1C*, or *POLR1D*.^[5] Diagnosis is generally suspected based on symptoms and [X-rays](#), and potentially confirmation by [genetic testing](#).^[3]

Treacher Collins syndrome is not curable.^[6] Symptoms may be managed with reconstructive surgery, hearing aids, [speech therapy](#), and other assistive devices.^[6] Life expectancy is generally normal.^[6] TCS occurs in about one in 50,000 people.^[5] The syndrome is named after [Edward Treacher Collins](#), an [English surgeon](#) and [ophthalmologist](#), who described its essential traits in 1900.^{[7][8]}

Should Auggie wear his space helmet at all times?

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On the one hand, some people may feel that by removing the space helmet, Auggie could maybe be exposed to embarrassment. This may come in the form of staring or even curious individuals asking inappropriate and personal questions. Additionally, any ridicule could bruise his already fragile confidence and self-esteem. Finally, children may go further and torment Auggie due to their lack of understanding of his medical condition.

On the other hand, other people may feel strongly that Auggie is hiding beneath a space helmet and not being true to himself. They believe that by removing this security, he might be viewed as a role model to others who could benefit from seeing someone take control of their own identity. Lastly, is this in fact an opportunity for the community / humanity to show its support and inclusivity for those who are seen as different.

In conclusion, while appreciating the fact that Auggie feels he needs this protective mask, I feel that for him to grow as a person and embrace his uniqueness, he should remove his helmet.

Match these definitions to the vocabulary.

extraordinary

aspects of appearance

physical features

the human race

defence mechanism

unwilling to do something

deformity

make fun of

reluctant

to cause or experience suffering

ridicule

a mis-shaped part of the body

torment

very unusual or remarkable

humanity

an automatic reaction to avoid conflict

inclusivity

equal access and opportunities

Answers.

extraordinary very unusual or remarkable

physical features aspects of appearance

defence mechanism an automatic reaction to avoid conflict

deformity a mis-shaped part of the body

reluctant unwilling to do something

ridicule make fun of

torment to cause or experience suffering

humanity the human race

inclusivity equal access and opportunities

Reader Chapter 2 of Wonder

Why I didn't go to school

Ch 2 - Why I Didn't Go to School

Next week I start fifth grade. Since I've never been to a real school before, I am pretty much totally and completely petrified. People think I haven't gone to school because of the way I look, but it's not that. It's because of all the surgeries I've had. Twenty-seven since I was born. The bigger ones happened before I was even four years old, so I don't remember those. But I've had two or three surgeries every year since then (some big, some small), and because I'm little for my age, and I have some other medical mysteries that doctors never really figured out, I used to get sick a lot. That's why my parents decided it was better if I didn't go to school. I'm much stronger now, though. The last surgery I had was eight months ago, and I probably won't have to have any more for another couple of years.

Mom homeschools me. She used to be a children's-book illustrator. She draws really great fairies and mermaids. Her boy stuff isn't so hot, though. She once tried to draw me a Darth Vader, but it ended up looking like some weird mushroom-shaped robot. I haven't seen her draw anything in a long time. I think she's too busy taking care of me and Via.

I can't say I always wanted to go to school because that wouldn't be exactly true. What I wanted was to go to school, but only if I could be like every other kid going to school. Have lots of friends and hang out after school and stuff like that.

I have a few really good friends now. Christopher is my best friend, followed by Zachary and Alex. We've known each other since we were babies. And since they've always known me the way I am, they're used to me. When we were little, we used to have playdates all the time, but then Christopher moved to Bridgeport in Connecticut. That's more than an hour away from where I live in North River Heights, which is at the top tip of Manhattan. And Zachary and Alex started going to school. It's funny: even though Christopher's the one who moved far away, I still see him more than I see Zachary and Alex. They have all these new friends now. If we bump into each other on the street, they're still nice to me, though. They always say hello.

I have other friends, too, but not as good as Christopher and Zack and Alex were. For instance, Zack and Alex always invited me to their birthday parties when we were little, but Joel and Eamonn and Gabe never did. Emma invited me once, but I haven't seen her in a long time. And, of course, I always go to Christopher's birthday. Maybe I'm making too big a deal about birthday parties.

Week 1 Wednesday

- * Learning Objectives

I can recognise language features and text features of a discussion text.

What text features can you see? How is the text structured?

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On the one hand, some people may feel that by removing the space helmet, Auggie could maybe be exposed to embarrassment. This may come in the form of staring or even curious individuals asking inappropriate and personal questions. Additionally, any ridicule could bruise his already fragile confidence and self-esteem. Finally, children may go further and torment Auggie due to their lack of understanding of his medical condition.

On the other hand, other people may feel strongly that Auggie is hiding beneath a space helmet and not being true to himself. They believe that by removing this security, he might be viewed as a role model to others who could benefit from seeing someone take control of their own identity. Lastly, is this in fact an opportunity for the community / humanity to show its support and inclusivity for those who are seen as different.

In conclusion, while appreciating the fact that Auggie feels he needs this protective mask, I feel that for him to grow as a person and embrace his uniqueness, he should remove his helmet.

Did you notice the question in the title?

Should Auggie wear his space helmet at all times?

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The opening making it clear what is being discussed and why.

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The second paragraph giving reasons for him wearing it?

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The third paragraph giving reasons against wearing it.

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A closing giving a summary of the points and a personal opinion.

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What language features can you see? How are sentences formed?

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Did you recognise the use of present tense verbs?

Should Auggie wear his space helmet at all times?

Auggie, an ordinary boy with an extraordinary face, **is** a 10 year old whose physical features have caused him much anxiety. As a defence mechanism, he **wears** a space helmet to cover his rare facial deformity. Up until now, he has been reluctant to remove this, but he realises the time has come where he must decide if this is his future.

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Did you recognise this is written in third person, until the final paragraph?

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Did you notice sequencing phrases across the text but also within paragraphs for cohesion?

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Did you notice three reasons for and three reasons against?

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On the one hand, some people may feel that by removing the space helmet, Auggie could maybe be **exposed to embarrassment**. This may come in the form of staring or even curious individuals **asking inappropriate and personal questions**. Additionally, any ridicule could bruise his already fragile confidence and self-esteem. Finally, children may go further and **torment Auggie** due to their lack of understanding of his medical condition.

On the other hand, other people may feel strongly that Auggie is hiding beneath a space helmet and **not being true to himself**. They believe that by removing this security, he might be **viewed as a role model** to others who could benefit from seeing someone take control of their own identity. Lastly, is this in fact an opportunity for the community / humanity to **show its support and inclusivity** for those who are seen as different.

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Did you spot generalisers?

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On the one hand, **some people** may feel that by removing the space helmet, Auggie could maybe be exposed to embarrassment. This may come in the form of staring or even curious individuals asking inappropriate and personal questions. Additionally, any ridicule could bruise his already fragile confidence and self-esteem. Finally, **children** may go further and torment Auggie due to their lack of understanding of his medical condition.

On the other hand, **other people** may feel strongly that Auggie is hiding beneath a space helmet and not being true to himself. **They** believe that by removing this security, he might be viewed as a role model to others who could benefit from seeing someone take control of their own identity. Lastly, is this in fact and opportunity for **the community / humanity** to show its support and inclusivity for those who are seen as different.

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The use of modal verbs.

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Did you spot contrast conjunctions?

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In conclusion, while appreciating the fact that Auggie feels he needs this protective mask, I feel that for him to grow as a person and embrace his uniqueness, he should remove his helmet.

Did you spot additional conjunctions?

Should Auggie wear his space helmet at all times?

Auggie, an ordinary boy with an extraordinary face, is a 10 year old whose physical features have caused him much anxiety. As a defence mechanism, he wears a space helmet to cover his rare facial deformity. Up until now, he has been reluctant to remove this, but he realises the time has come where he must decide if this is his future.

On the one hand, some people may feel that by removing the space helmet, Auggie could maybe be exposed to embarrassment. This may come in the form of staring or even curious individuals asking inappropriate and personal questions. **Additionally**, any ridicule could bruise his already fragile confidence and self-esteem. Finally, children may go further and torment Auggie due to their lack of understanding of his medical condition.

On the other hand, other people may feel strongly that Auggie is hiding beneath a space helmet and not being true to himself. They believe that by removing this security, he might be viewed as a role model to others who could benefit from seeing someone take control of their own identity. Lastly, is this in fact an opportunity for the community / humanity to show its support and inclusivity for those who are seen as different.

In conclusion, while appreciating the fact that Auggie feels he needs this protective mask, I feel that for him to grow as a person and embrace his uniqueness, he should remove his helmet.

Week 1 Thursday

Learning objectives

I can recognise main clauses and subordinate clauses.

I can use commas to mark clauses and phrases.

What is a clause and what is a phrase?

Clause – The girl ran.

Phrase – the pretty, kind girl

Did you spot the difference?

Clause – The girl ran.

A clause has a verb.

Phrase – the pretty, kind girl

A phrase has no verb.

Clauses and phrases are added to sentences to create effects.

On the other hand, other people may feel strongly that Auggie is hiding beneath a space helmet and not being true to himself.

This is signally to the reader that contrasting information is coming up.

Clauses and phrases are added to sentences to create effects.

Auggie, **an ordinary boy with an extraordinary face**, is a 10 year old whose physical features have caused him much anxiety.

This is giving additional needed detail about a character.

Clauses and phrases are added to sentences to create effects.

I feel that for him to grow as a person and embrace his uniqueness, he should remove his helmet.

This is giving justification for a view or standpoint.

Which clause is the main and which is the subordinate? Explain how you know.

Auggie, an ordinary boy with an extraordinary face, is a 10 year old whose physical features have caused him much anxiety.

Would this clause be able to stand on its own as a sentence?

Auggie, **an ordinary boy with an extraordinary face**, is a 10 year old whose physical features have caused him much anxiety.

Would this clause be able to stand on its own as a sentence?

Auggie, an ordinary boy with an extraordinary face, is a 10 year old whose physical features have caused him much anxiety.

Which clause is the main and which is the subordinate? Explain how you know.

Auggie, an ordinary boy with an extraordinary face, is a 10 year old whose physical features have caused him much anxiety.

Auggie is a 10 year old whose physical features have caused him much anxiety. main clause

an ordinary boy with an extraordinary face, subordinate clause

Which clause is the main and which is the subordinate? Explain how you know.

As a defence mechanism, he wears a space helmet to cover his rare facial deformity.

Would this clause be able to stand on its own as a sentence?

As a defence mechanism, he wears a space helmet to cover his rare facial deformity.

Would this clause be able to stand on its own as a sentence?

As a defence mechanism, he wears a space helmet to cover his rare facial deformity.

Which clause is the main and which is the subordinate? Explain how you know.

As a defence mechanism, he wears a space helmet to cover his rare facial deformity.

As a defence mechanism, subordinate clause

he wears a space helmet to cover his rare facial deformity.
main clause

Did you notice the subordinate clauses were in different places?

Auggie, an ordinary boy with an extraordinary face, is a 10 year old whose physical features have caused him much anxiety.

As a defence mechanism, he wears a space helmet to cover his rare facial deformity.

On the first sentence the clause is embedded and two commas are needed.

Auggie, an ordinary boy with an extraordinary face, is a 10 year old whose physical features have caused him much anxiety.

As a defence mechanism, he wears a space helmet to cover his rare facial deformity.

On the second sentence the clause is
at the front with only 1 comma
needed.

Auggie, an ordinary boy with an extraordinary face, is a 10 year old whose physical features have caused him much anxiety.

As a defence mechanism, he wears a space helmet to cover his rare facial deformity.

Here are some simple sentences.
For each add a subordinate clause at the
start, in the middle and at the end.

- * Auggie wore his helmet.
- * School was a scary thought.
- * Via decided she would take part in the school play.
- * Auggie wished to be ordinary.

Reader Chapter 3 of Wonder

How I came to life

Ch 3 - How I Came to Life

I like when Mom tells this story because it makes me laugh so much. It's not funny in the way a joke is funny, but when Mom tells it, Via and I just start cracking up.

So when I was in my mom's stomach, no one had any idea I would come out looking the way I look. Mom had had Via four years before, and that had been such a "walk in the park" (Mom's expression) that there was no reason to run any special tests. About two months before I was born, the doctors realized there was something wrong with my face, but they didn't think it was going to be bad. They told Mom and Dad I had a cleft palate and some other stuff going on. They called it "small anomalies."

There were two nurses in the delivery room the night I was born. One was very nice and sweet. The other one, Mom said, did not seem at all nice or sweet. She had very big arms and (here comes the funny part), she kept farting. Like, she'd bring Mom some ice chips, and then fart. She'd check Mom's blood pressure, and fart. Mom says it was unbelievable because the nurse never even said excuse me! Meanwhile, Mom's regular doctor wasn't on duty that night, so Mom got stuck with this cranky kid doctor she and Dad nicknamed Doogie after some old TV show or something (they didn't actually call him that to his face). But Mom says that even though everyone in the room was kind of grumpy, Dad kept making her laugh all night long.

When I came out of Mom's stomach, she said the whole room got very quiet. Mom didn't even get a chance to look at me because the nice nurse immediately rushed me out of the room. Dad was in such a hurry to follow her that he dropped the video camera, which broke into a million pieces. And then Mom got very upset and tried to get out of bed to see where they were going, but the farting nurse put her very big arms on Mom to keep her down in the bed. They were practically fighting, because Mom was hysterical and the farting nurse was yelling at her to stay calm, and then they both started screaming for the doctor. But guess what? He had fainted! Right on the floor! So when the farting nurse saw that he had fainted, she started pushing him with her foot to get him to wake up, yelling at him the whole time: "What kind of doctor are you? What kind of doctor are you? Get up! Get up!" And then all of a sudden she let out the biggest, loudest, smelliest fart in the history of farts. Mom thinks it was actually the fart that finally woke the doctor up. Anyway, when Mom tells this story, she acts out all the parts— including the farting noises—and it is so, so, so, so funny!

Mom says the farting nurse turned out to be a very nice woman. She stayed with Mom the whole time. Didn't leave her side even after Dad came back and the doctors told them how sick I was. Mom remembers exactly what the nurse whispered in her ear when the doctor told her I probably wouldn't live through the night: "Everyone born of God overcometh the world." And the next day, after I had lived through the night, it was that nurse who held Mom's hand when they brought her to meet me for the first time.

Mom says by then they had told her all about me. She had been preparing herself for the seeing of me. But she says that when she looked down into my tiny mushed-up face for the first time, all she could see was how pretty my eyes were.

Mom is beautiful, by the way. And Dad is handsome. Via is pretty. In case you were wondering.

Week 1 Friday

Learning objectives

I can understand how cohesion is created throughout a text.

I can recognise pronouns.

I can recognise sequencing techniques.

What techniques can you find that build cohesion in this text?

Should Auggie wear his space helmet at all times?

Auggie, an ordinary boy with an extraordinary face, is a 10 year old whose physical features have caused him much anxiety. As a defence mechanism, he wears a space helmet to cover his rare facial deformity. Up until now, he has been reluctant to remove this, but he realises the time has come where he must decide if this is his future.

On the one hand, some people may feel that by removing the space helmet, Auggie could maybe be exposed to embarrassment. This may come in the form of staring or even curious individuals asking inappropriate and personal questions. Additionally, any ridicule could bruise his already fragile confidence and self-esteem. Finally, children may go further and torment Auggie due to their lack of understanding of his medical condition.

On the other hand, other people may feel strongly that Auggie is hiding beneath a space helmet and not being true to himself. They believe that by removing this security, he might be viewed as a role model to others who could benefit from seeing someone take control of their own identity. Lastly, is this in fact and opportunity for the community / humanity to show its support and inclusivity for those who are seen as different.

In conclusion, while appreciating the fact that Auggie feels he needs this protective mask, I feel that for him to grow as a person and embrace his uniqueness, he should remove his helmet.

Did you spot the use of pronouns to link ideas?

Should Auggie wear his space helmet at all times?

Auggie, an ordinary boy with an extraordinary face, is a 10 year old whose physical features have caused him much anxiety. As a defence mechanism, **he** wears a space helmet to cover his rare facial deformity. Up until now, **he** has been reluctant to remove this, but he realises the time has come where he must decide if this is his future.

On the one hand, some people may feel that by removing the space helmet, **Auggie** could maybe be exposed to embarrassment. This may come in the form of staring or even curious individuals asking inappropriate and personal questions. Additionally, any ridicule could bruise **his** already fragile confidence and self-esteem. Finally, children may go further and torment Auggie due to their lack of understanding of his medical condition.

On the other hand, other people may feel strongly that **Auggie** is hiding beneath a space helmet and not being true to himself. They believe that by removing this security, **he** might be viewed as a role model to others who could benefit from seeing someone take control of their own identity. Lastly, is this in fact and opportunity for the community / humanity to show its support and inclusivity for those who are seen as different.

In conclusion, while appreciating the fact that **Auggie** feels **he** needs this protective mask, I feel that for him to grow as a person and embrace his uniqueness, he should remove his helmet.

Did you notice the related phrases starting paragraph 2 and 3?

Should Auggie wear his space helmet at all times?

Auggie, an ordinary boy with an extraordinary face, is a 10 year old whose physical features have caused him much anxiety. As a defence mechanism, he wears a space helmet to cover his rare facial deformity. Up until now, he has been reluctant to remove this, but he realises the time has come where he must decide if this is his future.

On the one hand, some people may feel that by removing the space helmet, Auggie could maybe be exposed to embarrassment. This may come in the form of staring or even curious individuals asking inappropriate and personal questions. Additionally, any ridicule could bruise his already fragile confidence and self-esteem. Finally, children may go further and torment Auggie due to their lack of understanding of his medical condition.

On the other hand, other people may feel strongly that Auggie is hiding beneath a space helmet and not being true to himself. They believe that by removing this security, he might be viewed as a role model to others who could benefit from seeing someone take control of their own identity. Lastly, is this in fact and opportunity for the community / humanity to show its support and inclusivity for those who are seen as different.

In conclusion, while appreciating the fact that Auggie feels he needs this protective mask, I feel that for him to grow as a person and embrace his uniqueness, he should remove his helmet.

Did you notice the fronted adverbial that indicated the end?

Should Auggie wear his space helmet at all times?

Auggie, an ordinary boy with an extraordinary face, is a 10 year old whose physical features have caused him much anxiety. As a defence mechanism, he wears a space helmet to cover his rare facial deformity. Up until now, he has been reluctant to remove this, but he realises the time has come where he must decide if this is his future.

On the one hand, some people may feel that by removing the space helmet, Auggie could maybe be exposed to embarrassment. This may come in the form of staring or even curious individuals asking inappropriate and personal questions. Additionally, any ridicule could bruise his already fragile confidence and self-esteem. Finally, children may go further and torment Auggie due to their lack of understanding of his medical condition.

On the other hand, other people may feel strongly that Auggie is hiding beneath a space helmet and not being true to himself. They believe that by removing this security, he might be viewed as a role model to others who could benefit from seeing someone take control of their own identity. Lastly, is this in fact an opportunity for the community / humanity to show its support and inclusivity for those who are seen as different.

In conclusion, while appreciating the fact that Auggie feels he needs this protective mask, I feel that for him to grow as a person and embrace his uniqueness, he should remove his helmet.

Cohesion

- * Cohesion is needed within and across paragraphs to ensure the writing flows and the reader is able to fully understand what is being presented to them.
- * What other techniques are used in different texts?
- * How are readers supported in longer narratives?
- * How are readers supported in non-chronological reports?
- * How are readers supported in instructions?
- * How are readers supported in explanations?

Look at this discussion text and improve the cohesion within and across paragraphs.

Should children be allowed to eat chocolate for breakfast?

Breakfast is known as the most important meal of the day; breakfast gives you energy and fuel and therefore powers you for the morning. A decent breakfast should allow you to wake up properly and allow you to function fully in the morning. In supermarkets these days, there are many different options for breakfast. Cereal, toast, yogurts, fruit- all of these items are popular choices for children to start the day with. Having said this, there are some children who would choose a less conventional start to their day- a bar of chocolate.

The notion of eating chocolate for breakfast is ludicrous. One of the main reasons for it being ludicrous is due to how unhealthy it is. Chocolate, although it is delicious, is full of artificial sugars, colours and preservatives. Chocolate is high in saturated fats too- a food group of which the intake should be limited. If children are eating this high calorie, sugar-filled treat to start their day, they are not filling their bodies with the good nutrients they require. Dentists would also agree that beginning the day with such a sugary delight can cause tooth decay. Sugary snacks could lead to multiple trips to the dentist and money having to be spent from the NHS budget- money which could be spent elsewhere. People of this opinion would also argue that starting the day with a high sugar snack means that children might struggle to concentrate at school. Sugar and E numbers (chemicals added to some food to make them taste better) can cause hyperactivity and therefore concentration becomes harder to sustain. Being able to focus and work hard at school- particularly in the mornings when most children are studying maths and English- is vital. Chocolate for breakfast could hinder this all-important focus and have a knock on effect on children's educations.

There are some people who would claim that chocolate for breakfast is not a bad thing at all; in fact, they could argue that there are actually benefits to it. Enjoyed globally, chocolate is a treat which many people love: chocolate's creamy, smooth and silky nature means that it is very popular. Many young people struggle to get out of the bed in the morning and so the thought of a delicious chocolate bar could be enough to tempt them from their beds and therefore get to school on time. Just because children are having a less than healthy breakfast, does not mean that they will not get the nutrients they need later on in the day. Lunch, dinner and other healthy snacks could provide the vitamins and minerals they require and so a chocolate bar for breakfast would not damage their health. As long as children are still having healthy foods throughout the rest of the day, where is the harm in chocolate for breakfast? Most people would admit that they enjoy a sweet treat at some point in the day. It could be argued that there is no difference between having that sweet treat first thing on the morning and later on in the afternoon.

There are several reasons as to why children should and should not be allowed to eat chocolate for breakfast. Having said this, the potential negative impact on children's health, teeth and education could be seen to significantly outweigh the benefits of simply having something tasty to start the day. So, should children be allowed to eat chocolate for breakfast? It would seem wise to answer the question with no- children should not be allowed to eat chocolate for breakfast.

Look at this discussion text and improve the cohesion within and across paragraphs.

Should children be allowed to eat chocolate for breakfast?

Breakfast is known as the most important meal of the day; **it** gives you energy and fuel and therefore powers you for the morning. A decent breakfast should allow you to wake up properly and allow you to function fully in the morning. In supermarkets these days, there are many different options for breakfast. Cereal, toast, yogurts, fruit- all of these items are popular choices for children to start the day with. Having said this, there are some children who would choose a less conventional start to their day- a bar of chocolate. **There are arguments for and against the eating of chocolate for breakfast and this balanced argument will examine the opinions for both sides.**

One the one hand, some people would say that the notion of eating chocolate for breakfast is ludicrous. One of the main reasons for **this** is due to how unhealthy it is. Chocolate, although it is delicious, is full of artificial sugars, colours and preservatives. **As well as this,** chocolate is high in saturated fats too- a food group of which the intake should be limited. If children are eating this high calorie, sugar-filled treat to start their day, they are not filling their bodies with the good nutrients they require. **To add to this,** dentists would also agree that beginning the day with such a sugary delight can cause tooth decay. **This** could lead to multiple trips to the dentist and money having to be spent from the NHS budget- money which could be spent elsewhere. People of this opinion would also argue that starting the day with a high sugar snack means that children might struggle to concentrate at school. Sugar and E numbers (chemicals added to some food to make them taste better) can cause hyperactivity and therefore concentration becomes harder to sustain. Being able to focus and work hard at school- particularly in the mornings when most children are studying maths and English- is vital. Chocolate for breakfast could hinder this all-important focus and have a knock on effect on children's educations.

On the other hand, there are some people who would claim that chocolate for breakfast is not a bad thing at all; in fact, they could argue that there are actually benefits to it. Enjoyed globally, chocolate is a treat which many people love: **its** creamy, smooth and silky nature means that it is very popular. Many young people struggle to get out of the bed in the morning and so the thought of a delicious chocolate bar could be enough to tempt them from their beds and therefore get to school on time. **To add to this argument,** just because children are having a less than healthy breakfast, does not mean that they will not get the nutrients they need later on in the day. Lunch, dinner and other healthy snacks could provide the vitamins and minerals they require and so a chocolate bar for breakfast would not damage their health. As long as children are still having healthy foods throughout the rest of the day, where is the harm in chocolate for breakfast? **Further to this,** most people would admit that they enjoy a sweet treat at some point in the day. It could be argued that there is no difference between having that sweet treat first thing on the morning and later on in the afternoon.

Having considered both sides of the argument, there are several reasons as to why children should and should not be allowed to eat chocolate for breakfast. Having said this, the potential negative impact on children's health, teeth and education could be seen to significantly outweigh the benefits of simply having something tasty to start the day. So, should children be allowed to eat chocolate for breakfast? It would seem wise to answer the question with no- children should not be allowed to eat chocolate for breakfast.

Week 2 Monday

Learning Objectives

I can change tone and voice when appropriate.

I can summarise key points.

Writing closings with personal opinions.

- * Read this discussion text without a closing.

An effective closing acknowledges the reasons for and against and then gives a personal viewpoint.

Write a closing for this piece as a class.

Look at the next example and write it individually.

Should Children Wear School Uniforms?

There are many arguments for, and lots against children wearing school uniforms. Some believe that children should wear school uniforms because teachers are able to identify their students when they go on excursions, and it stops children competing for who wears the nicest clothes. However, some suggest that children should not wear school uniforms because it is boring and it can cost the parents a lot of money.

The first argument for wearing a school uniform is that people will know what school you come from. On excursions, it is easy for the teachers to know where their children are if they are in their school uniform. This can decrease the chances of children being lost, and it also allows for children to stay safe in their surroundings.

Secondly, school uniforms are a good idea because they make all the children look the same. If there weren't school uniforms, rich children might wear very expensive clothes with brand names, while poor children would not be able to afford these. Pupils would try to compete with each other to have the nicest clothes, and this would mean that parents might have to spend a lot of money buying new and different clothes for their children. In the long run, it would save parents money if their children had a school uniform to wear.

On the other hand, wearing school uniforms is boring. Children are not able to choose their own clothes, even though they like to be individuals.

In addition, school uniforms still cost a lot of money. Some schools may only require you to purchase one type of uniform to wear throughout the whole year, however, most schools require you to purchase a summer, winter and a sports uniform. Also, because the uniforms are to be worn every day, parents will have to buy a couple of sets of each uniform so they don't have to worry about washing them every single night. While some parents may be able to afford new ones for their children, other families may not.

Actual

After considering the arguments on both sides of the issue, I believe that children should wear school uniforms, however they should have some say in the style and the colour.

Should Violence Be Banned from Television?

There are two sides to the argument of whether violence on TV should be banned or not. Some people think that it sets a bad example for people and should be banned. Others think that watching it on TV does not affect behaviour and therefore, people should be allowed to make their own decisions about what it is they watch.

The first reason in favour of banning violence on TV is that watching a lot of it may make children think that behaving this way is acceptable. As a result of such shows on TV, they may copy this behaviour when they play with other children.

Secondly, lots of people who are in violent shows on TV are actors who children admire. They see these actors as role models and as a consequence may behave like the characters played by the actors and grow up to be violent, abusive people.

Finally, if children watch violent sports such as boxing or wrestling on TV, they might want to become boxers and wrestlers when they grow up. If they take up a violent career, this may lead to injuries and brain damage.

On the other hand, there are some arguments in favour of allowing violence on TV to be shown. The first reason is that violence is a part of many sports. Football games, boxing and wrestling can be violent, but they are fun and entertaining to watch. Banning violence on TV would result in banning these sports on TV. This would cause many fans to be disappointed.

The second reason is that if people watch these kinds of movies and shows, this might satisfy their need for action and excitement and get rid of their frustrations. Therefore, watching violence may stop them from behaving violently in their everyday lives.

Actual

After looking at both sides of the issue, my own personal opinion is that violence on TV should not be banned. However, parents should supervise what their children watch and not allow them to watch too much.

Read Chapter 4 of Wonder Christopher's House

Ch 4 - Christopher's House

I was really bummed when Christopher moved away three years ago. We were both around seven then. We used to spend hours playing with our *Star Wars* action figures and dueling with our lightsabers. I miss that.

Last spring we drove over to Christopher's house in Bridgeport. Me and Christopher were looking for snacks in the kitchen, and I heard Mom talking to Lisa, Christopher's mom, about my going to school in the fall. I had never, ever heard her mention school before.

"What are you talking about?" I said.

Mom looked surprised, like she hadn't meant for me to hear that.

"You should tell him what you've been thinking, Isabel," Dad said. He was on the other side of the living room talking to Christopher's dad.

"We should talk about this later," said Mom.

"No, I want to know what you were talking about," I answered. "Don't you think you're ready for school, Auggie?" Mom said. "No," I said.

"I don't, either," said Dad.

"Then that's it, case closed," I said, shrugging, and I sat in her lap like I was a baby.

"I just think you need to learn more than I can teach you," Mom said. "I mean, come on, Auggie, you know how bad I am at fractions!"

"What school?" I said. I already felt like crying.

"Beecher Prep. Right by us."

"Wow, that's a great school, Auggie," said Lisa, patting my knee.

"Why not Via's school?" I said.

"That's too big," Mom answered. "I don't think that would be a good fit for you."

"I don't want to," I said. I admit: I made my voice sound a little babyish.

"You don't have to do anything you don't want to do," Dad said, coming over and lifting me out of Mom's lap. He carried me over to sit on his lap on the other side of the sofa. "We won't make you do anything you don't want to do."

"But it would be good for him, Nate," Mom said.

"Not if he doesn't want to," answered Dad, looking at me. "Not if he's not ready."

I saw Mom look at Lisa, who reached over and squeezed her hand.

"You guys will figure it out," she said to Mom. "You always have."

"Let's just talk about it later," said Mom. I could tell she and Dad were going to get in a fight about it. I wanted Dad to win the fight. Though a part of me knew Mom was right. And the truth is, she really was terrible at fractions.

Week 2 Tuesday

Learning objectives

I can use empathy to understand a character.

I can explain how a character is feeling using justifications from a text.

Read Chapter 5 of Wonder Driving

Should Auggie go to school?

* Reasons for

- 1.
- 2.
- 3.
- 4.

* Reasons against

- 1.
- 2.
- 3.
- 4.

Week 2 Wednesday

Learning Objectives

I can plan a discussion text identifying where key elements will go for success.

Title

- * Should Auggie attend school?

Success criteria

- * Third person until closing
- * Present tense
- * Sequencing phrases
- * Prioritised reasons that build within a paragraph
- * Modal verbs
- * Generalisers
- * Contrast and additional conjunctions
- * Complex sentences with accurately marked clauses

Plan

Should Auggie attend school?

Paragraph	Ideas and main focus of the paragraph	Success criteria items to include
Opening		
Reasons for		
Reasons against		
Closing		

Read Chapter 6 of Wonder

Paging Mr. Tushman

Week 2 Thursday

Learning objectives

I can write a discussion text.

Read Chapter 7 of Wonder

Nice Mrs Garcia

Week 2 Friday

Learning Objective

I can edit and improve my writing.

I can self assess using success criteria.

I can perform my writing (say aloud or write up or share with another class).

Read Chapters 8 and 9 of Wonder
Jack, Will, Julian and Charlotte
The Grand Tour

Week 3 Monday

Learning Objectives

I can recognise clues in texts to understand the inner thoughts of characters.

I can justify a response to a character's motivation.

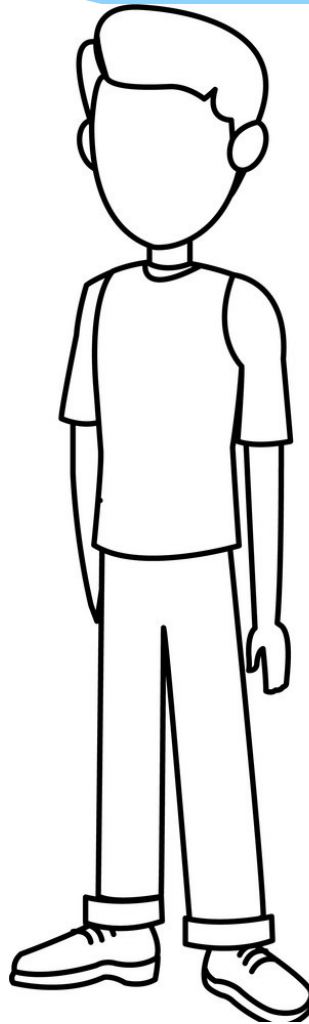
I can recognise the use of direct and indirect speech.

I can accurately punctuate direct speech.

Read Chapter 10 of Wonder The Performance Space

What are your impressions of Jack?

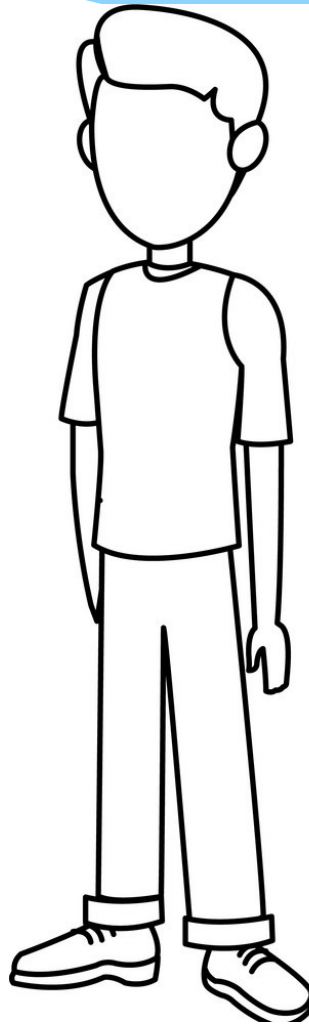
What does the character's reaction to Auggie tell you about them?



Explain your reasoning with examples from the text.

What are your impressions of Julian?

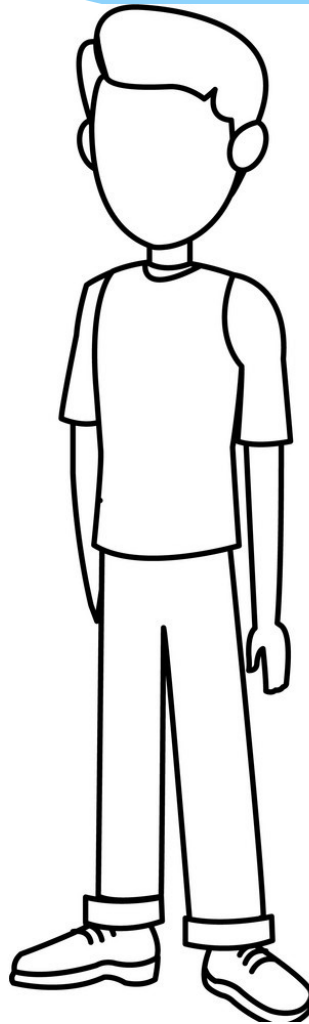
What does the character's reaction to Auggie tell you about them?



Explain your reasoning with examples from the text.

What are your impressions of Will?

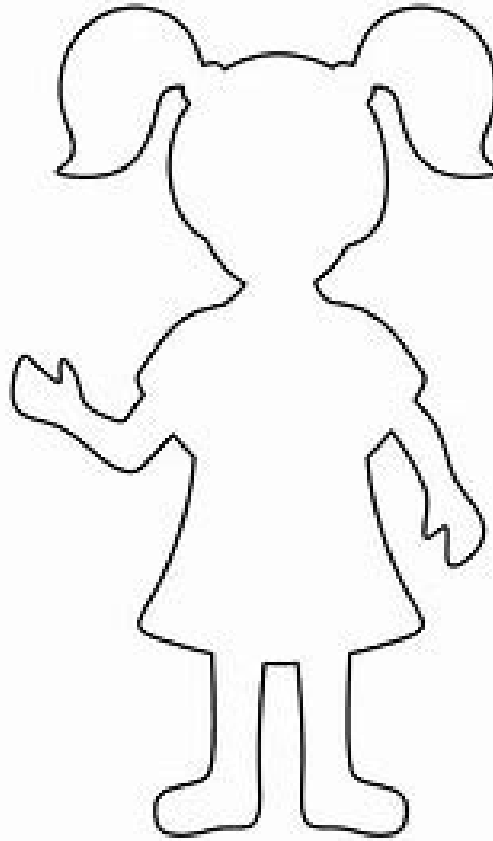
What does the character's reaction to Auggie tell you about them?



Explain your reasoning with examples from the text.

What are your impressions of Charlotte?

What does the character's reaction to Auggie tell you about them?



Explain your reasoning with examples from the text.

Hot seating

- * Think of some questions you would like to ask these characters. Write them down with reasons why these would be the most effective at getting information.
- * Think about how you would respond to your questions if you were in the 'Hot Seat'.
- * Take it in turns to become one of the characters and ask each other your questions.

Read Chapters 11 and 12
The Deal
Home

Week 3 Tuesday

Learning Objectives

I can recognise the use of direct and indirect speech.

I can accurately punctuate direct speech.

R J Palacio style

Think of some features that you have become aware of that R J Palacio

Features

- * Clear and understandable
- * Sweet and yet accurate
- * Makes you empathise with the protagonist (leading character)
- * Same situation from different characters
- * Uses proverbs for comparison
- * Uses speech for characterisation (Chapter 4 almost only speech)

Ch 4 - Christopher's House

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"Why not Via's school?" I said.

"That's too big," Mom answered. "I don't think that would be a good fit for you."

"I don't want to," I said. I admit: I made my voice sound a little babyish.

"You don't have to do anything you don't want to do," Dad said, coming over and lifting me out of Mom's lap. He carried me over to sit on his lap on the other side of the sofa. "We won't make you do anything you don't want to do."

"But it would be good for him, Nate," Mom said.

"Not if he doesn't want to," answered Dad, looking at me. "Not if he's not ready."

I saw Mom look at Lisa, who reached over and squeezed her hand.

"You guys will figure it out," she said to Mom. "You always have."

"Let's just talk about it later," said Mom. I could tell she and Dad were going to get in a fight about it. I wanted Dad to win the fight. Though a part of me knew Mom was right. And the truth is, she really was terrible at fractions.

Effective use of speech

- * Explain why the use of speech in Chapter 4 was so effective at showing the different responses of both of Auggie's parents.

It was a show not tell situation.
Here are some things to pick up on through the dialogue.
Think about what the author is portraying.

Say if you agree about these statements.
Find evidence to justify your choice.

Order the statements you agree with. Put the most important aspect the author is trying to portray at the top .

Mum sounds nervous about not providing the right education.

Mum doesn't think she has the skills to home educate Auggie.

Mum doesn't think Auggie should make the decision about school.

Dad is anxious about upsetting Auggie.

Dad is protective of Auggie.

Dad thinks Auggie should make the decision about school.

Auggie is scared about going to school.

Auggie recognises school is inevitable.

Auggie uses his deformity as a shield when feeling threatened.

“You should tell him what you’ve been thinking, Isabel,” Dad said.

Punctuating Speech

Remember correct speech uses:

- * inverted commas around the words spoken,
- * a capital letter for the start of speech,
- * a comma, full stop or question mark before closing the inverted commas,
- * said / shouted (verbs) are not capitalised,
- * new speaker = new line,
- * capitals for proper nouns,
- * if the person speaking is named before the speech, then use a comma before the inverted commas.

Here is a section again, this time
missing key punctuation.

we should talk about this later said mom no I want to know what you were talking about I answered don't you think you're ready for school, auggie mom said no I said I don't either said dad then that's it, case closed I said shrugging, and I sat in her lap like I was a baby I just think you need to learn more than I can teach you mom said I mean, come on, auggie, you know how bad I am at fractions what school I said I already felt like crying.

Check your work.

“We should talk about this later,” said Mom.

“No, I want to know what you were talking about,” I answered.

“Don’t you think you’re ready for school, Auggie?” Mom said.

“No,” I said.

“I don’t, either,” said Dad.

“Then that’s it, case closed,” I said, shrugging, and I sat in her lap like I was a baby.

“I just think you need to learn more than I can teach you,” Mom said.

“I mean, come on, Auggie, you know how bad I am at fractions!”

“What school?” I said. I already felt like crying.

Read Chapters 13, 14 and 15
First-Day Jitters / Locks / Around the
room

Week 3 Wednesday

Learning objectives

I can use clues from the text to identify character traits.

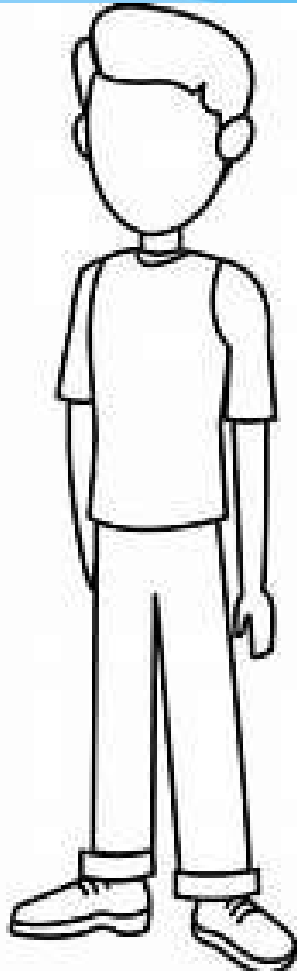
I can understand what a precept is.

Read Chapters 16 and 17
Lamb to slaughter
Choose kind

Auggie

- * What sort of a person he is?
- * How does he act in different situations such as at home, on his visit to Beecher Prep, on the first day of school?
- * What do we know about him as a person?
- * What do we know about his appearance?

Auggie



Appendix – Mr. Brown's Precepts

September

When given the choice between being right or being kind, choose kind. - Dr. Wayne W. Dyer

October

Your deeds are your monuments. - inscription on an Egyptian tomb

November

Have no friends not equal to yourself. -Confucius

December

Audentes fortuna invat. (Fortune favors the bold.) - Virgil

January

No man is an island, entire of itself. - John Donne

Read these and discuss what you think a precept might be.

What makes something a precept? Write your own definition.

Here are some more. Do they fit your definition?

February

It is better to know some of the questions than all of the answers. - James Thurber

March

Kind words do not cost much. Yet they accomplish much. - Blaise Pascal

April

What is beautiful is good, and who is good will soon be beautiful. -Sappho

May

DO all the good you can, By all the means you can, In all the ways you can, In all the places you can, At all the times you can, To all the people you can, As long as you ever can. -John Wesley's Rule

June

Just follow the day and reach for the sun! - The Polyphonic Spree, "Light and Day"

Precept: a definition.

* Precept

Noun

a general rule intended to regulate behavior or thought.

When given the
choice between being

RIGHT

and being

KIND,

**CHOOSE
KIND.**

- Dr. Wayne W. Dyer

Do all the **GOOD** you can,
By all the **MEANS** you can,
In all the **WAYS** you can,
In all the **PLACES** you can,
At all the **TIMES** you can,
To all the **PEOPLE** you can,
As long as you **EVER CAN.**

- John Wesley's Rule

Your
DEEDS
are your
MONUMENTS

Inscription on an Egyptian tomb

Research other precepts.

- * Think about the messages within these.
- * Think of your own so create as posters for the school.
- * Be inspirational.
- * You could think of song lyrics for inspiration.
- * E.g. As years go by, make sure friendship doesn't die.
- * Adapted from Toy Story's 'You've got a friend in me.'

Before the next lesson read Chapters
18-25

Week 3 Thursday

Learning Objectives

I can recognise different perspectives.

I can write effectively in the style of a character.

I can justify my writing, opinions and drawings of a character from clues in the text read.

Read Chapters 26-31

Tell me...

Think about the incident of the Bleeding Scream.

What did you like? Why?

What did you dislike? Why?

What patterns could you see?

What puzzled you?

The Bleeding Scream. Discuss...

- * What do they think of Jack's statements about Auggie?
- * Would it have mattered as much if Auggie had not overheard Jack?
- * Why do they think Jack said these things and what did he want to gain by doing so?

Hot seating.

Hot seat Auggie.

Ask him questions about the incident.

Hot seat Auggie's mum.

Ask her questions about the incident.

Write a diary entry for the event as either Auggie or Auggie's mum.

Use what you know about Auggie, from this section of the novel, to write Auggie's diary about the events leading up to hearing Jack describe him to the other pupils.

Or write a diary entry from Auggie's mother's perspective after she has brought him home from school, exploring her feelings and thoughts about how things are at Auggie's school. Especially as she is aware she does not have the whole story.

Think about the differing understanding of events of these two characters, who are very close in many ways, but who have different readings on the same situations.

Diary example

Thursday December 14th

The day I had thought would never come had finally arrived – the new Star Wars film was being shown in the cinema for the first time and I had tickets to go and see it with my dad! Ever since my dad first showed me the Star Wars films, they have been my favourite – I have watched some of them so many times that I have memorised whole sections of the script. I love the simplicity of the good vs evil story and I think the characters are perfect. Sometimes, when I have nothing else to do, I practise trying to use the ‘force’ to make objects move. Not surprisingly, they never do!

We were booked in to an early showing because we wanted to be among the first people to see the new film – we didn’t want any of the twists and turns of the plot ruined before we saw it for ourselves. So, after breakfast, we got in the car and drove to the cinema chatting excitedly about what we thought would happen in the film. I was wearing my Darth Vader costume and as well as feeling excited, I had a nice warm feeling that came from having my dad all to myself.

When we got to the cinema there were people everywhere, many of them dressed up like me and, despite the fact it was early in the day, there was a hubbub of excitement filling the huge lobby of the cinema. People were coming away from the snack counter carrying piles of popcorn and hotdogs and balancing drinks and sweets precariously. We had brought supplies from home, sneakily hidden in my dad’s bag. Noticing the crush at the food counter, my dad patted the bag and gave me a wink. We waited to collect our tickets behind a Stormtrooper and a C3PO and when we had them we went directly to screen 4 to find our seats.

Uses the past tense	
Uses first person pronouns (I, we, my, etc.)	
Describes the writer's point of view, thoughts and feelings	
Includes opinions as well as facts	
Uses ambitious words to describe people and places	
Is written in an informal style, as though speaking to someone	
Uses time conjunctions to link events	
Organises events into paragraphs	
Uses inverted commas to show direct speech	



Share diaries and discuss impact and success of the writing.

Week 3 Friday

Learning objectives

I can recognise how author's develop characters through detail.

I can empathise with a character.

I can reflect on an event through the eyes of a character.

Read Chapters 32-47 Via

Auggie's appearance

Why do you think we have not had a proper description of Auggie so far in the novel?

Why do you think it has taken so long for the reader to be given one, when his physical features are so key to the story?

Impressions

- * Draw, from the details given in the novel, from Via's perspective, your own impressions of Auggie in pastels / oil pencils.
- * Try to show some of Auggie's personality through your drawings and explore how you might do this through the use of colour.

You have 15 minutes

Leave your work on your table and walk around the class looking at other work.

- * Look closely at the different art works created by the class.
- * Pick a few pieces and ask each other how about the challenges involved.

- * Tell me...
- * What did you like? Why?
- * What did you dislike? Why?
- * What patterns did you find?
- * What puzzles you?

Via's revelations

- * What is your reaction to Via's revelations about the part she plays in the family?
- * What do you think about her thoughts about Auggie?
- * What do you think about the relationship she had with her Gran?
- * What do you think about her experience of starting a new school.

Reflection in character

- * Choose an aspect of Via that you are particularly interested in, an event that stuck in your head.
- * Ideas - metaphor of the galaxy to describe her family, her thoughts on the Punnett Square, her grans dying, her relationship with Summer, her experiences at school
- * Write one paragraph to sum up this event from Via's view as a personal reflection.

Before next lesson read Chapters 48-53
Summer or give a copy for children to read at
home over the weekend

Week 4 Monday

I can track the emotions of a character through chapters.

I can justify opinions about different characters.

Read Chapters 54-73
Jack

Jack

- * List the events that change Jack's mind over time.
- * Can you pin down what it is that makes this change happen?
- * Can you explain why it happens to Jack, but not to Justin or Charlotte?

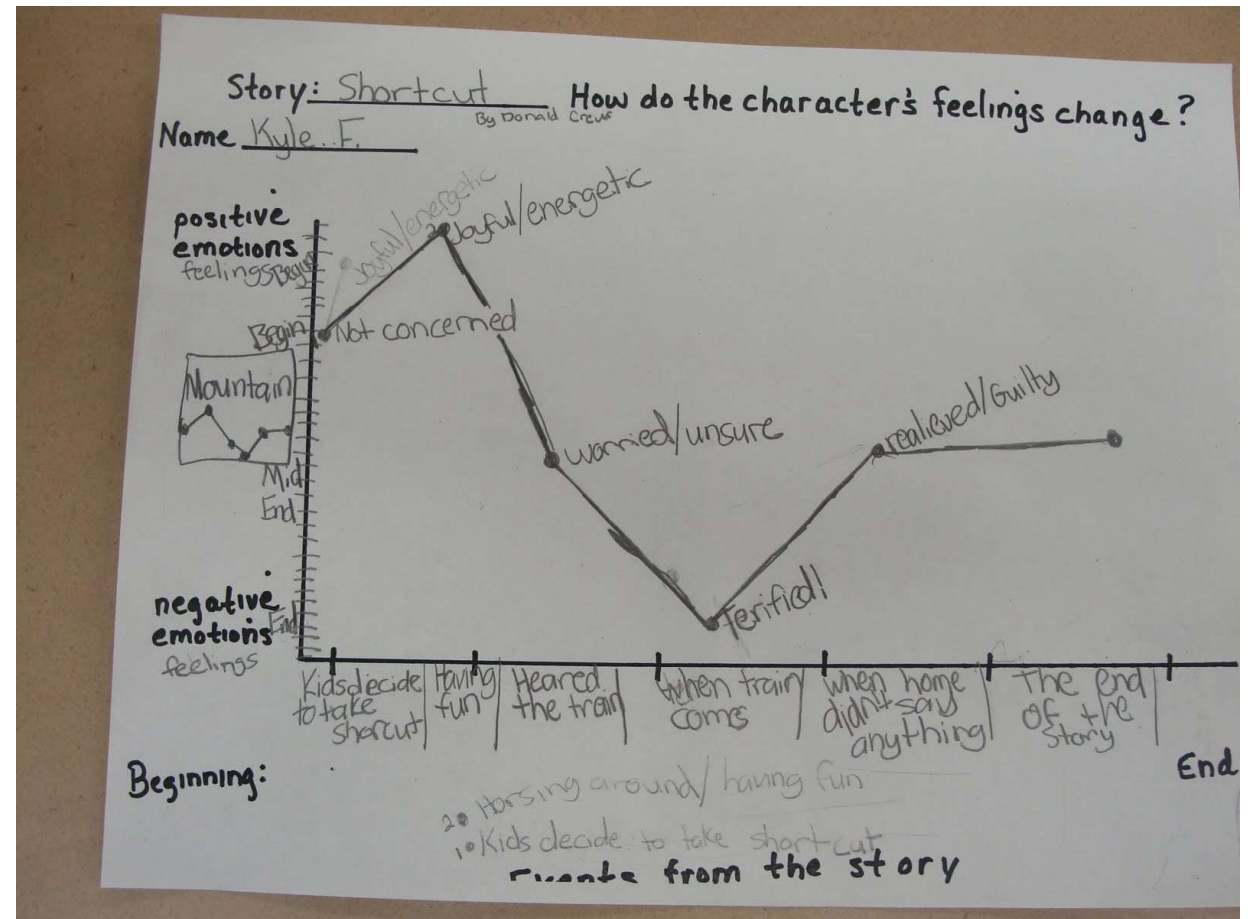
Emotional changes.

How do you think Jack feels at each stage below?

- * initial phone call he receives
- * not wanting to be singled out for the task of showing Auggie around school
- * his growing friendship with him
- * his decision he would rather spend time with Auggie than the other children in Grade 5.

Emotion Graph

In small groups, use a copy of Part 4 Jack to create a graph of emotion to pinpoint specific words to describe his feelings throughout the course of the story.



Before next lesson read Chapters 74
– 81 Justin

Week 4 Tuesday

* Learning Objectives

I can show a character development through own actions and that of others.

I can explain how a character is built up by an author through observations by others.

Read Chapters 82 – 92 August

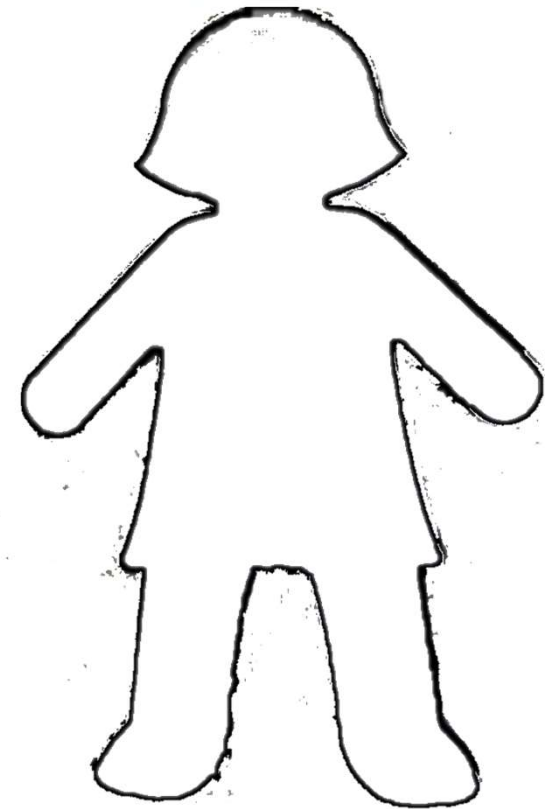
Role on the wall - Auggie

- * Look back at the role on the wall created for Auggie.
- * How much of this chart still holds true for each section of the role?
- * How do others view him now?
- * How has he changed as a character over the course of the story?

Read Chapters 93 – 98

Role on the wall - Miranda

- * What do you make of her as a person?
- * How she has treated others, in particular Via?
- * Why do you think Miranda lied about being Auggie's sister?
- * What would make her want to do this and how would the lie make her and those around her feel?



Week 4 Wednesday

Learning Objectives

I can orally retell an ending with accuracy, clear pace and appropriate tone and expression.

I can plan an alternative ending with reference to previous aspects of the story to ensure still in the same tone and voice of the original author.

Read Chapters 99 – appendix
August

Retell the ending in detail to a partner.

Think chronology...

Use these chapters to support retelling...

Awards, Floating, Pictures, The Walk Home

Tell me...

- * What are your impressions and opinions of the ending?
- * Do you feel the ending is effective?
- * What do you like about the ending? Why?
- * What do you dislike about the ending? Why?
- * What patterns did you notice?
- * What puzzled you?

An alternative...

You are going to write a different ending to the novel, one which does not end on as upbeat a note.

Work alone, in pairs or in a group to plan this alternative ending under the chapters Awards, Floating, Pictures, The Walk Home.

Share ideas...

- * How do these alternative (less upbeat) endings change our feelings about the novel?
- * Do you believe a less 'happy' ending could work with the novel like this? Explain your thoughts.

Week 4 Thursday

Learning Objectives

I can recognise tone of writing.

I can write in the style and tone of an author using techniques and phrases to mimic register and style.

Floating

People started applauding before Mr Tushman's words actually registered in my brain. I heard Mya, who was next to me, give a happy little scream when she heard my name and Miles, who was on the other side of me, patted my back.

Think about the tone and style here. Sentences are fairly long.

In one sentence, 2 embedded relative clauses have been used.

Awards

Let us write the start of our own alternative chapter for Awards.

Think of the style and tone used for Auggie to ensure this would slip easily into the book.

Offer ideas of words and phrases to mimic R J Palacio's approach.

Week 4 Friday

Learning objectives

- * I can support with ideas as a class.
- * I can edit and improve a shared piece of writing.
- * I can recognise phrases and vocabulary choices that tie writing to a style and author.

Objectives and Success Criteria

Link back to the beginning with an action to show a characters changed
Use onomatopoeia for description and effect
Use precise detail for description
Put the speaker in front, in the middle or at the end of what is said for effect
Surprise the reader with something unexpected
Reveal a character's thoughts

<u>National Curriculum Writing Expectations Y6</u>
Spell the words I have been taught including the NC lists.
Use a thesaurus to find alternative words with the same meaning.
Use a range of cohesive devices.
Draft my work developing initial ideas and researching where necessary.
Select and use the correct grammar to enhance meaning.
Ensure that the correct tense is used.
Ensure correct subject and verb agreement.
Use font / handwriting for effect.
Punctuate direct and indirect speech.
Use passive verbs.
Use the perfect form of verbs.
Use expanded noun phrases.
Use modal verbs or adverbs.
Use relative clauses.
Use commas, brackets and dashes as appropriate for different types of parenthesis.
Use semi-colons to mark independent clauses (co-ordination).
Use colons to mark dependent clauses (sub-ordination).
Use ellipses.

Week 5 Monday

Learning Objectives

I can edit and improve my writing based on self and peer review.

I can write independently in the style of a particular author.

Objectives and Success Criteria

Link back to the beginning with an action to show a characters changed
Use onomatopoeia for description and effect
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Use colons to mark dependent clauses (sub-ordination).
Use ellipses.

Week 5 Thursday

Learning objectives

I can recognise qualities needed for an audio book reading.

I can record my alternative ending as an audio book.

I can ensure my expression, pace and fluency are appropriate to engage and hold an audience.

Floating - audio

- * Listen to this chapter read by a teacher.

<https://www.heyman.notts.sch.uk/attachments/download.asp?file=4750&type=mp3>

- * Tell me....

What did you like? Why?

What did you dislike? Why?

What patterns did you find?

What puzzled you?

Think of some success criteria for creating your audio book ending.

- * Tone
- * Pace
- * Expression
- * Pauses
- * Fluency

Week 5 Friday

Learning objectives

I can listen to a range of alternative endings and give a personal response with justifications.

I can evaluate the effectiveness of writing with a focus on author tone and voice.

Alternative endings.

* Tell me...

What did you like? Why?

What did you dislike? Why?

What patterns did you find?

What puzzled you?

Week 6 Monday

Learning Objectives

I can give a personal response to a poem with justifications.

I can perform a poem with appropriate pace, tone, expression and use of body language.

Being Human by Naima Penniman

* <https://youtu.be/EdMHqjN4Wtw>

Tell me...

- * What did you like about the poem and why?
- * What did you dislike about the poem and why?
- * What patterns could you see in the poem?
- * What puzzles you about this poem?

BEING HUMAN by Naima Penniman

I wonder if the sun debates dawn some mornings not wanting to rise out of bed from under the down-feather horizon

If the sky grows tired of being everywhere at once adapting to the mood swings of the weather

If the clouds drift off trying to hold themselves together make deals with gravity to loiter a little longer

I wonder if rain is scared of falling if it has trouble letting go

If snowflakes get sick of being perfect all the time each one trying to be one-of-a-kind

I wonder if stars wish upon themselves before they die if they need to teach their young to shine

I wonder if shadows long to once feel the sun if they get lost in the shuffle not knowing where they're from

I wonder if sunrise and sunset respect each other even though they've never met

If volcanoes get stressed

If storms have regrets

If compost believes in life after death

I wonder if breath ever thinks about suicide

I wonder if the wind just wants to sit still sometimes and watch
the world pass by

If smoke was born knowing how to rise

If rainbows get shy backstage not sure if their colors match right

I wonder if lightning sets an alarm clock to know when to crack

If rivers ever stop and think of turning back

If streams meet the wrong sea and their whole lives run off-track

I wonder if the snow wants to be black

If the soil thinks she's too dark

If butterflies want to cover up their marks

If rocks are self-conscious of their weight

If mountains are insecure of their strength

I wonder if waves get discouraged crawling up the sand
only to be pulled back again to where they began

I wonder if land feels stepped upon

If sand feels insignificant

If trees need to question their lovers to know where they
stand

If branches waver in the crossroads unsure of which way to
grow

If the leaves understand they're replaceable and still dance
when the wind blows

I wonder where the moon goes when she is hiding

I want to find her there and watch the ocean spin from a
distance

Listen to her stir in her sleep effort give way to existence

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I wonder if the **wind** just wants to sit still sometimes and watch
the world pass by

If **smoke** was born knowing how to rise

If **rainbows** get shy backstage not sure if their colors match right

I wonder if **lightning** sets an alarm clock to know when to crack

If **rivers** ever stop and think of turning back

If **streams** meet the wrong sea and their whole lives run off-track

I wonder if the **snow** wants to be black

If the **soil** thinks she's too dark

If **butterflies** want to cover up their marks

If **rocks** are self-conscious of their weight

If **mountains** are insecure of their strength

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when the wind blows

I wonder where the moon goes when she is hiding

I want to find her there and watch the ocean spin from a
distance

Listen to her stir in her sleep effort give way to existence

Week 6 Tuesday

Learning Objectives

I can recognise, and understand the effect, of conditional sentences.

I can write accurate conditional sentences.

Conditionals

I wonder **if** land feels stepped upon

If sand feels insignificant

If trees need to question their lovers to know
where they stand

If branches waver in the crossroads unsure of
which way to grow

If the leaves understand they're replaceable and
still dance when the wind blows

Conditional sentences explain

Conditional sentences are sentences that express one thing contingent on something else.

E.g. If it rains, then the picnic will be cancelled.

They are so called because the impact of the main clause of the sentence is conditional on the dependent clause.

A conditional sentence contains two clauses: **the dependent clause expressing the condition, called the antecedent;** and **the main clause expressing the consequence, called the consequent.**

If it rains, then the picnic will be cancelled.

Note the use of the **comma** to separate the two clauses.

Look at these conditional sentences. Pick out the main clause and the dependent clause.

If the sun doesn't shine, then there will be eternal darkness.

If the rain doesn't fall, then there will be the wilting of flowers.

If the Earth stops spinning, then day will not turn into night.

Look at these conditional sentences. Pick out the main clause and the dependent clause.

Dependent – red

Main – blue

If the sun doesn't shine, then there will be eternal darkness.

If the rain doesn't fall, then there will be the wilting of flowers.

If the Earth stops spinning, then day will not turn into night.

Think about our inspiration of Being Human and write your own conditionals.

If the _____, then _____
_____.

If the _____, then _____
_____.

If the _____, then _____
_____.

Think other natural elements mentioned in the poem.
soil sand rainbows start rocks mountain streams oceans moon

Reread Being Human

- * Why do you think conditionals are used throughout this poem?
- * What impact did Naima intend to have with them?

Week 6 Wednesday

Learning objectives

- * I can support writing by offering phrases that are in a particular poet's style and tone.
- * I can edit and improve writing to ensure appropriate effect on a reader.

Being Human

I wonder if the snow wants to be black
If the soil thinks she's too dark
If butterflies want to cover up their marks
If rocks are self-conscious of their weight
If mountains are insecure of their strength

Being Human

I wonder if the snow wants to be black
If the soil thinks she's too dark
If butterflies want to cover up their marks
If rocks are self-conscious of their weight
If mountains are insecure of their strength

If butterflies want to cover up their marks
If rocks are self-conscious of their weight
If mountains are insecure of their strength

Look carefully at these three lines.

Notice how Naima has cleverly taken the most prominent feature of the noun.

See how the emotion created for this feature is negative.

What effect is this having on the reader?

Brainstorm

- * Think of some natural elements / animals that have not been mentioned in poem so far
- * Think of some feelings that have not been mentioned in the poem so far – think negative for this section

Ideas...

eagles / dragonflies / wasps / frogs / ants

lakes / pebbles / stars / gold / bark / petals / earthquakes

embarrassed / forgetful / neglected / arrogant

Being Human

I wonder if the bark wants to be cared for instead of
offering protection
If the stars are arrogant when they sparkle
If pebbles feel neglected as their sides are eroded
If earthquakes get embarrassed when they rattle the
ground
If ants are forgetful of their loads on their journey to their
hills

Own verse

I wonder if _____

If the _____

If _____

If _____

If _____

Week 6 Thursday

Learning objectives

I can write a poem with words chosen for effect and selecting a specific tone and style.

Word choice

- * The style and structure of Being Human is easy to replicate.
- * Remember you aim is invoke emotions in your reader.
- * Word choice is key.

Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes

Explain the impact of figurative and expressive language, including metaphor

Comment on poems' structures and how these influence meaning

Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form

Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT

Use language imaginatively to create surreal, surprising, amusing and inventive poetry

Use simple metaphors and personification to create poems based on real or imagined experience

Select pattern or form to match meaning and own voice

Reading poetry (subject matter and theme / language use / style / pattern)

Performing poetry (use of voice / presentation)

Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Week 6 Friday

Learning objectives

I can edit and improve my poem to ensure maximum effect.

I can perform my poem using different techniques to ensure full comprehension of meaning to the listener.

I can evaluate my performance.