

“Hope is a dragon. It can sleep for thirty years. But give it a poke and it will roar.”

‘Yasmin and Sila’ by Marianne Levy, *The Book of Hopes...*, National Literacy Trust, 2020.

Through teaching this sequence we hope that your Y6 children will be inspired to express their own hopes in a special piece of writing to celebrate moving on to the next phase in their education – most especially in these extraordinary times.

Intentions of this teaching sequence:

- To support Y6 pupils with coming to terms with the disruption to their final year in primary school through both reading and writing;
- To provide an opportunity for the children to write according to their own personal preferences but within an overall theme of hope;
- To give Y6 children a platform to celebrate and present their final pieces of writing to their wider community (all Y6 pupils, their parents, the school community and possibly a wider audience), perhaps as part of their Y6 Leavers’ Celebration.

Structure of the sequence and resources

There are two main sections to the sequence:

- A series of guided reading activities to explore the overall theme of hope that connects all the texts in the book;
- A sequence of activities leading from further reading and exploration to a final independent writing outcome.

Resources: some key templates are provided to support children in organising their thoughts and writing ideas. You may wish to adapt these or choose not to use them at all if your children are familiar with using writing notebooks.

Pedagogical Principles

The sequence has been written in the knowledge that teachers and children will be in many different situations in their schools and at home. We have endeavoured to consider the challenges of children working independently at home but you will need to adapt the activities and resources to meet the needs of your children’s individual circumstances. You will also need to make decisions based on the technology available to you and the ways that you have developed for working with children remotely. For the Writing Sequence, we have worked with the following principles in mind:

- The teacher will work alongside the children, whether remotely or in class, modelling each part of the writing process before the children attempt it independently;

- Each key part of the sequence will include resources to scaffold the children's responses to support them in organising their thoughts and ideas;
- Alternatively, each child will have their own notebook for recording their work as they move through the sequence as their very own Book of Hopes;
- Each child will have a Writing Buddy in a different 'pod' or 'bubble' that they can keep in contact with to share their ideas, get support and feedback;
- There will be wider opportunities for children to share their ideas and ongoing writing as they work towards the outcome.

Things to consider before you start

- How will you be able to model key activities? For example, online live lessons, recorded clips, when children are in class in rotating pods/bubbles, etc.
- Will you provide notebooks for children to use as they work? If not, how will they organise and store their work?
- How will you set up the Writing Buddies and how will children communicate with one another?
- How will the class community be able to share their ideas and snippets of writing? For example, [Padlet](#), online platforms, school website, through class whiteboard screens when they are in school, etc.
- How do you intend to share the final outcomes? For example, as part of a wider online Y6 Leavers' Celebration, uploaded documents and readings on part of your website, as a recorded online celebration of writing, etc.

Choices of texts and ideas for possible outcomes

The texts we have chosen for the Writing Sequence are grouped loosely by linked ideas. However, there are many other wonderful texts in this book that we have missed out. If other texts or a particular genre would particularly suit your Y6 class, then please substitute our suggestions and adapt the activities accordingly.

NB: On the accompanying **Y6 Text List**, we have indicated which texts have been used for the Y7 unit so if you use alternative texts to the ones suggested, you may wish to avoid those.

Children's outcomes may be in the form of narrative story in any genre, poetry or possibly non-fiction. Our idea is that children should have as much freedom as possible to express themselves in writing in the way that suits them best.

Y6 Text List: Reading and Writing Sequences

Guided reading	
Text	Notes
<i>Stronger than Magic</i> , Cerrie Burnell, p.173	Theme of hope explored through traditional stories; great for making other links thematically
<i>Blanket</i> , Nicola Skinner, p.204	Metaphorical treatment of hope
Writing categories/themes	
Home and family	
Text	Notes
<i>Searching for Treasure</i> , Annabel Pitcher, p.43	Narrative recount: an account of engaging with a younger sibling in imaginary play
<i>Balcony Picnic</i> , Michelle Magorian, p.47	Poetry: although written years ago, this unusual picnic relates to our current unusual times
<i>A New Sun Up</i> , Ben Bailey Smith, p.229	Narrative story: a dog's perspective on lockdown and a new baby in the family
<i>The Greatest Gift</i> , Maz Evans, p.253	Poetry: the toys in lockdown wait for the children to play
<i>My First Expedition to the Wilderness</i> , Ed Clarke, p.287	Narrative recount: the experience of sleeping alone in a tent in the garden
Encounters with nature	
Text	Notes
<i>Hope or Learning the Language of Birds</i> , Jackie Morris, p.76	Poetry: a beautiful and moving poem about noticing and appreciating birds and birdsong

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<i>Butterfly Field</i> , Jo Cotterill, p.103	Poetry: this poem celebrates different species of butterfly
<i>Hare Time</i> , Piers Torday, p.124	Non-fiction: information about hares
<i>A Golden Visitation</i> , Ed Vere, p.128	Narrative recount: the recount of a walk and unexpectedly seeing a hare
Thoughts and feelings	
Text	Notes
<i>A Song of Gladness</i> , Michael Morpurgo, p.2	Narrative story: a moving story about the benefits of building positive relationships with the natural world
<i>That Peeling Feeling</i> , Jack Noel, p.114	Narrative recount: an introspective account of small things that fascinate
<i>Me</i> , Swapna Haddow, p.291	Poetry: a reflection on how you can have different feelings about yourself at different times
<i>The Store Full of Magical Things</i> , Rutendo Tavengerwei, p.317	Poetry: this poem is reminiscent of Kit Wright's <i>The Magic Box</i> , with all sorts of things that could be in the store
Amazing animals	
Text	Notes
<i>The Naughtiest Cat I Have Ever Known</i> , S. F. Said, p.68	Narrative recount: the memories a favourite childhood pet and his antics
<i>Hope is An Ancient Reptile</i> , Sophie Dahl, p.131	Narrative recount: the story of a sibling's pet tortoise and his adventures
<i>Silver</i> , Hilary McKay, p.142	Narrative recount: the story of rescuing a jackdaw that fell down the chimney
<i>Moses and the Watering Can</i> , William Sutcliffe, p.146	Narrative recount: the story of a pet cat and a very brave mouse

Just imagine...story ideas	
Text	Notes
<i>A Way to the Stars</i> , David Almond, p.22	For pupils who can draw/choose images but who are unable to write: create a picture book from his words
<i>The Domovoi</i> , Zana Fraillon, p.166	Narrative instructions/description : follow the writer's instructions to imagine your own house spirit
<i>Box of Pencils</i> , Gillian Cross, p.188	Narrative story: a story about drawing an imaginary place and inventing a story using a box of pencils and starting from a traditional story opening (Cinderella)
<i>Jeddi's Attic</i> , Aisha Bushby, p.264	Narrative recount: create and explore an imaginary world from what you find in the attic
<i>Perchance to Dream</i> , Chris Riddell p.321	Picture stimuli: write a story using images drawn by Chris Riddell as the inspiration
<i>Hunters of Hope</i> , Lissa Evans, p.326	Narrative story or poetry: a range of ideas for a story or poem about hope
<i>My Favourite Game</i> , Harriet Muncaster, p.329	Narrative story: create a miniature character and take it on an adventure
A selection of other genre categories and examples of texts not included in this planning unit	
Fantasy: imagined worlds (often with animals)	
Text	Notes
<i>Daphne and the Doughnuts</i> , Jessie Burton, p.52	Narrative story: a funny story about a girl who meets a talking dog
<i>The Hummingbird's Smile</i> , Sophie Anderson, p.181	Narrative story: this is an 'overcoming the monster' story set in a maze

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Traditional Tales	
Text	Notes
<i>Jack and the Ram</i> , Sally Gardner, p.196	Narrative story: a funny and inventive spin-off using elements from <i>Jack and the Beanstalk</i> as well as <i>Mary had a Little Lamb</i>
<i>Little Red Wolf</i> , L.D. Lapinski, p.200	Narrative story: a sequel to <i>Little Red Riding Hood</i> featuring the next generation of both the human and wolf families from the original
Sci-fi	
Text	Notes
<i>Hello</i> , Polly Ho-Yen, p.213	Narrative story: a meeting with aliens told in the form of a conversation
<i>First Contact</i> , Louie Stowell, p.219	Narrative story: a story about preparing to visit earth from an alien's perspective

Y7 Text List: accompanying transition unit

(These are texts selected for use with new Y7 pupils; teachers of Y6 may wish to avoid these.)

Reading focus	
Text	Notes
<i>Mr Umbo's Umbrellas</i> , Patience Agbabi, p.27	Poetry: expressing the relief of Spring rain after a winter in London and the hope an umbrella seller brings
<i>Bag for Life</i> , Joseph Elliott, p.30	Narrative story: the story of a father and daughter's flight through a forest and the little white lies we tell those we love in order to preserve hope

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<i>The Lamagaia Nest</i> , Jasbinder Bilan, p.80	Narrative story: a grandmother and her granddaughter go in search of some very special birds
Writing focus	
Text	Notes
<i>The Green Road</i> , Katherine Woodfine, p.99	Literary non-fiction: a poetic and personal description of interactions with a special place over time
<i>The Young Bird-Catcher</i> , Katherine Rundell, p.355	Narrative story: an ever-hopeful young man acts on his principles and finds his heart's desire

10 Minute Challenge suggestions from <https://authorfy.com/10minutechallenges/> for Lucky Dip activity

Abi Elphinstone	Create a world-crossing moment.
A.F. Harrold	Imagine something that lurks in your meals.
Swapna Haddow	Imagine life from an animal's perspective.
Sibéal Pounder	Create an animal mash-up pet.
L. D. Lapinski	Create an imaginary world.
James Campbell	Plan a story by posing and answering questions.
Piers Torday	Imagine how an ordinary object could become a secret weapon.
Anna James	Take a book-wander into your favourite story.
Jo Cotterill	Create a story character and plot with 'heart' and hope.
Catherine Doyle	Design a memory candle to take you back in time.
M. G. Leonard	Imagine a plastic character and try out a cartoon strip.
Kate Pankhurst	Create a picture of a character who saves the world.
Katie and Kevin Tsang	Invent a dragon of your very own.

GUIDED READING SEQUENCE

All of the texts used are in *The Book of Hopes* which is freely available online: <https://literacytrust.org.uk/family-zone/9-12/book-hopes-for-children-during-lockdown/>

The aim of this sequence of reading activities is to explore the theme of 'hope' across two texts. In doing so, children will have opportunities to:

- clarify their understanding of the concept;
- explore some of their hopes and experiences as a result of lockdown;
- be ready to start thinking about how they might want to write around the theme of hope.

The response to reading can be structured in different ways depending on whether children are in school and being taught face to face, if they are at home, or experiencing a combination of both. The intention is that all children can access the same activities, starting to build a sense of community around reading.

As well as the children's personal *Book of Hopes* notebook, there are other ways of enabling collaboration and collation of thoughts and ideas, e.g. [Padlet](#), or other online platforms such as Teams, Seesaw, etc., which enable children to add comments and read each other's in real time and after the event. You will need to adapt the activities to suit your school circumstances and the technology available to you.

Focus	Sequence of activities	Considerations for children working at home	Resources
Warm up task	Look at the image by Lauren Child, p.xvi: <ul style="list-style-type: none"> • Jot some thoughts down around the outside of a copy of the picture: predict - what is she thinking? Feeling? • How does this image link with the idea of 'hope': what might she be hoping for? 	You could use a padlet live to enable all children to jot sticky notes in response to each question. These can be seen immediately by anyone logged onto the site.	Image on p.xvi

	<ul style="list-style-type: none"> Why do you think Lauren Child called this picture 'The World Through the Window'? 		
Text 1: <i>Stronger than Magic</i> by Cerrie Burnell, p.173			
Session 1	<p>Read up to the end of paragraph 3.</p> <ul style="list-style-type: none"> Are there any words or phrases which are puzzling? Collect these words/phrases and clarify the meaning of some of them with the children. Highlight or collect words that stand out in the text and words that might help us to get a sense of what the text is about. Predict what we think is 'Stronger Than Magic' and why? Read the next line of the text: <i>'Its name quite simply is hope.'</i> <p>Independent activity ideas:</p> <ul style="list-style-type: none"> In your notebook, create a representation of the author's thoughts about 'hope' so far: <ul style="list-style-type: none"> You could present the words identified in any way you choose: you could add images, write in different fonts/styles, group words, sequence words, link words. Think about how to link your ideas to the idea and word: hope. 	<p>Ensure children can access the text: preferably provide a copy initially only these three paragraphs.</p> <p>Children at home can collect words and discuss with parent/carer. Send in word + their idea of its meaning in the text.</p> <p>Send in photographs or scans of your work to share in a class gallery.</p>	Notebook

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<p>Session 2</p>	<p>Read to the end of the text.</p> <p>Hope is a really common theme in stories and Cerrie Burnell references four different examples in her text. Read the first example and discuss what story the children think it might be and what the clues are. Model identifying the clues as you read (see example of completed modelling sheet).</p> <p>How is 'hope' represented in the story?</p> <p>Independent activity ideas:</p> <ul style="list-style-type: none"> • In the group or independently, create similar sheets for each or at least one of the other stories referenced (see resources). • Challenge children to read one of the stories referenced and add additional thoughts about how the theme of hope is represented in the whole story. • Create a list of other stories they know which could represent the theme of hope. 	<p>Read the whole text.</p> <p>Use the modelled example for Rapunzel to think about the other stories.</p> <p>Create a padlet (padlet.com) to capture children's ideas of other texts that represent the theme of hope and how they do this.</p>	<p>Resource 1: Modelled sheet for Rapunzel</p> <p>Resource 2, 3 & 4 :Blank sheets for other stories</p> <p>Links to online versions of the classic and original stories:</p> <p>https://www.storyberries.com/fairy-tales-rapunzel-by-brothers-grimm/</p> <p>https://www.storyberries.com/fairy-tales-sleeping-beauty-in-the-wood-by-charles-perrault/</p> <p>https://www.storyberries.com/fairy-tales-the-little-mermaid-by-hans-christian-andersen/</p> <p>http://www.learnlibrary.com/peter-pan-barrie/index.htm (this is a link to the whole text so very long. Chapters 1-4 would be the best to read to link with the references in our text)</p>
<p>Session 3</p>	<p>Read or re-read the last two paragraphs.</p> <p>Pick out words or phrases that show how Cerrie Burnell is building a picture of what hope is.</p> <p>Use some of the sentence starters below to say/write/record what your understanding of hope is having read the text:</p>	<p>Give sentence starters electronically.</p> <p>Children can record their ideas with audio/video.</p>	<p>Resource 5 & 6: Star and raindrop templates</p>

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	<p><i>I think hope is.....because...</i> <i>Hope is an emotion that...because...</i> <i>Hope can...by...</i> <i>We all need hope because...</i></p> <p>Independent activity idea:</p> <ul style="list-style-type: none"> Use the drop or star templates to reflect and record your own hopes. 		
Text 2: <i>Blanket</i> by Nicola Skinner, p.203			
<p>Session 4</p>	<p>Predict from the title before looking at any of the text. What are our associations with ‘Blanket’? How might this link to the theme of hope? Record predictions as we will be returning to these later.</p> <p>Read the whole text (this can be done by reading to the class/group, they read it themselves or share the recorded version).</p> <p>As a group, complete a Likes/Dislikes/Puzzles/Patterns grid.</p> <p>Key points:</p> <ul style="list-style-type: none"> For each section of the grid, record exactly what the children say 	<p>Prediction can be done as a written activity.</p> <p>Ensure children can access the text and suggest that someone reads it aloud if there are difficulties with decoding or fluency.</p> <p>Set up a padlet or a shared document in another online collaboration tool so that children at home can add to the Likes/dislikes/puzzles/patterns discussion</p>	<p>Resource 7 : Grid template</p>

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	<ul style="list-style-type: none"> • Give lots of time for further ideas: they will come if sufficient time is spent. • You may need to model puzzles and patterns just to get the conversation going. 		
<p>Session 5</p>	<p>(This session will work best in a small group context to enable maximum reciprocal discussion and contribution.)</p> <p>Return to the grid completed in session 4. Before the session, choose a few of the ideas to discuss in more detail in this session.</p> <p>You could allocate one of these points to small groups to add more detail. It works well to have a group of 2/3 children exploring one idea and recording their thoughts on a large sheet of paper.</p> <p>Use the responses collected in the grid (and expanded by groups) to lead a deeper conversation about the text. Strategies to support this:</p> <ul style="list-style-type: none"> • For each response you focus on, ask the children to ‘Tell me more about...’; • Ask children to reference the text in their discussion: which bit made you think that? Can you find something in the text to support that? Which words suggest...? • Areas which need to be covered in this discussion include: <ul style="list-style-type: none"> ○ Characterisation: how do we find out about the brother’s relationship? Or about the main character? 	<p>If children at home are unable to join a live lesson for this session, once you have run this session in school, create a sheet with some of the key areas discussed identified and ask children to jot down their thoughts for each aspect.</p> <p>You could use the prompt questions from the plan, or use ideas which other children suggest.</p>	

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	<ul style="list-style-type: none"> ○ What is real and not real? Tease out the idea of hope being personified. ○ What is the significance of the blanket (we will return to this)? ○ What is hope like in this text? <p>Encourage children to end the session by jotting down any really interesting ideas they have heard, said or thought in the session into their Book of Hopes notebook.</p>		
<p>Session 6</p>	<p>This session is a short session to introduce an activity and would work best soon after session 5.</p> <ul style="list-style-type: none"> ● Return to the predictions from the title in session 4. Why do we now think that Nicola Skinner called her story 'Blanket'? ● Discuss what children think is the message about hope in this story? Reference detail to support their ideas. <p>Independent activity:</p> <p>Produce a short piece of writing about the theme of hope in the two stories we have discussed. Points to include:</p> <ul style="list-style-type: none"> ● Is hope represented in the same way in both stories or are there differences? If so, what are they? ● What is the significance of the titles of both stories? ● Find and copy some words or phrases from each story that best capture the representation and the 	<p>Set the task using the prompts in the plan.</p> <p>Children write and then record their thoughts on video to share.</p>	

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	<p>message about hope. Explain why you chose them.</p> <ul style="list-style-type: none"> Which story best reflects your thoughts about hope? Why? <p>Children could read their pieces on video so that they could be shared with others both at home and in school.</p>		
<p>Extension / additional ideas</p>	<p>These ideas could be used to extend the exploration of the theme of hope in texts and might also support children to consider their ideas for writing:</p> <ul style="list-style-type: none"> Create a class reading list of other texts that children identify which have hope as a key theme. Read <i>The Red Tree</i> by Shaun Tan. There are two interesting presentations of the book available on Youtube which would be good to watch and compare: https://www.youtube.com/watch?v=wAsEq6EG8jE https://www.youtube.com/watch?v=PrmMFFpKxgw In reading, look out for images used to represent hope: so far we have had a drop of hope, a star and a red tree from Shaun Tan. 	<p>If you use a platform like TEAMS or Google classroom you will be able to keep a document open which children can read and add to from home.</p>	

Resource 1

I'm thinking of Rapunzel because it's a story I know with a tower.

The word 'trapped' and 'without freedom or family' tells me she is not willingly in the tower: this fits with what I know about Rapunzel too.

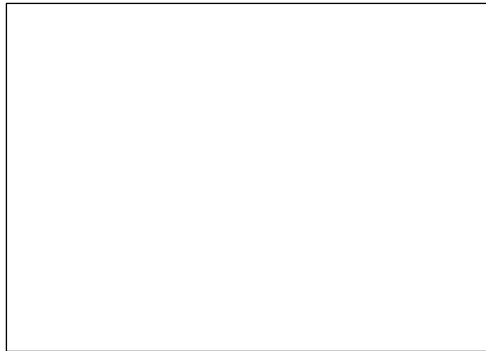
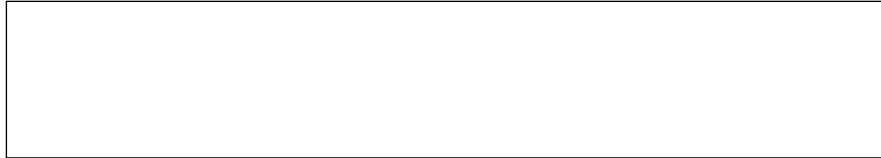
I'm not sure of the details but Rapunzel was surprisingly content in her tower and I think it was her singing that meant the young man found her.

The **girl trapped in the tower** without freedom or family. How frightened she must have been, how isolated. Yet still **she stood at her window and sang**. The hope of a better dawn filled her with joy. So she sang and she sang until her song filled the forest and reached the ears of a traveller passing by.

How is 'hope' represented in the story?

Rapunzel remains content and happy despite being trapped in a tower. This suggests she is able to make the best of her life and perhaps also that she thinks there will be something better to come. Her singing shows she is able to be happy but also ends up of being hopeful as it reaches out to the world and attracts the young man who ultimately rescues her.

Resource 2



Or picture the boy, setting out alone, cutting down a forest of brutal thorns that none have ever found their way through before. It is hope that makes him keep going, believing that he will find the sleeping kingdom beyond the thorns.

How is 'hope' represented in the story?

Resource 3

Or remember the three children who found a shadow-less boy and a spiteful fairy and were told to think a happy thought, so they too might fly. Without those gorgeous memories or hopeful wishes they would not have risen into the air, nor turned right at the second star and straight on till morning.

How is 'hope' represented in the story?

Resource 4

Imagine the mermaid giving up her tail, finding the courage to venture into the unknown, into a world she's never seen. The wonder of new possibilities making everything seem magical, the hope in her heart giving her grit and tenacity so she refuses to ever give up.

How is 'hope' represented in the story?

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Resource 5

When the world seems dark or frightening, look for a single star. Make that star a hopeful thought.

[Click or tap here to enter text.]

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Resource 6

On a sad or overwhelming day when everything feels very dark, if you can find just a little drop of hope, a memory of something wonderful or a dazzling ambition, that tiny drop - no matter how small - will become your guiding star (or your second star if you one day learn to fly).



[Click or tap here to enter text.]

Resource 7

Likes/Dislikes/Puzzles/Patterns

What do you like about the text?	Is there anything you dislike about the text?
Are there any puzzles for you in the text?	Can you notice any patterns?

TEACHING SEQUENCE FOR WRITING			
Focus	Sequence of activities	Considerations for children working at home	Resources
Reading and exploring the texts	<p>Warm up to the theme and the texts</p> <p>Teaching input (if possible in a live lesson)</p> <ul style="list-style-type: none"> • Before starting, provide the children with a notebook or other resource for all their jottings and writing over the sequence. This will become their own <i>Book of Hopes</i>. If you did the Guided Reading Sequence, the children will already have started their notebooks. Pair the children with their writing buddy, considering differing children’s needs and ensure that they have an easy and secure way of communicating. • Introduce the unit by referring back to the guided reading activities (if you used these) and remind the children about the overall theme of hope in the collection. • Explain the outcome of the sequence as their final piece of Y6 writing to celebrate the end of their time at primary school. Tell them your ideas for the final presentation/performance and ask for their responses to this. • Explore the idea of hope/hopefulness/hopeless/hopelessness. If you have already had discussions on this during the guided reading sessions, you may want to spend less time on it here: <ul style="list-style-type: none"> ○ What have you hoped for in the past? A much wanted present? A special holiday? A pet? Friends to stop falling out? To pass a test? A new brother or sister? That you wouldn’t need a filling at the dentist? List all the things you can remember hoping for as quickly as you can. Collect the things the children think of using an online resource such as 	<ul style="list-style-type: none"> • Consider how to introduce the unit, e.g. via a live lesson, a recorded presentation, etc. As you will be introducing the final performance outcome, it would be ideal if you could be working live with as many children as possible so that they feel part of a whole Y6 community and excited by the project, and can respond to you straight away. • Children’s existing knowledge in using ICT to contribute their ideas 	<p>padlet.com or other online sharing resource</p>

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	<p><i>padlet.com</i> and share with the whole class. Feedback (if possible) to their responses.</p> <ul style="list-style-type: none"> ○ What feelings do you have when you are hoping for something? Display words that might describe their emotions together with definitions for any that might be tricky, e.g. <i>excitement, nervousness, anticipation, happiness, trepidation, positive, fear</i>. Give examples of something you have hoped for and the feelings that it engendered. Ask children to give you examples of their feelings verbally from their experience. <p>Independent task and feedback/sharing</p> <ul style="list-style-type: none"> ● Ask the children to draw (or design on a computer) a picture, incorporating both words and images to communicate their ideas about things they have hoped for and the feelings they associate with them. Share these with the class. 	<ul style="list-style-type: none"> ● Ask children to send in their artwork electronically. 	
	<p>Reading and responding</p> <p>Teaching input (if possible, in a live lesson or short recording)</p> <ul style="list-style-type: none"> ● Ask children to look at the contents pages and the sections that the book is divided into. Make sure they know how to use the contents to click straight to the text or to use the page bar at the bottom. Tell them that you have chosen some texts for them to read and grouped them into your own categories: <ul style="list-style-type: none"> ○ Home and family ○ Encounters with nature ○ Thoughts and feelings ○ Amazing animals ○ Just imagine...story ideas ● Tell them that they are going to read a number of the texts (they are all very short!) over the next two-three days and as they read them, they will jot down notes about their thoughts. 	<ul style="list-style-type: none"> ● Reading accessibility: plan how you enable access for SEND pupils who cannot read the texts for themselves, e.g. <ul style="list-style-type: none"> ○ Recorded audio files/large print/braille, etc. ○ Directly ask a family member to read the texts to them ● Consider the format/platform, etc. for reading to the 	<p>Resource 9: Reading Responses sheet</p>

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	<ul style="list-style-type: none"> Choose one of the first four categories and read one of the stories/poems aloud to the children that you think will connect to their recent experiences and/or appeal to them, e.g. if you have read <i>Varjak Paw</i> to your class, you might start with S. F. Said's <i>The Naughtiest Cat I Have Ever Known</i> or if many of your children live in flats, you might start with <i>Balcony Picnic</i> by Michelle Magorian. If you have time, you might like to read one text from each category so that they really understand how they are grouped. Particularly make sure that they understand how the final category has a different focus. Introduce Resource 9: Reading Responses sheet and explain the headings if you want to use this. Alternatively, ask the children to use a page in their notebook to record their responses. Model recording your responses for the text you read, using brief jottings rather than full sentences. Refer back to the activity on <i>Likes, Dislikes, Puzzles and Patterns</i> from the Guided Reading sessions if you did this. <p>Independent task</p> <ul style="list-style-type: none"> Set up the reading task by asking the children to read the texts over two to three days, for example two categories the first day, two the second day and the final one on the third day. As they read, they need to complete the Reading Responses sheet as modelled. <p>Feedback/sharing</p> <ul style="list-style-type: none"> Read as many of the texts aloud to the children in story-times and explore the ideas and words in those that are more challenging. Plan an opportunity for children to share some of their thoughts about their reading. They could do this with their writing buddy but ideally also more widely, for example in a whole class session or by you leading small group sessions online or in school. Prompt children to start thinking about those texts that spark memories for them or that relate to something that has happened recently or that they just really like. 	<p>children and for the children's feedback following independent reading.</p> <ul style="list-style-type: none"> If you have an online platform that enables small groups to chat together, you could use that here or they could respond using padlet.com (or similar collaborative tool). 	
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	<p>Reading responses: going deeper</p> <p>Throughout this part of the sequence, start a conversation with the children about generating and collecting their ideas for writing. They could use a page in their notebook for jotting down possible ideas and you could share these on a platform such as padlet.com. Share your ideas for the one that you are going to write.</p> <p>Teaching input (if possible, in a live lesson or short recording)</p> <p>Effects and impact</p> <ul style="list-style-type: none"> • Ask the children to individually choose the category of texts that appeals to them most or that particularly resonates with their recent lockdown experiences. If some pupils struggle to find preferences, ask them to think about the final category which explores a range of writing ideas. Model choosing a category yourself. Give children time to re-read the texts from the category they have chosen and to look back at their notes. • Model selecting two favourite texts from your chosen category, giving reasons for your choices and referring to your notes in the Reading Responses chart and ask the children to do the same for the category they have chosen. • Focus on the effects of the text: using Resource 10: Going Deeper sheet and one of the texts you have chosen, model how to re-read specific parts of the text and to use your initial notes to build and deepen understanding, completing only the section that records effects, emotions and ideas conveyed in the text. Articulate how it makes you think and feel, and why you've chosen this one. • Repeat with a second text of a different type from a different category (rather than the second one that you chose earlier). To support the children, choose a different form of writing and if you know that some of your children will want to write non-fiction, you might want to use <i>Hare Time</i>, p.124. 	<ul style="list-style-type: none"> • Make sure that the children save two copies of the Going Deeper sheet and name them with the title of each of the texts that they work on OR support them with how to organise their notes in their notebooks. 	<p>Resource 10: Going Deeper sheet – two copies per child.</p> <p>It will be easier if children can work on paper copies of the two texts that they choose so you might want to get them to print off those texts before the independent tasks.</p>
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	<p>Independent task</p> <ul style="list-style-type: none"> Ask the children to re-read the 2 texts that they have chosen and to note the effects in the same way. It doesn't matter if some of them use the same texts that you have modelled from if these were their choices. <p>Teaching input (if possible, in a live lesson or short recording)</p> <p>Language choices and structure</p> <ul style="list-style-type: none"> Return to the Going Deeper sheets and the texts you used above. Model highlighting words and phrases in the texts that particularly contributed to the effects and feelings that you identified earlier. Note these on the sheet or in notebooks. Talk to the children about the different types of text in the book: some are easily identifiable as stories and poems but many others are a form of recount based on current or past experiences. There are also some that speak directly to the reader and feel like writing in progress, e.g. <i>The Domovoi</i>. Using the prompt questions on the sheet, model re-reading the texts to identify some core elements of the structure. <ul style="list-style-type: none"> How does it begin? How does it end? What have you noticed about how it is organised? Consider your children's existing text experiences at this point and adapt this session accordingly. <p>Independent Task</p> <ul style="list-style-type: none"> Ask children to complete the same sections for their two chosen texts following your modelling. 	<ul style="list-style-type: none"> Children may need to articulate their thoughts verbally before writing their notes so consider how you could provide an opportunity for them to do this. Consider the challenge of how to support children at 	
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	<ul style="list-style-type: none"> You may wish to collate a list of the texts that different children are working on so that you can group them for the feedback. <p>Feedback/sharing of both independent tasks</p> <ul style="list-style-type: none"> If you have grouped the children as suggested above and can lead small group sessions remotely, display some of the responses on their sheets and lead a discussion of their ideas. Focus particularly on the overall effect of each text, e.g. did it make them laugh or smile, feel sad, intrigue them? How were those effects achieved? Which words, phrases and sentences made the most impact on them linked to the effect? Talk to the children about how they could use what they have learnt in their own writing. Encourage them to continue thinking about the ideas for their own writing and to write and to jot ideas either in their notebook or at the bottom of the sheet. Share the ideas you have for your text. 	<p>home who may struggle with this task and how they can be involved in group feedback.</p> <ul style="list-style-type: none"> Consider how you can share the children's responses more widely. 	
<p>Growing the idea and practising writing</p>	<p>Playing with ideas</p> <p>Teacher input</p> <ul style="list-style-type: none"> Explain that in order to develop ideas and get their imaginations firing, you are going to play around more widely with ideas before making a final decision about your writing outcome. Show the children the authorfy.com website and explain the <i>10 Minute Challenges</i> written by different authors. Model playing a Lucky Dip game where you pick an author and look at the challenge. Does it appeal to you? Intrigue you? Is there a link (even a tenuous one) to the idea that you are thinking of? If not, choose another one. Model choosing one that suits your idea. As there are lots of <i>10 Minute Challenges</i>, on the Book List document there are suggestions of challenges that could particularly spark ideas for children's own writing and that are also authors of 	<ul style="list-style-type: none"> Use padlet.com or a 'chat' facility for the children to share their <i>10 Minute Challenge</i> and writing idea. 	<p>https://authorfy.com/10minutechallenges/</p>

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	<p>texts in <i>The Book of Hopes</i>. These focus on being a writer and the devices you use to get going with an idea.</p> <p>Independent task and feedback</p> <ul style="list-style-type: none"> • The children play Lucky Dip with the <i>10 Minute Challenges</i> suggested and try one out that appeals to them and/or links to their writing idea. Ask them to jot any further notes or ideas for writing in their notebooks if they wish. • Share their experiences as a whole class. 		
	<p>Developing initial ideas</p> <p>Teaching input (if possible through a live or recorded lesson)</p> <ul style="list-style-type: none"> • Introduce Resource 11: Growing the Idea sheet and explain that although this is similar to the Going Deeper sheet, this time they are going to use it to organise the jottings and ideas that they have had so far in order to plan their own writing. Alternatively, they can organise and develop their notes in their notebooks. • Model gathering your thoughts, reflecting on your initial ideas from your Going Deeper sheet and thinking through any new ideas from the <i>10 Minute Challenge</i>. Model your decision by articulating this, for example: “I’ve decided to write about finding something disgusting/surprising in my meals (from A. F. Harrold’s <i>10 Minute Challenge</i>) and the sort of mood/feeling I want to create a funny one. I’m going to combine that with the idea of <i>The Domovoi</i> – my house spirit is going to be responsible for putting things in my food to get my attention or cheer me up.” Note this on the sheet. • Focus on the effects that you want to create by modelling, choosing three words/short phrases that communicate the main effects want to create, for example: “For my disgusting things in the meals writing, I want the effect to be 		<p>Resource 11: Growing the Idea sheet</p>

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	<p>disgust, then also curiosity and a sense of the ridiculous...and finally relief when I realise who is playing the tricks” Note these on the sheet, thinking out loud about the effect and emotional response that you want from the reader. Ask the children to note down their idea and the effects they want to create in the same way.</p> <ul style="list-style-type: none"> • Short-burst writing: using these initial ideas, model having a go at writing either a few sentences from the beginning or the middle or the end, talking aloud as you select and reject words/phrases/sentences and reflecting on the idea. Will it work? Can I see where I can go with it? What do I need to think about a bit more? Collecting and playing with words? How it’s going to end? <p>Independent task and feedback/sharing</p> <ul style="list-style-type: none"> • Ask the children to spend 10 minutes trying out their ideas in the same way. Encourage them to write either a few sentences from the middle or to write the ending. • Share their writing with their writing buddies for feedback and more widely if you wish. 	<ul style="list-style-type: none"> • Plan how you can touch base with the children about their ideas so that you can support them if there are challenges. 	
<p>Planning the outcome and independent writing</p>	<p>Planning the final outcome</p> <p>Teacher input (if possible through a live lesson)</p> <p>Modelling planning</p> <ul style="list-style-type: none"> • Return to the Growing Ideas sheet and draw children’s attention to the Language Choices and How will you organise the text? Sections? Remind them of the earlier discussion you had about the effects of the texts they read and the initial ideas that they noted and tried out in the short-burst writing. • Model taking your idea and thinking through the structure, using the sentence starters to support this, e.g. “I want it to be humorous and light and I really loved the idea of finding something odd and disgusting in my food. But I also loved the idea in <i>The Domovoi</i> so I’m going to see if I can combine them. I’m going to 	<ul style="list-style-type: none"> • Consider providing children with additional planning support, e.g. an individual chat on the phone or online so that they can talk through their ideas. 	<p>Resource 10: Going Deeper sheet and Resource 11: Growing the Idea sheet</p>

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	<p>start with getting up in a bad mood and finding things in my breakfast. I'll organise it by going through my meals in the day. I think I'll see something out of the corner of my eye at lunchtime. I'll watch out and spot something peeking out and winking at me from behind the salt cellar at teatime. By the end, I'll get to my bedtime cocoa with nothing horrible in it but a mysterious little bulge that's snoring at the bottom of my duvet. By that time, I'll be feeling happier from the tricks of the creature."</p> <ul style="list-style-type: none"> • Make sure that children understand that they might want to take an idea from one of the texts in the book but to express it in a different form. For example, they might transform one of the narrative ideas into a poem. Stress that they do not need to follow the model of any particular text. • Look at the box about language choices. Model returning to your Going Deeper sheet to see if there are any words/phrases/sentences that you might want to use or mimic. Model generating other words or phrases linked to the effects that you want to create and the overall content of the writing. <p>Independent Writing</p> <ul style="list-style-type: none"> • Ask the children to complete their own Growing the Idea sheet in the way that you have modelled. You may wish to split the task into two parts (organisation and language choices) following each bit of modelling. <p>Feedback/sharing</p> <ul style="list-style-type: none"> • Make sure that you have seen all the children's plans before they start writing so that you can support those who are struggling. 		
	<p>Writing, editing and proof reading</p> <p>Teacher input</p> <p>Independent writing</p> <ul style="list-style-type: none"> • Give the children time to write independently either in one long session or two shorter ones according to what works best for your class and current situation. 	<ul style="list-style-type: none"> • Consider how to keep in touch with children while they are writing, e.g. by phone, Skype, online platform etc. 	

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	<p>Encourage them to keep in touch with their writing buddy to share ideas as they go along and to support them with keeping going.</p> <ul style="list-style-type: none"> Establish some guidelines with the children for feedback between writing buddies and agree when children will send you their writing drafts for feedback. <p>Teacher input</p> <p>Editing</p> <ul style="list-style-type: none"> Identify areas where children need support, e.g. with structure or vocabulary. Decide how to support children with editing: this might be whole class or in small groups in Writers' Workshops based on need. Model using your writing and/or the children's (if this is normal class practice): <ul style="list-style-type: none"> to sort out muddles or where writing doesn't make sense to improve vocabulary choices to support with structure, particularly endings Share ongoing drafts and improvements with the class and positive experiences between writing buddies. <p>Teacher input</p> <p>Proof reading</p> <ul style="list-style-type: none"> Model proof reading your writing for accuracy, using the spelling and grammar functions on the computer to support this. Focus on the areas listed below, separating the proof reading for spelling from that of punctuation and only including those elements that can realistically be corrected by the children. If children have chosen to use other punctuation, prompt them to correct frequent errors with your support if necessary. <ul style="list-style-type: none"> Spelling of high frequency words Capital letters and full-stops 	<ul style="list-style-type: none"> Plan how you can lead Writer's Workshops remotely with small groups so that they can collaboratively support one another. 	
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	<ul style="list-style-type: none"> ○ Commas in lists or after fronted adverbial words, phrases or clauses ○ Speech marks for any speech ● Allow children time to write up, illustrate and share final versions between writing buddies. 		
<p>Preparing to perform</p>	<p>Reading aloud with fluency and prosody Teaching input (in live session if possible)</p> <ul style="list-style-type: none"> ● Model reading your text aloud in different ways and ask the children to feedback to you about elements of this that were/weren't successful. Use this to establish some guidelines for performing their writing. For example: <ul style="list-style-type: none"> ○ Speed ○ Clear diction and volume ○ Attending to punctuation ○ Expression and emphasis ● Allow children time to practise their performance, if possible with feedback from an adult. For those who don't want to perform, the time can be used to make sure that their final version can be presented visually with illustrations. ● Arrange for children to perform their work as part of the overall celebration of their <i>Book of Y6 Hopes</i>. 	<ul style="list-style-type: none"> ● Encourage children to practise reading their work to an adult at home. 	<p>Recording and online platform for performance</p>

Resource 9: Reading Responses

Title of text	Thoughts/impressions/responses	Links to me/ links to other texts I know
Home and family		
<i>Searching for Treasure,</i> Annabel Pitcher, p.43		
<i>Balcony Picnic,</i> Michelle Magorian, p.47		
<i>A New Sun Up,</i> Ben Bailey Smith, p.229		
<i>The Greatest Gift,</i> Maz Evans, p.253		
Encounters with nature		
<i>Hope or Learning the Language of Birds,</i> Jackie Morris, p.76		

<i>Butterfly Field</i> , Jo Cotterill p.103		
<i>Hare Time</i> , Piers Torday, p.124		
<i>A Golden Visitation</i> , Ed Vere, p.128		
Thoughts and feelings		
<i>A Song of Gladness</i> , Michael Morpurgo, p.2		
<i>That Peeling Feeling</i> , Jack Noel, p.114		
<i>Me</i> , Swapna Haddow, p.291		
<i>The Store Full of Magical Things</i> , Rutendo Tavengerwei p.317		

Amazing animals		
<i>The Naughtiest Cat I Have Ever Known</i> , S. F. Said, p.68		
<i>Hope is An Ancient Reptile</i> , Sophie Dahl, p.131		
<i>Silver</i> , Hilary McKay, p.142		
<i>Moses and the Watering Can</i> , William Sutcliffe, p.146		
Just imagine...story ideas		
<i>A Way to the Stars</i> , David Almond, p.22		
<i>The Domovoi</i> , Zana Fraillon, p.166		

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<p><i>Box of Pencils</i>, Gillian Cross, p.188</p>		
<p><i>Jeddi's Attic</i>, Aisha Bushby, p.264</p>		
<p><i>Perchance to Dream</i>, Chris Riddell p.321</p>		
<p><i>Hunters of Hope</i>, Lissa Evans, p.326</p>		
<p><i>My Favourite Game</i>, Harriet Muncaster, p.329</p>		

Resource 10: Going Deeper

Title of the text and page number	
Effects of the text <ul style="list-style-type: none"> • How did it make you feel and think? • Did your feelings and responses change as you were reading? • How did you feel at the end? 	How is the text organised? <ul style="list-style-type: none"> • How does it begin? • How does it end? • What have you noticed about how it is organised?
Language <ul style="list-style-type: none"> • Make a note of words and phrases that you liked and that helped to create the feelings and effects that you noted above. • Make a note of any words that you don't understand and want to check with your teacher or in a dictionary. • Write down a sentence that stood out to you. 	
Things I want to remember and ideas for my writing	

Resource 11: Growing the idea (Enlarge this page to A3 to allow plenty of space for planning.)

Main idea for my writing	
What form of writing will it be, e.g. story, poem, recount, information...?	
Effects that I want to create Write your three words below using these prompts to help you: <ul style="list-style-type: none">How do you want your reader to feel and think?Do you want their feelings and responses change as they read?How do you want them to feel by the end?	How will you organise your text? Think about the following questions and use the sentence prompts to support your planning. <ul style="list-style-type: none">How/where will you start?Where will you end?How will your text be organised? <p>At the beginning...</p>
Language choices <ul style="list-style-type: none">Words and phrases that you want to useYour trial sentences	

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	In the middle...
	By the end...