

Year 6 Term 1

Range: Non-fiction, autobiography and biography

Selected text

Text	Author
<i>Voices from Sudan</i> (part of the <i>African Voices</i> series) Published by Minority Rights Group ISBN 189769301X	Edited by Rachel Warner
<i>Muhamad's Desert Night</i> Puffin Books ISBN 0140563369	Cristina Kessler Illustrated by Ian Schoenherr
Reason for text choice	
<i>Voices from Sudan</i> The Minority Rights booklets contain first hand accounts written mainly by children and young people of their lives in Africa and their voyage and experiences in Britain. The books are written in first languages as well as English and are illustrated with photographs and original drawings. Each book contains information about the country concerned and some suggestions for activities.	
<i>Muhamad's Desert Night</i> <i>Muhamad's Desert Night</i> is fiction, written in the first person and set in the desert among the nomadic Tuareg.	

Key reading targets

- Distinguish between implicit and explicit points of view.
- Comment on the success of texts and writers in evoking particular responses in the reader.
- Articulate personal responses to literature identifying how and why the text affects the reader.

Key writing targets

- Use independent spelling strategies.
- Secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.
- Discuss and select appropriate style and form to suit specific purpose and audience, drawing on knowledge of different texts.

Selected *Framework* objectives

Word	Sentence	Text
W1 To identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logoes); to learn to spell them.	<p>S1. To revise from Y5:</p> <ul style="list-style-type: none"> ■ the different word classes, e.g. prepositions; ■ re-expressing sentences in a different order; ■ the construction of complex sentences; ■ the conventions of standard English; ■ adapting texts for particular readers and purposes;. <p>S5. To form complex sentences through, e.g.:</p> <ul style="list-style-type: none"> ■ using different connecting devices; ■ reading back complex sentences for clarity of meaning, and adjusting as necessary; ■ evaluating which links work best; ■ exploring how meaning is affected by sequence and structure of clauses. 	<p>T11. To distinguish between biography and autobiography;</p> <ul style="list-style-type: none"> ■ recognising the effect on the reader of the choice between first and third person; ■ distinguishing between fact, opinion and fiction; ■ distinguishing between implicit and explicit points of view and how these can differ; <p>T14. To develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g.:</p> <ul style="list-style-type: none"> ■ preparing a CV ■ composing a biographical account based on research; ■ describing a person from different perspectives, e.g. police; ■ description, school report, newspaper obituary.

Teaching opportunities to address key targets within the structure of a Literacy Hour

This might also link with other areas of the curriculum such as Geography or PHSE. There are opportunities also for language awareness.

Shared whole class work (covering several sessions)

- Introduce the idea that both fiction and non-fiction can be written in the first person. Read Muhamad's *Desert Night*, followed by the account *from Voices from Sudan* 'Mad dogs and flying goats' by Yousif Elterefi. *Muhamad's Desert Night* is written in the present tense and the first person, which many bilingual learners will find accessible. It has a rural, desert setting and is illustrated. 'Mad dogs and flying goats' is also written in the first person, although in the

past tense. It is written by a 12 year old, set in urban Khartoum and although some of the events are likely to be unfamiliar to many children, is in straightforward language.

- Discuss whether the texts are fiction or non-fiction and what reasons children give for their decisions. 'Buzz' groups will give bilingual learners confidence to express their ideas to a friend or small group. Some of the events in 'Mad dogs and flying goats' might seem more like fiction than fact, whereas *Muhamad's Desert Night* is marked as fiction more by its language than the events.
- Show the children a map of Sudan, (there is one in the front of the *Voices* booklet) and the Arabic text of 'Mad dogs and flying goats' and discuss what we know or can guess about the lives of Yousif and Muhamad. (These might include age, family, language, address, and education.)
- Provide a writing frame in which to structure a CV.
- Discuss the difference between first and third person accounts and give some examples from both texts. Identify the words that need to be changed – pronouns and verbs.
- One of the differences that children may have picked out, or that you may wish to emphasise, is the use of complex sentences. This could be done using selected examples from each text.

Guided/independent work

- Using the writing frame from the shared session ask children to complete their own CV.
- Select one event from their autobiography to write. Bilingual learners may find it easier to talk about a chosen event before writing about it, but the organisation and support of a CV will help them to focus their ideas. If possible some of them could write in their first language, just as Yousif did. (Don't worry too much at this stage if you can't read their first language. The child may be sufficiently fluent in spoken English to tell you about it, may have a member of the family or a friend who could translate it or may be able to attempt a translation themselves given time.)
- Re-write part of 'Mad dogs and flying goats' in the third person. Depending on the level of fluency of the bilingual learners, various forms of support can be given, for example a copy in which the verbs and pronouns are identified so that they can see what needs to be changed.
- Suggest ways in which sentences in 'Mad dogs and flying goats' could be made complex and what that would add to the text. Bilingual learners might need the support of examples of connectives or cards on which simple sentences are already written so that they can be joined together.

- Look at the Arabic writing and discuss its features. Use reference books to find out more about Arabic.