Crofton Junior School

English Knowledge Organiser Year 6 Summer 2 Unit 1
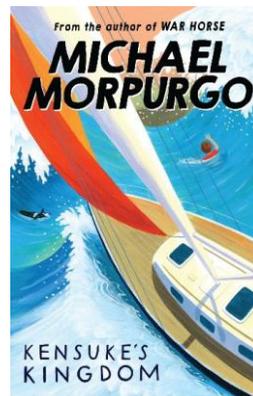
Unit of Work	First Person Narrative
Text Type / Genre	Fiction – Narrative
Text Driver the Unit of Work links to	Kensuke's Kingdom by Michael Morpurgo

From the author of WAR HORSE

MICHAEL MORPURGO

KENSUKE'S KINGDOM

Purpose, Audience and Register

Purpose = The purpose is to entertain by describing the island from the perspective of Michael when he first wakes up on the beach following his ordeal at sea. Michael's initial impressions, thoughts and feelings will be detailed.

Audience = The audience are people who would read the ship's log book.

Levels of Formality = An informal register is required as this will be written from the perspective of an 11-year-old boy.

Overview of the Unit of Work including End of Unit Outcome	Pupils will continue to read Kensuke's Kingdom. They will focus on chapter 4 when Michael falls into the ocean during the voyage and when he awakens on a beach on a remote island. They will explore Michael's feelings, thoughts and motives from his actions and justify these with evidence from the chapter. Pupils will discuss words and phrases about the island that capture the reader's interest and imagination. Pupils will recall and consolidate their knowledge of semi-colons, colons and single dashes to mark the boundary between clauses, from the spring term, and they will apply this to an application task linked to the text driver. After this, pupils will explore a model first person narrative and they will discuss how language and structure contribute to meaning. Pupils will plan and draft a first-person narrative detailing Michael's first impression of the island when he awakens on the beach and his description of the island as he begins to explore this. They will focus on the use of figurative language techniques (alliteration, pathetic fallacy, personification, similes, metaphors and onomatopoeia) to captivate the reader. Pupils will use show and not tell phrases in order to express Michael's feelings. Pupils will reflect upon their initial draft and make purposeful edits to up level this further with a particular focus on the use of figurative language, semi-colons, colons and single dashes. Pupils will recall their knowledge of proof reading to proof read their finalised draft for spelling, punctuation and grammatical errors.
Links to Reading Objectives	Pupils will explore chapter 4 in depth with a particular focus on the feelings, thoughts and motives of Michael during his ordeal on the island. They will check that the text makes sense to them by discussing their understanding and by exploring the meaning of words in context. Pupils will discuss and evaluate how authors use language including figurative language considering the impact on the reader.
Prior Learning	<u>Vocabulary, Grammar and Punctuation Knowledge:</u> • In Year 6, in the autumn term, pupils were taught how to use semi-colons and colons for a range of purposes. • In Year 6, in the spring term, pupils applied their knowledge of figurative language techniques (similes, metaphors, personification, onomatopoeia, pathetic fallacy and alliteration) to draft a character description of Lady Macbeth. • In Year 6, in the spring term, pupils were taught how to use single dashes to mark the boundary between two independent clauses within their 'Dark Deed' narrative work. <u>Text Type – First Person Narrative</u> • In the summer term of Year 3, pupils retold a significant event from the perspective of Lila to entertain and engage the audience and to express her personal thoughts and feelings. This was inspired by the text: The Firework Maker's Daughter. • In the summer term of Year 3, pupils retold the text from the perspective of different main characters. This was inspired by the text: Escape from Pompeii. • In the autumn term of Year 4, pupils wrote a first-person narrative to describe Scrooge's first encounter with the Ghost of Christmas Past. This was inspired by the text: A Christmas Carol. • In the spring term of Year 4, pupils wrote their own ending when Ali returned to the village following the discovery of Tutankhamun's tomb. This was inspired by the text: I was there: Tutankhamun's tomb. • In the summer term of Year 4, pupils wrote the next chapter based on Ruby encountering the leopard in chapter 24 of the following text: When The Mountains

	Roared.
	- In the spring term of Year 5, pupils rewrote an event from the perspective of the main character. This was inspired by the text: The Explorer. In the summer term of Year 5, pupils rewrote the duel between Beowulf and Grendel. This was inspired by the text: Beowulf.
	- In the spring term of Year 6, pupils wrote a narrative detailing the 'Dark Deed' where King Duncan was murdered by his cousin. This was inspired by the text: Macbeth.
Text Type Features (Narrative)	- A narrative is written in an informal style. - It will include dialogue interspersed with descriptive detail to advance the action. - A narrative will create a picture in the reader's mind through powerful description, introduce any characters and create the atmosphere for the story. - Figurative language techniques are often used within a narrative: alliteration, onomatopoeia, pathetic fallacy, personification, similes and metaphors.

Sticky Knowledge	During the summer term, time is spent revisiting key sticky knowledge from the autumn and spring terms to embed this knowledge.
	The children will consolidate their understanding of semi-colons, colons and single dashes from the spring term.
	The children will recall:
	1. That a semi-colon can be used in sentences in the following situations:
	   - to mark the boundary between two independent clauses when they are closely related in content;
	   - to separate phrases in a list;
	   - before an adverbial conjunction (such as therefore, whereas or however).
	2. That a colon can be used in sentences in the following situations:
	   - to separate two clauses when the second clause provides some explanation, elaboration of clarification (definition) of the first;
	   - to introduce a quote, advice or a list.
	3. That there must always be a main clause before a colon is used.
	4. Single dashes are most commonly used in informal writing or when the second clause shows drama or suspense.
	5. You cannot use a comma to separate two main clauses – we call this a comma splice. Instead, a colon, semi-colon or dash must be used.

New Vocabulary	- Swathe – a broad stretch of land - Predicament – unpleasant situation - Plaintive – sad - Crescendo – loudest part of a gradually increasing sound - Impending – something that is going to happen - Clambered – climbing slowly - Laboriously – using lots of effort - Impenetrable – impossible to pass through - Dense – thick
Post Learning	- In Key Stage 3, pupils will write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences including a variety of narratives.