

Learning Journey Year 6 Autumn

STREET CHILD

Week One - Character development (ch.)
 M - Hook - Victorian Classroom Morning
 T - RF - Discussion around struggles as a Victorian child
 W - RF - P4C discussion regarding poverty linked to Jim Jarvis and modern-day poverty (begin to create character web)
 Th - VF - Generate vocabulary
 Fr - CF - Zone of Relevance Jim Jarvis

Week Two- Character description (ch.)
 M - CF - Stylistic features - Similes and Metaphors
 T - PF - Demarcate clauses correctly (write about Jim's personality and beliefs)
 W - CF - Use stylistic features to write about appearance
 Th - RF - Plan assessed write about another character (Mother)
 * F - Assessed Write - description of mother *

Week Three - Non-Chronological Report (ch.)

M - RF - Discuss 3 characters from different classes - show understanding of each of their situation (link to class system)
 T - CF - Look at features of a non chron (pupils identify sections and research a specific class)
 W - S+LF - Present findings on each class
 Th - GF - Write non chron - Varied sentence structures
 F - PF - Write non- chron - Range of punctuation

Week Four - Setting description (ch.)

M - S+LF - Drama - Retell events of Jim Jarvis first day in the Workhouse
 T - VF - Frayer Model - generate vocabulary and discuss its use
 W - CF - Use word choices from previous day to write sentences - personification
 Th - CF - Precise word choices - Write the setting description
 * F - Assessed write - Description of a Victorian Jail *

Key Objectives to cover during Learning Journey

- Ask questions to improve understanding of text
- Draw inferences
- Devices to link paragraphs
- Precise word choice creates impact
- Varied stylistic features
- Purpose clear and generally maintained
- Events developed in depth within a paragraph
- Wide range of conjunctions (aid expression)
- Complex sentences including relative clauses
- Sentences punctuated accurately

Week Eight - Persuasive Letter from Joseph (ch.)

M - Flashback of Joseph life (infer his childhood)
 T - P4C - Does Joseph really want to leave the Workhouse
 W - S+LF - Debate for and against Joseph's wish to leave the workhouse
 Th - PF - Write letter
 F - GF - Use of relative clauses to add information (omission of pronoun)

Week Nine - Narrative (ch.)

M - OF - Drama retell of Jim's life
 T - RF - Conscience alley - Events leading up to and following his escape
 W - OF - Plan an alternative escape and resolution to the workhouse escape
 Th - VF - Varied stylistic features - Write story beginning
 F - GF - Range of conjunctions - Write story

Week Ten - Narrative (ch.)

M - OF - Cohesive devices - Write final parts to story
 T - VF - Edit and Improve - Identify and improve word choices
 W - Redraft including vocabulary and sentence structure edits
 Th - Publish
 F - Publish

Week Five- Persuasive letter to Mr Sissons (ch.)

M - P4C - RF - Debating events from different characters perspectives
 T - OF - Plan a letter from Jim to Mr Sissons drawing on previous lesson's ideas
 W - GF - Sentences structures - Write letter
 Th - OF - Plan persuasive letter from Jim to hunchback man (Joseph)
 F - Assessed write - persuasive letter to hunchback man

Week Six - Diary (ch.)

M - RF - Summarise events chapter by chapter
 T - RF - Use inference to create a conscience alley
 W - OF - Drama to structure events in Jim's life so far
 Th - GF - Varied sentence structures - Fronted adverbials (MOOD activity)
 F - GF - Varied sentence structures - Fronted adverbial - Write diary

Week Seven- Diary (ch.)

M - OF - Use cohesive devices - Write diary
 T - VF - Precise word choice used for impact - write diary
 W - P/VF - Edit and improve Diary
 Th - OF - Drama - Plan next extract
 * F - Assessed Write - Diary extract *

Week Eleven - Narrative (ch.) Assessed Write

M - Publish
 T - Plan next chapter of Jim's life following escape Drama
 W - Plan next chapter of Jim's life following escape
 Th - Assessment Write - New narrative
 F - Assessment Write - New narrative