


English	The Black Hole
Year 6	Short Film
Summer 1: Weeks 1 and 2	Narrative
<p>In this unit, children will be exploring <i>The Black Hole</i>, building their knowledge and understanding as authors to retell and then continue the narrative, including dialogue. They will demonstrate their awareness of how reason and audience affect their choices as writers, including adapting the features and tone they use to communicate effectively.</p>	
<p style="text-align: center;">Outcome</p> <p>To write a retell of the short film 'The Black Hole' and continue the story to show where the man ends up (including dialogue).</p> <p>https://www.youtube.com/watch?v=P5_Msrdg3Hk</p>	<p style="text-align: center;">R.A.F.T.</p> <p>R – to entertain our audience as part of our Y6 writing competition.</p> <p>A – other Year 6 children.</p> <p>F – third person, a range of verb tenses, using brackets, dashes or commas to indicate parenthesis, sentence length/structure for effect, precise longer passages, describe settings, character (focus on emotions and inner turmoil) and atmosphere, integrated dialogue conveying character and advancing the action, cohesive devices within and across paragraphs.</p> <p>T – suspense, amazement, disbelief.</p>
<p style="text-align: center;">Prior Knowledge and Reading</p> <p>Children will have learnt about:</p> <ul style="list-style-type: none"> • Character and setting descriptions • Writing a range of narratives, including dialogue • Please read <i>The Boy Who Made the World Disappear</i> by Ben Miller alongside this unit <p>Children have previously read:</p> <ul style="list-style-type: none"> • 	<p style="text-align: center;">Key Vocabulary</p> <ul style="list-style-type: none"> • dimension • portal • theft • destination • morals • frustration • temptation
<p style="text-align: center;">Oracy</p> <p>There will be opportunities for speaking and listening throughout the unit, designed to build children's ability to communicate effectively. Activities may include:</p> <ul style="list-style-type: none"> • Communicating their ideas and explaining their reasoning. • Listening and responding to others. • Working collaboratively and sharing ideas. • Orally rehearsing writing. • Exploring characters' point of view. • Debating and articulating thoughts and ideas with others. • Using the appropriate volume, pitch, tone and register. • Performing extracts and their own writing. 	<p style="text-align: center;">Spelling</p> <p>Recap and review:</p> <p>SCODE units:</p>
<p>Curriculum Opportunities</p> <ul style="list-style-type: none"> • PSHE – Discussion: Was the man right to take from the vending machine/safe? • Science: What is a black hole? • Use of XXXXX texts from the Reading Spine during reading sessions. 	
<p>Adaptive Teaching</p> <ul style="list-style-type: none"> • • GDS - Children to be challenged with developing the complexity of their choice of destination and the action that happens there. They may also choose to change the character. 	

Lesson	Teaching Sequence	Learning Objective	Retrieval Activity to Start Lesson	Possible Teaching Activities
1	Hook and Predict	To make predictions about a text using clues and our background knowledge.	Pronouns to avoid repetition	<p>Hook: Show children the image of the portal door. With their learning partners, discuss where they would like to be transported and why. Is there a particular place they would like to go? Or another time? Is there anybody they would like to meet? Or something they would like to do?</p> <p>Share ideas as a class.</p>  <p>Predict:</p> <p>Stop the film at 0:08, with just the title and the setting showing. Ask the children: What do you think the film is going to be about? Record.</p> <p>Stop the film at 0:13. Ask the children: How would you describe this man? Give reasons for your answer. Record.</p> <p>Share the rest of the film and discuss.</p>
2	Interrogate - Reading	To use drama techniques to explore a character	Parenthesis (commas, dashes and brackets)	<p>Teach children the key vocabulary – using definitions, images and/or video clips and presenting the words in sentences.</p> <p>Re-watch the video and discuss meaning/any themes and messages.</p> <p>Questions for children to consider:</p> <p><i>What would you do if you had a portable black hole?</i></p> <p><i>How could it be used for good?</i></p> <p><i>Do you agree with what the man did? Why/why not?</i></p> <p><i>What reasons do you think he had for making the choices he did?</i></p> <p><i>Why do you think he looked around before putting the black hole on the vending machine? What does this tell us about him?</i></p> <p><i>Why did he climb into the safe?</i></p> <p><i>What do you think will happen to him now?</i></p>

				<p>Explain to the children that we will now be using our inference skills to determine how the man is feeling/what he is thinking at different points of the story and what makes him decide to take the actions he does.</p> <p>Drama Activities:</p> <ol style="list-style-type: none"> Conscience Alley: Children to form two lines facing one another, with one child in role of the man. Children to decide what advice they would give to the man when he discovers the black hole is a portal. Will they tell him to steal the money from the safe or advise against it? Discuss how we can back up our opinions with arguments for or against. Hot-seating: In pairs, children to hotseat to explore the character. The interviewer could choose to be the boss of the company, a police officer, a member of the man's family or a newspaper reporter. Explore the different viewpoints depending on the roles.
3	Interrogate – RAFT	To explore and identify the features of suspense stories.	Text Summary: Children to write a short blurb for the film, summarising the content/main themes without giving the full story away.	<ol style="list-style-type: none"> Introduce 'The Elf Road' by Pie Corbett. Read the text together. Children to work together to analyse the reason for the writing and who the audience for the writing might be. Children to feedback and class to agree a reason and record on the working wall. Discuss in groups/pairs how we can tell that's the reason, linking to features that children know. Repeat with audience. Read the text together again, with a focus on using the correct tone (voice). Children to read the extract aloud in pairs, adopting an appropriate voice for the language and tone. Children to feedback and explain how their voice changed and why, linked to the text and its reason. Explain that the tone is how something is communicated, and record on the working wall with examples from the text. Analyse the text together for three features from the RAFT that children are confident with. Focus on the effect of these features and how they have been used to influence the reason and audience. Children to record 2-4 features with examples from the text, reflecting on why they are effective for the RAFT. Introduce the RAFT for our writing. Children to fill in RAFT page.
4	Interrogate – Grammar and Style	To recognise and use relative pronouns.	Y3/4 spelling rule	<p>Key concept: Verb Tenses</p> <ol style="list-style-type: none"> Display a double page extract (e.g. p36-37) from <i>The Boy Who Made the World Disappear by Ben Miller</i> – with a range of different verb tenses highlighted. Children to discuss their knowledge of the different verbs – what are they? What are their jobs in the sentence/text? Why have they been used? What effect does it have on the reader?

				<p>2) Explicitly teach verb tenses and link to prior knowledge (please refer to the STA Moderator Training document on verbs). Children to understand that tenses can be changed in a narrative for effect. Record on working wall.</p> <p>Examples of when mixing tenses might be useful: Backstory or flashbacks: If you're writing in the present tense and need to refer to something that happened prior, switch to the past tense. This transition from present to past is a commonly accepted way to insert a flashback or give some backstory. Foreshadowing: If your narrative is set in the present or past tense, and you want to indicate something that will happen in the future, shift to the future tense for something that <i>will</i> happen. This can help to build suspense or foreshadow events. Changing perspective: Changing tenses can sometimes signify a change in perspective or narrative voice. Examples might be a character who exists at a different time from the protagonist, or when writing documents in fiction.</p> <p>3) Children to identify how shifts in tense are used in the two WAGOLLs, commenting on their effectiveness. Please refer to the commentaries on the STA training document for explanations 😊</p> <p>4) Children to work together to create their own sentences including relative pronouns. Feedback and discuss effectiveness together.</p> <p>5) Modelled writing (up to paragraph level) using a shift in tense in the context of the text.</p> <p>6) Children to independently write using a shift in tense in the context of the text.</p> <p>7) Feedback writing together, discuss how they can improve their writing to be effective for our RAFT. Use a purple pen to make those changes.</p>
5	Interrogate – Grammar and Style	To use relative clauses in my writing.	Y5/6 spelling rule (previously taught)	<p>Key concept: Inner Turmoil</p> <p>1) Explain to the children that inner turmoil in a story is created when a character has conflicting thoughts, values and goals. Your character should be stuck between two conflicting feelings—both of which could lead to a not-so-perfect outcome for him/her. There shouldn't be one obvious choice for your main character, for example if the man steals from the safe he risks getting caught, however if he doesn't he will have to stay in the job that makes him unhappy.</p> <p>2) Shared read of Chapter 6 from <i>The Boy Who Made the World Disappear</i> by Ben Miller. Discuss Harrison's inner turmoil over the disappearance of Blue and Hector, focusing on what he likes about the situations and what is making him feel guilty.</p>

				<p>3) Give a scenario a character might find themselves in and ask children to debate the pros and cons. For example, a girl finds out she can travel back in time and change her answers to win the Spelling Bee instead of her classmate. Share answers as a class.</p> <p>4) Modelled writing (up to paragraph level) showing inner turmoil when the man thinks about putting the black hole onto the vending machine.</p> <p>5) Children to independently write a paragraph to show the man's inner turmoil when he considers whether or not to go into the room where the safe is located. Describe his thoughts as to the pros and cons.</p> <p>6) Feedback writing together, discuss how they can improve their writing to be effective for our RAFT. Use a purple pen to make those changes.</p>
6	Capture - Content	To gather ideas for my writing.	Speech punctuation	<p>Children to orally retell the story with their learning partners.</p> <p>Explain to the children that we will now explore ideas for what might happen next in the story. Has the man gone somewhere else? Or is he stuck in the safe? What will happen to him? How will he get back to his office?</p> <p>In groups, children to discuss possibilities. Explore the idea of things disappearing, as in Ben Miller's book.</p> <p>Provide children with a sheet of A3 paper each and ask them to create a mind map of initial ideas, expanding any that they like in particular.</p> <p>Feed back as a class.</p>
7	Capture - Language	To gather key words and new vocabulary for my writing.	Fronted adverbials (including -ing words), e.g. <i>Leaving her competitors far behind behind, Sally won the 100m sprint.</i>	<p>Children to review their initial ideas from yesterday. Discussion: Are there any that might be particularly successful? Why?</p> <p>Explain to the children that today we will select vocabulary and phrases to help build suspense in our narratives.</p> <p>Consider using sound words, repetition, short sentences for effect, powerful descriptive language and 'show not tell'.</p> <p>Provide children with an A4 sheet of paper split in half and ask them to consider dialogue they might like to include. How will this move the action on and convey character? Think about reporting clauses and showing the difference between the tone of direct speech and narration.</p>

8	Plan	To plan what I am going to write about.	Fronted subordinating clauses, e.g. <i>When I was poorly, I stayed off school.</i> <i>As it was his birthday, Jack got a new LEGO set.</i>	<p>Recap the RAFT together.</p> <p>Model planning your first section using the box method. Focus on modelling the thinking process of choosing/refusing which content to use.</p> <p>Begin by modelling choosing your story content, explaining your thinking process and linking to the features of the RAFT. Children to plan that section independently. Then, model showing shifts in verb tenses and the man's inner monologue/feelings, explaining your reasoning linked to the RAFT. Children to plan each section independently in turn after teacher modelling.</p> <p>Feedback together. Children to justify why they have chosen to take a particular moment or word choice/device forward.</p>
9	Draft & Proofread	To write for a purpose.	Apostrophes for possession (singular and plural)	<p>Model talking through plan as a whole. Children to read their own plan to a partner.</p> <p>Teacher to model writing their first section, using their plan to structure their writing, whilst applying features of the RAFT. Children to write their own first section. Staff to work with key children who have previously been identified to support/challenge.</p> <p>Repeat for each section. Children to proofread their writing at the end of each section.</p> <p>Peer proofread focusing on correcting errors from previous year groups.</p> <p>After the lesson, teacher to briefly look at children's writing and identify 2-3 concepts for editing in the next lesson.</p>
10	Edit, Draft and Final Proofread & Edit	To evaluate my writing.	Ellipsis	<p>Teacher to introduce the first concept to edit. Recap the specific rule. Model editing their writing for the concept. Children to independently edit their writing for that concept. Repeat for the other editing concepts.</p> <p>Children to complete their drafts. Staff to work with key children who have previously been identified to support/challenge.</p> <p>Teacher to model the thinking process of a final edit/proofread of their writing. Children to edit their writing independently with the RAFT, using purple pen.</p>