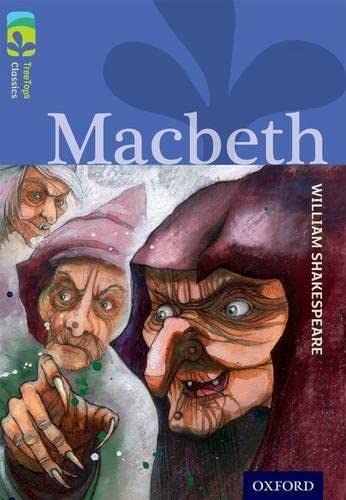
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**Purpose, Audience and Register**

**Purpose** = The purpose is to rewrite Chapter 4 (Dark Deed) from Macbeth where King Duncan is brutally murdered by his cousin, Macbeth, to entertain and engage the audience.

**Audience** = The audience are Macbeth enthusiasts who want to read an alternative view of the Dark Deed.

**Levels of Formality** = A informal register will be used.

**Crofton Junior School**

**English Knowledge Organiser Year 6 Spring 1 Unit 4**

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| **Unit of Work** | The Dark Deed Narrative |
| **Text Type / Genre** | Fiction - Narrative |
| **Text Driver the Unit of Work links to** | Macbeth by William Shakespeare |

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| **Overview of the Unit of Work including End of Unit Outcome** | Pupils will read chapter 4 of Macbeth where King Duncan is brutally assassinated by his cousin, Macbeth. They will explore this chapter, in depth, focusing on the involvement of both Lady Macbeth and Macbeth in the murder and how their reactions to the death of King Duncan differ. Pupils will provide reasoned justifications to explain their thoughts as to whether or not they think Macbeth or Lady Macbeth will be discovered as the murderers. Pupils will explore how to use a single dash to mark the boundary between main clauses particularly when the second clause shows drama or suspense. Pupils will recap their knowledge of direct speech from the autumn term and they will write a conversation to convey the thoughts, feelings, actions and motives of Lady Macbeth and Macbeth following the death of King Duncan to experiment with the use of dialogue to advance the action. Pupils will plan and draft an extended narrative including dialogue based upon the dark deed from Macbeth. They will include a wide range of writing skills taught throughout the spring term including semi-colons, colons, single dashes, active and passive voice and subjunctive mood along with figurative language techniques. Pupils will reflect upon their initial draft and make purposeful edits to up level this further with a particular focus on capturing the characters of Lady Macbeth and Macbeth skilfully and accurately. 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 study chapter 4 in depth. They will recall the key themes predominant in chapters 1-3 and discuss how these themes are exemplified in chapter 4 along with additional themes that arise. Pupils will continue to study the characters of Lady Macbeth and Macbeth by focusing on how their reactions to King Duncan’s death differ. Pupils will demonstrate their understanding of the characters’ personalities by integrating effective dialogue to their narrative. |
| **Prior Learning** | Vocabulary, Grammar and Punctuation Knowledge:   * In the autumn term of Year 6, pupils learned about the purpose of semi-colons and colons within sentences and they revisited this at the start of the spring term within unit 2 – the character description of Lady Macbeth. * In the autumn term of Year 6, pupils recapped their knowledge of speech from Year 5. * In the spring term of Year 6, pupils explored figurative language techniques (similes, metaphors, personification, onomatopoeia, alliteration and pathetic fallacy) when planning and drafting the character description of Lady Macbeth. * In the spring term of Year 6, pupils used the subjective mood and passive voice within their persuasive letter.   Text Type – Narrative   * 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. |
| **Text Type Features**  **(Narrative)** | * A narrative is written in an informal style. * It will focus on the dialogue between the main characters 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. |
| **Sticky Knowledge** | During the spring term, time is spent revisiting key sticky knowledge from the autumn term to embed this knowledge.  The children will learn:   * Dialogue is a conversation between at least two people, and is used purposefully to advance the action within a narrative. * Dialogue can be used effectively to convey a character’s personality through what the character says, and the way they speak and as a result, the reader understands the personality of the character (show not tell). * A dash can be used to indicate parenthesis within a sentence and to separate two main clauses. * Single dashes are most commonly used in informal writing or when the second clause shows drama or suspense. * 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** | * **Laced –** add an ingredient to a drink to enhance its flavour or strength * **Delirious –** a disturbed state of mind usually including restlessness, illusions, hysteria and babbling * **Taunting –** using words or actions to provoke someone in an insulting manner * **Trance –** a half conscious state, daze or dream * **Corruption –** dishonest behaviour * **Witness –** a person who sees an event, typically a crime or accident, take place * **Traitor –** a person who betrays someone or something such as a friend * **Hysterical –** wildly uncontrolled emotion * **Single dash –** a punctuation mark used to indicate parenthesis or to mark the boundary between two main clauses |
| **Post Learning** | * In the summer term of Year 6, pupils will write a first-person narrative from the perspective of Michael to describe the island from his viewpoint when he first wakes up on the beach following his ordeal at sea. This will be inspired by the text: Kensuke’s Kingdom. |