

Goodnight Mister Tom – Year 5, Year 6 or Year 5/6 English Unit Planning

English

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These units can be adapted to the skills taught in either Year 5, Year 6, or in a mixed Year 5/6 class. For this reason, Key Learning has been referenced from both year groups. It is essential that teachers select the most appropriate Key Learning and adapt the learning strategies recommended in order to tailor the work to the specific needs of the children in their class. This publication consists of an extended narrative unit, which could potentially last for 6 weeks, based on the novel 'Goodnight Mister Tom' by Michelle Magorian.

Please Note:

As with all English units, it is important that teachers read the core texts carefully before planning the unit to check appropriateness for their current cohort. There are sections within this novel that need careful consideration; the approach taken to covering/ discussing sensitive material within lessons should be planned thoughtfully, e.g., Chapter 15 (Home), Chapter 18 (Recovery) and Chapters 21-22 (Grieving). A similar approach should be taken when considering whether to show sections of film adaptations.

Unit	Narrative – Story as a Theme Please note: Within this narrative unit, opportunities for further stretch have been referenced throughout. These opportunities have been provided to demonstrate where learning could be taken further if, and when, it is appropriate.
Outcome	<ul style="list-style-type: none"> ▪ Narrative based on a model text with an innovated plot structure
Possible Duration	<ul style="list-style-type: none"> ▪ 6 weeks
Key Learning in Spoken Language	<p>Year 5/6 The Key Learning in Spoken Language objectives support teachers when planning spoken language opportunities in English and across the curriculum. They will help to underpin progress in reading and writing and are linked to skills across the curriculum. Key Learning in Spoken Language is split into the following age-phases: Year 1, Year 2, Year 3/4 and Year 5/6.</p> <ul style="list-style-type: none"> ▪ Ask a range of appropriate questions to clarify and refine thinking. ▪ Articulate and justify answers, arguments, and opinions orally, in relation to questions or key points posed by an adult and peers. ▪ Provide oral explanations, with supporting details, in relation to questions posed with 'how' and 'why', e.g. <i>How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?</i> ▪ Explore settings and characters orally, and following modelling, select precise vocabulary to create well-structured descriptions. ▪ Prepare oral retellings of identified sections of stories (or innovated/ invented versions) in order to present to an audience. ▪ Participate in role in English and across the curriculum, e.g., paired improvisation or first lines drama, meetings in role linked to narrative etc.

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Key Learning Reading	<p>Year 5 and Year 6 Where possible, Key Learning statements have been matched across both year groups to demonstrate progression. There are some skills in Year 5 Key Learning that do not feature in Year 6. There will be some skills within Year 6 which will be introduced for the first time and do not feature in Year 5 Key Learning.</p>	
	Year 5	Year 6
		<ul style="list-style-type: none"> Work out unfamiliar words by focusing on all letters in the word, e.g., <i>not reading invitation for imitation</i>.
	<ul style="list-style-type: none"> Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list). 	<ul style="list-style-type: none"> Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list).
	<ul style="list-style-type: none"> Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. 	<ul style="list-style-type: none"> Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
	<ul style="list-style-type: none"> Prepare poems, narrative and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. 	<ul style="list-style-type: none"> Prepare poems, narrative and play scripts to read aloud and perform using dramatic effects
	<ul style="list-style-type: none"> Explain the meaning of words within the context of the text 	<ul style="list-style-type: none"> Explain the meaning of new vocabulary within the context of the text.
	<ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	
	<ul style="list-style-type: none"> Justify opinions and elaborate by referring to the text, e.g., <i>using the PEE prompt - Point + Evidence + Explanation</i> 	<ul style="list-style-type: none"> Justify opinions and elaborate by referring to the text e.g., <i>using the PEE prompt – Point + Evidence + Explanation</i>.
	<ul style="list-style-type: none"> Demonstrate active reading strategies e.g., <i>generating questions to refine thinking, noting thoughts in a reading journal</i>. 	<ul style="list-style-type: none"> Demonstrate active reading strategies e.g., <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>.
	<ul style="list-style-type: none"> Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. 	<ul style="list-style-type: none"> Infer characters' feelings, thoughts, and motives from their actions, justifying inferences with evidence e.g., <i>Point + Evidence + Explanation</i>.
	<ul style="list-style-type: none"> Make predictions based on information stated and implied. 	<ul style="list-style-type: none"> Predict what might happen from information stated and implied.
	<ul style="list-style-type: none"> Through close reading of the text, re-read and read ahead to locate clues to support understanding. 	<ul style="list-style-type: none"> Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
	<ul style="list-style-type: none"> Analyse the conventions of different types of writing. 	<ul style="list-style-type: none"> Analyse the conventions of different types of writing e.g., <i>use of dialogue to indicate geographical and/or historical settings for a story</i>.
	<ul style="list-style-type: none"> Explore, recognise, and use the terms metaphor, simile, imagery. 	<ul style="list-style-type: none"> Explore, recognise, and use the terms personification, analogy, style and effect.
<ul style="list-style-type: none"> Explain the effect on the reader of the authors' choice of language. 	<ul style="list-style-type: none"> Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. 	

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	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. 	<ul style="list-style-type: none"> Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
Key Learning Writing	<p>Year 5 and Year 6 Where possible, Key Learning statements have been matched across both year groups to demonstrate progression. There are some skills in Year 5 Key Learning that do not feature in Year 6. There will be some skills within Year 6 which will be introduced for the first time and do not feature in Year 5 Key Learning.</p>	
	Year 5	Year 6
	<ul style="list-style-type: none"> Select appropriate register for formal and informal purposes, e.g., <i>dialogue within narrative (formal or informal)</i>. 	<ul style="list-style-type: none"> Investigate and collect a range of synonyms and antonyms e.g., <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>. Explore, collect, and use vocabulary typical of formal and informal speech and writing e.g., <i>find out – discover, ask for - request, go in – enter</i>. Explore, collect, and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i> Explore, collect, and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest</i>. Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films, and performances). Use a range of planning approaches e.g., <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning</i>. Select the appropriate structure, vocabulary, and grammar. Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g., <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i> Proofread for grammatical, spelling and punctuation errors. Use appropriate and effective intonation and volume. Use several different strategies interactively in order to spell correctly. Spell words from the Year 6 list (selected from the statutory Year 5/6 word list).
	<ul style="list-style-type: none"> Explore, collect, and use modal verbs to indicate degrees of possibility e.g., <i>might, could, shall, will, must</i>. 	
	<ul style="list-style-type: none"> Draw on reading and research 	
	<ul style="list-style-type: none"> Think how authors develop characters and settings (in books, films, and performances). 	
	<ul style="list-style-type: none"> Note and develop ideas. 	
	<ul style="list-style-type: none"> Select appropriate structure, vocabulary, and grammar. 	
	<ul style="list-style-type: none"> Blend action, dialogue, and description within and across paragraphs. 	
	<ul style="list-style-type: none"> Proofread for spelling and punctuation errors. 	
	<ul style="list-style-type: none"> Use appropriate intonation and volume. 	
	<ul style="list-style-type: none"> Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 	
	<ul style="list-style-type: none"> Use a thesaurus. 	

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Suggested Texts

Core text:

- *Goodnight Mister Tom* by Michelle Magorian
- *Goodnight Mister Tom* by Michelle Magorian (Kindle Edition)

Texts and resources to supplement the core text:

- *Goodnight Mister Tom* (1998 film adaptation Rating PG)
- *You Don't Know What War Is: The Diary of a Young Girl From Ukraine* by Yeva Skalietska
- *Harry Potter and the Philosopher's Stone* by J. K. Rowling (When examining colloquialisms)

Online media links:

- The Imperial War Museum website: The Evacuated Children of The Second World War <https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war>
- BBC Teach: History KS2: An evacuee's adventure <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-an-evacuees-adventure/zk7hy9q>
- Lancashire Post: Evacuees first Christmas in wartime Lancashire <https://www.lep.co.uk/retro/evacuees-first-christmas-in-wartime-lancashire-1346940>
- eHow: Children's clothes of the 1940s https://www.ehow.co.uk/info_7965346_clothing-styles-children-1940s.html
- Word Hippo: <https://www.wordhippo.com/>
- YouTube: LPDS TV Episode Six: (up to 3:45 minutes): <https://www.youtube.com/watch?v=14Ywou7Jguc>
- Royal Voluntary Services: Women's Voluntary Services Uniform 1939 – 1945:
https://www.royalvoluntaryservice.org.uk/media/rwzi1so5/wvs_wartime_uniform.pdf
- BBC: WW2 People's War: An archive of World War II memories <https://www.bbc.co.uk/history/ww2peopleswar/stories/44/a2811944.shtml>
- *Silent Night* by Tom Palmer <https://tompalmer.co.uk/resist/>
- Imperial War Museum: Letter from an Evacuee Foster Parent, March 1941 <https://www.iwm.org.uk/collections/item/object/1030008409>
- *Goodnight Mister Tom* (1998 Rating PG): YouTube Goodnight Mister Tom Full Movie:
- YouTube: A Day in London 1930s in color [60fps, Remastered] w/sound design added <https://www.youtube.com/watch?v=A-jb8ydfsqw>
- YouTube: Vera Lynn - *We'll Meet Again* (1943) <https://www.youtube.com/watch?v=T5C4meGkNyc&t=73s>
- YouTube: British Declaration of War (audio and transcript of Chamberlain's speech) <https://www.youtube.com/watch?v=t2qlZHW-fDI>

Additional, award-winning Historical Fiction centred around World War II and evacuation:

- *The Swallows' Flight* by Hilary McKay
- *Letters from the Lighthouse* by Emma Carroll
- *Billy's Blitz* by Barbara Mitchelhill
- *Carrie's War* by Nina Bawden

All hyperlinks were correct and fully functioning at the time of publication (January 2023). Titles have been included alongside hyperlinks to enable teachers to locate texts/clips/resources should the hyperlinks no longer work in the future.

English

Creative Learning Opportunities and Outcomes

Creating interest

This phase will focus on engaging the children, setting the historical context and developing vocabulary which will be used throughout the unit.

- Without giving the children any prior information, show the children photographs of children being evacuated from, e.g., The Imperial War Museum website: The Evacuated Children of the Second World War: <https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war>
- Using the Lancashire question hands, encourage the children to generate questions around the images and make claims about the images, e.g., *Why have the children all been labelled? Where are their parents?* Extend their responses using book talk and tentative language prompts such as: I can see... Tell me more... I'd like to know if..., e.g., *I can see that the children look excited. I think that they are going on a train journey. They are not with their parents. I'd like to know why they are going on a journey.* These oral responses could be recorded on sticky notes to collate at the end of the session or could be written around the images in the children's books.
- Using question stems from the *KS2 Reading Domain Cards*, develop and pose questions for the children to answer based on the images. Be mindful to scaffold these questions. For example, you could start with literal retrieval and prediction questions first (2b and 2e), e.g., *Can you write down (or say) two or three things you can see in the image? What do you think has already happened?* Following these responses, build up to inference questions (2d), e.g., *What impressions of this event do you get from these two photographs?* Model how to answer these questions orally and then allow the children to continue answering questions based on what they have read. Encourage the children to articulate and justify their answers, arguments, and opinions orally before recording their responses in writing.
- Define the word 'evacuation' with the children – *The removal of people (evacuees) from a dangerous place due to a disaster or impending war.* Children might make links with recent events in Ukraine.
- Using text from the Imperial War Museum website: The Evacuated Children of the Second World War: <https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war>, discuss the reasons for World War II evacuations.
- This article from the Lancashire Post gives details about many evacuees' first Christmas in wartime Lancashire. Lancashire Post: Evacuees first Christmas in War Time Lancashire: <https://www.lep.co.uk/retro/evacuees-first-christmas-in-wartime-lancashire-1346940>
- Watch BBC Teach: History KS2: *An evacuee's adventure*: <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-an-evacuees-adventure/zk7hy9q>
- Watch it for pleasure before watching it again, pausing at key moments and discussing in depth.
- Discuss key vocabulary from the clip that will be explicitly referenced in the core texts during the reading phase, e.g., *World War II, evacuation, bombing, raids, gas mask.*

Learning outcomes

- Children will be able to ask a range of appropriate questions to clarify and refine thinking.
- Children will be able to articulate and justify answers, arguments, and opinions orally, in relation to questions or key points posed by an adult and peers.
- Children will be able to justify opinions and elaborate by referring to the text e.g., *using the PEE prompt – Point + Evidence + Explanation*
- Children will be able to infer characters' feelings, thoughts, and motives from their actions, justifying inferences with evidence e.g., *Point + Evidence + Explanation.*

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- Using evidence from the video or text (a video transcript is provided), can the children suggest reasons for the evacuated children's mixed emotions? (*We didn't go on trains very often... although we were a bit unhappy, we were also very excited... it was like one big adventure... We made the most of it. We had to. We all had to walk down to the school. I wanted to go home, and I remember saying, I want to go home to my mother.*)
- Using connections cards, ask questions, e.g., *Does anything in this video remind you of anything in your own life? How is this video/ text similar or different to other things you have read/ seen? What does this remind you of in the world around you now?* (Connections could be made to the war in Ukraine and *You don't know what war is – The diary of a young girl from Ukraine* by Yeva Skalietska.)
- Discuss any times when the children have been separated from someone close to them, e.g., *holidays, school trips, parents working away etc.* How did the children feel?
- Collect further evidence from the video and then ask the children to answer Mrs. Campbell's question orally and then in writing, *'How would you have felt if you were in my shoes, that you were leaving your parents/ guardians, and being evacuated to live with strange people?'*
- Alternatively, use evidence from the video to create an emotions graph for Mrs. Campbell from her evacuation to her return home to her mother.
- Start to create a class World War II glossary/ vocabulary bank for later written work. Include further wartime vocabulary that the children will need when reading the novel, e.g., *billeting officer, range, declaration of war, Anderson Shelters, blackouts, evacuees, rationing.*
- Use a vocabulary strategy such as semantic mapping to explore any new vocabulary with the children.
- Using the information children have collected about World War II, linked to this key vocabulary, create an information page for a website. Further information can be located here: *The Evacuated Children of The Second World War* <https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war>
- Later, during the reading phase, return to this key vocabulary examining it in context, e.g., *The tales he had heard about **evacuees** didn't seem to fit Willie.* (Kindle edition, p13.) *A small bed lay under one eave and **blackouts** were pinned on the slanting window beside it.* (Kindle edition, p.31) *He averted his gaze, and began hurriedly to cover the **Anderson** again.* (Kindle edition, p.83), *He had also volunteered the services of Dobbs and the cart since there was news of petrol **rationing**.* (Kindle edition, p.89)

- Children will be able to explain the meaning of new vocabulary within the context of the text.
- Children will be able to Demonstrate active reading strategies e.g., *generating questions to refine thinking, noting thoughts in a reading journal.*

Reading

Grammar: Warm-ups throughout the reading response phase:

- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g., *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"*

Learning outcomes

- Children will be able to blend action, dialogue and description within sentences and paragraphs to convey character and advance the action.

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Reading and responding

This phase will focus on reading sections from *Goodnight Mister Tom* by Michelle Magorian, and other supporting texts, to develop reading skills for Year 5 and Year 6. The plot structure, which the children will use for their own stories, is based on the selected key scenes from chapters 1-14 of the novel. Additional reading (some of which could take place outside of the English lesson) will enable pupils to develop their understanding of the central characters and inform their narrative writing. The film version may also further enrich the children's understanding.

(Page numbers from *Goodnight Mister Tom* (A Puffin Book) by Michelle Magorian, referred to within this unit, are from the Penguin Random House Children's UK. Kindle Edition.)

Character Web Collection

Role on the Wall is a strategy that invites students to infer meaning about a character and to visually map the relationship between a character's emotions, thoughts and actions onto a simple outline of a human figure. By inviting students to analyse context clues, the group collectively explores and constructs a more complex understanding of the character's motivation.

Throughout the unit, develop a **Role on the Wall** for both Willie and Tom to explore the characters in detail and demonstrate the changes in both. Display these in a prominent place in the classroom. Whilst reading sections of the text, allow time to add details about the characters to help the pupils: demonstrate understanding of the characters, support points with evidence, make predictions and draw inferences around character thoughts, feelings, and actions. Keep returning to and developing the **Role on the Wall** during the unit.

When considering the opening scenes, a supplementary '**Role on the Wall**' for the billeting officer may also be useful.

Chapter One: Tom and Willie meet for the first time.

- Before sharing the opening of the original text, provide children with vocabulary, with which they may not be familiar, to explore and define. Words and phrases such as: *bluntly, clad, bewildered, obligatory, adamant, robust, abruptly* may be selected alongside words explored in the Creating Interest section which are specific to the era, such as: *Billeting Officer, Anderson Shelter, Declaration of War* etc. You may also select words, in context, from the statutory Year 5 and Year 6 Word List that feature in this section of the text, e.g., *harass(ed), bruise, stomach*.
 - A **harassed** middle-aged woman in a green coat and felt hat stood on his step. (p. 1)
 - He noticed another **bruise** on the boy's thigh but said nothing. (p.6)
 - The pain in Willie's **stomach** had gone but he felt drained like a rag doll. (p. 13)

Please note: Further statutory words can be found within the novel, in context. It may be useful to explore the meaning of these words, during the unit, as they are encountered within the text, e.g.,

- Children will be able to regularly listen to novels read aloud by the teacher from an increasing range of authors (Y5), which they may not choose themselves (Y6).

- Children will be able to read and understand words from the Year 5 and Year 6 list (selected from the statutory Year 5/6 word list).
- Children will be able to discuss and describe the meaning of new vocabulary.