



Year 6

Reading and Writing

Home Learning

To all our year 6 children,

We really enjoyed our hook day a couple of weeks ago and know you did too so we have decided to continue with the reading and writing learning we would have completed in class.

You will continue to learn more and more about our new project throughout the next few weeks and we know that some of you have already started completing some of your project tasks at home – well done!

This is **week one** of your home learning and it includes: reading activities, writing activities and even some art! You will need to complete the tasks in order. As always we want you to take care with your handwriting and presentation and are really looking forward to seeing some of the great learning we know you will complete this week.

You will recognise our reading task sheets, learning objectives and steps to success. Make sure you use these to help you when working through each of the learning tasks.

Have fun with your learning!

Mrs Davie, Mrs Booth, Mrs McQuay and Mr Richards

TLHT visualise a setting using prediction skills

Use key words from the opening line of our new book to generate words which are linked.



'YOU ARE ENTERING CAMP GREEN LAKE'

Authors write books so they can transport us to the settings they have created. One important reading skill is the ability to visualise words on a page and create clear images in your mind. This reading skill helps us as readers to connect to the text.

We will all have slightly different ideas of what setting this opening line is describing and the image it will create in our minds.

Use what you know and have experienced in your own lives to create a mind map of words which link to some of the key words in the opening line.

camp

green — trees

lake

TLHT visualise a setting using prediction skills

Use the opening line of our new book and the mind maps you have generated to create an image of Camp Green Lake.



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We will all have slightly different ideas of what setting this opening line is describing and the image it will create in our minds.

Using all the words you have collected in your mind map, create a colour image of the setting you have visualised in your mind.

1. Draw the outline of key features in pencil – Which features will appear in your setting drawing? Remember to use the entire area of the box below to create your image.
2. Add colour to your setting drawing – you could use any medium to add colour: pencils, paint, pastels, whatever you have at home!

Learning objective: TLHT select language to describe a setting.

Have I thought about what I could see – features, colours and textures?

Have I thought about what I could hear - sounds?

Have I thought about what I could smell?

Have I carefully selected my language?

We know that selecting language is an important writing skill. The words we select as authors help our readers to visualise clear images in their minds.

You have created an image of what you think Camp Green Lake might look like but how could you use words to paint this picture in the minds of your readers?

Look carefully at your image and carefully select words and phrases to describe the setting. If you can, use a thesaurus to help you select the best words.

If you have an exercise book: stick your image into the centre of a double page, write the date and Learning objective and write carefully selected words and phrases around your image.

If you do not have an exercise book: look carefully at your image. Write the date and Learning objective then make a list of carefully selected words and phrases linked to your image.

Selecting words

Nouns – These words are the objects in your image. Look at your image and locate all the different objects. Think carefully about the words you are selecting for these nouns. Don't just select the first one you think of.

Adjectives – These words describe the noun (objects). Try to select adjectives that will add extra detail and will help to create an image in your readers' minds.

Verbs – These words describe the action. Look at your image what are your nouns doing in the setting? Have you selected powerful verbs?

Adverbs – These words add extra detail to the verb. Can you use these words to add extra detail about what action is taking place within your setting?

Prepositions – These words describe when or where action takes place. Can you use these to help position specific nouns in your readers' mind?

Teacher Example

TLHT select language to describe a setting.

Glowing white orb of light.

All around are thick clusters of trees.



Ducks gracefully paddle.

Peaceful, Waveless lake.

TLHT retrieve information about a setting

Read through the extracts and retrieve information about each of the settings described.

Retrieve



Authors write books so they can transport us to the settings they have created. One important reading skill is the ability to visualise words on a page and create clear images in your mind. This reading skill helps us as readers to connect to the text.

Task one:

Read through each of the extracts and answer the following questions about each of them:

1. Which setting is being described by the authors?
2. Are there any words or phrases which help to create a clear image in your mind?

Task two:

Select your favourite setting description. Is it detailed enough to create an image from? Draw a sketch of this setting (add some colour if you would like) and annotate with retrieved quotes from the text.

Harry Potter – JK Rowling

There were a hundred and forty-two staircases at Hogwarts: wide sweeping ones; narrow, rickety ones; some that led somewhere different on a Friday; some with vanishing step halfway up that you had to remember to jump. Then there were doors that wouldn't open unless you asked politely, or tickled them in exactly the right place, and doors that weren't doors at all, but solid walls just pretending. It was also very hard to remember where everything was, because it all seemed to move around a lot.

Heidi – Johanna Spyri

The pretty little Swiss town of Mayenfeld lies at the foot of a mountain range, whose grim rugged peaks tower high above the valley below. Behind the town a footpath winds gently up to the heights. The grass on the lower slopes is poor, but the air is fragrant with the scent of mountain flowers from the rich pasture land higher up.

A Monster calls – Siobhan Dowd, Patrick Ness

A cloud moved in front of the moon, covering the whole landscape in darkness, and a *whoosh* of wind rushed down the hill and into his room, billowing the curtains. He heard the creaking and cracking of wood again, groaning like a living thing, like the hungry stomach of the world growling for a meal.

Then the cloud passed, and the moon shone again.

On the yew tree.

Wide awake now, he pushed back the covers, got out of bed, and went over to the window. In the pale half-light of the moon, he could clearly see the church tower up on the small hill behind his house, the one with the train tracks curving beside it, two hard steel lines glowing dully in the night. The moon shone, too, on the graveyard attached to the church, filled with tombstones you could hardly read any more.

The Lord of the Flies – William Golding

The shore was fledged with palm trees. These stood or leaned or reclined against the light and their green feathers were a hundred feet up in the air. The ground beneath them was a bank covered with coarse grass, torn everywhere by the upheavals of fallen trees, scattered with decaying coconuts and palm saplings. Behind this was the darkness of the forest proper and the open space of the scar. Ralph stood, one hand against a grey trunk, and screwed up his eyes against the shimmering water. Out there, perhaps a mile away, the white surf flinked on a coral reef, and beyond that the open sea was dark blue. Within the irregular arc of coral the lagoon was still as a mountain lake,—blue of all

Year 6 - Task five – Writing focus – 1 hour

Learning objective: TLHT construct sentences to create an image

Have I zoomed in on one part of my image?

Have I described this part of the image in detail?

Have I carefully selected language?

Have I created an image for my reader?

Harry Potter – JK Rowling

There were a hundred and forty-two **staircases** at Hogwarts: wide sweeping ones; narrow, rickety ones; some that led somewhere different on a Friday; some with vanishing step halfway up that you had to remember to jump. Then there were **doors** that wouldn't open unless you asked politely, or tickled them in exactly the right place, and doors that weren't doors at all, but solid walls just pretending. It was also very hard to remember where everything was, because it all seemed to move around a lot.

In this extract, JK Rowling describes in detail one particular section of Hogwarts. She does not try to describe everything she knows about this setting in one or two sentences.

Instead Rowling has described in detail just two nouns, the stairs and doors. We as readers find out what they look like, where they go, how to open them and what they are made from.

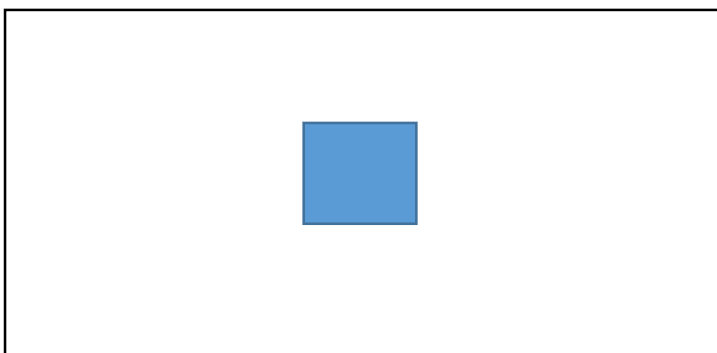
When describing a setting, authors zoom in on one section of the image inside their heads and describe that to the reader.

Task one:

Create a zoom tool.

Take a piece of A4 paper and cut out a small square or circle in the centre.

Like this:

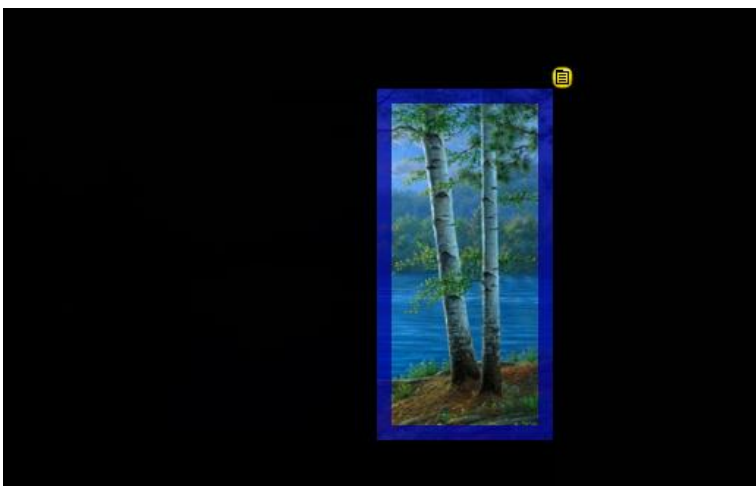


Task two:

Place your zoom tool on top of the setting drawing of Camp Green Lake you created in task two. The zoom tool allows you to select just one part of your setting to focus on. Move the zoom tool around until you find a specific part of your setting which you want to describe.

Task three:

1. Look carefully at the specific area you have zoomed in on.
2. Think about these questions: What can you describe about this part of your setting? What does it look like? What is it doing? Does this area create any sounds or smells?
3. Write at least four sentences about this specific area in your setting.
4. Remember to think carefully about your word choices.



For example:

Twin trees stand tall alongside the edge of the water. Flakes of the silver bark, unfurl from the trunk and scatter onto the ground below. Sprigs of foliage lightly rustle: moving in time to the rhythm of the wind. Roots dig into the crumbling earth, rising in places, creating arches and hidden tunnels.

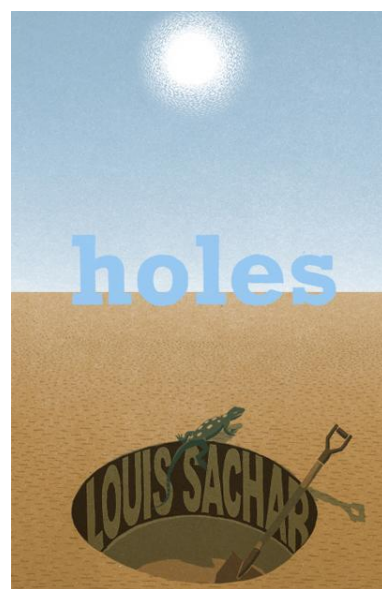
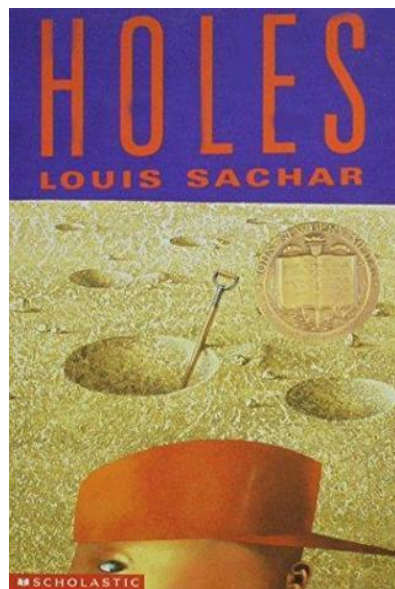
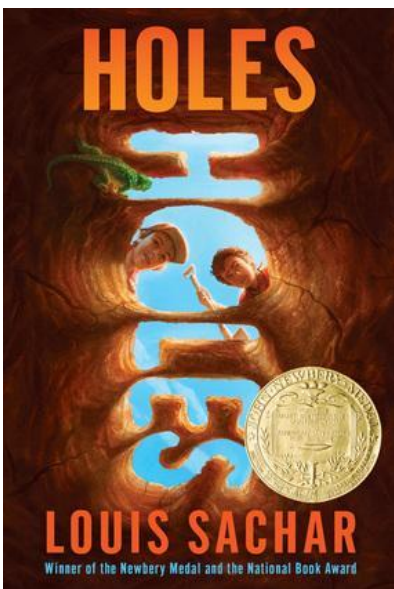
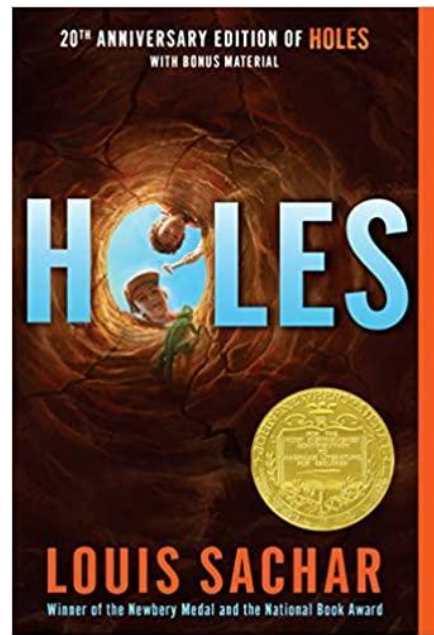
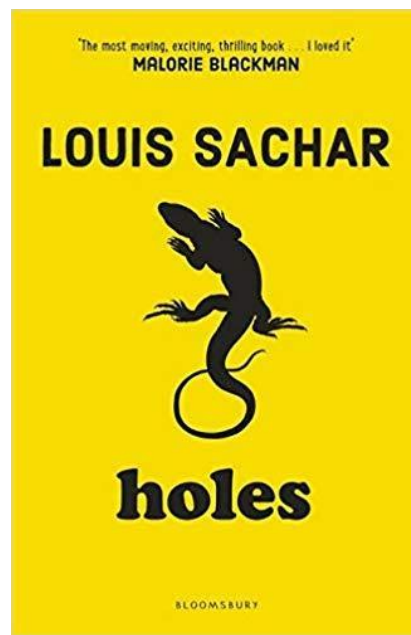
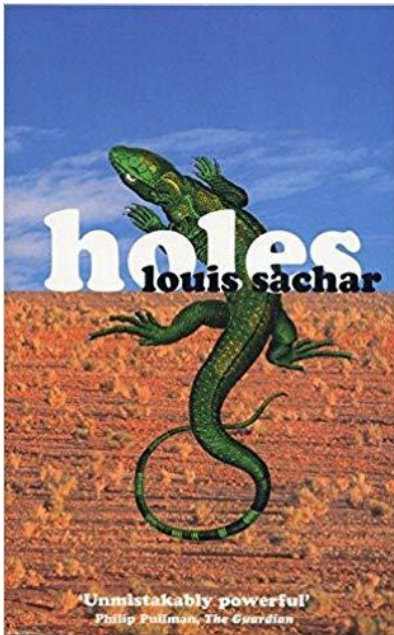
Task four:

Repeat task three for two more areas within your setting.

TLHT make predictions about the setting of a text

Look at the different front covers of the book 'Holes'. Do these match the predictions we have already made about the setting of the story? Write a prediction with evidence about our new book.

Predict



Throughout this week, we have been making predictions about the setting of our new class book using the first line of the text.

'YOU ARE ENTERING CAMP GREEN LAKE'

1. Look back at your mind map (task one) and your setting drawing (task two).
2. Look at the front covers – all for the same book 'Holes'.

3. Answer the following questions:

Do the illustrations on the front covers have images you would expect them to have based upon your predictions?

Which type of setting is hinted at on the front covers?

4. Write a prediction about our new book using the different front covers. Make sure that you include evidence to support all of your points.

Well done you have completed week one and have been awarded 5 effort stars!