



# Year 6

## Reading and Writing

### Home Learning

Hi year 6,

This is **week six** of your home learning and it includes: reading activities, writing activities and a chance for you to be creative using your drawing skills. 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 so we can add this to our year 6 Star Learning page on the website.

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

This week will be using a short film to inspire our reading and writing home learning. You will need to apply all of your amazing reading skills of retrieving and inferring to moving images rather than a text. You will need to watch the short film during some of the tasks so will need access to a computer, tablet or phone. A star next to the task number (\*) shows if you need to watch the film to complete the learning.

### Year 6 - Task one \* – reading focus ( 40 minutes)

Task one needs you to develop your '**reading in the moment**' skills.

This means reflecting upon what you have watched by:

- Writing your opinions about events, characters and plot,
- Writing down your own thoughts and emotions – how the film makes you feel,
- Writing down any questions you might have about characters, plot or the setting,
- Making predictions about what might happen next

Follow the instructions to complete the task.

1. Write today's date and the learning objective in your book - **TLHT record my thoughts and opinions about a short film.**
2. We are going to be watching parts of the film one bit at a time and recording our thoughts as we watch. Watch part of the short film – Road's End. Watch it from the start and stop when the time is at 0:14 seconds.

Click on this link to take you to the short film.

<https://www.youtube.com/watch?v=XQN-KvFvTJg>

3. Record your thoughts at this point,  
**What do you think about the character?**  
**Who is he?**  
**Where has been?**  
**What has happened to him?**  
**Does everything look like you would expect?**  
**Any questions?**  
**Prediction?**
4. Watch the next part of the short film – Road's End. Watch it from 0:14 and stop when the time is at 0:45 seconds.
5. Record your thoughts at this point,  
**What do you think about this character?**  
**Who is he?**  
**Is everything as you would expect?**  
**Anything strange or unexpected?**

**Any questions?**

**Prediction?**

6. Watch the next part of the short film – Road’s End. Watch it from 0:45 and stop when the time is at 1:26 seconds.
7. Record your thoughts at this point,  
**What do you notice about the character’s behaviour?**  
**How are they acting?**  
**Anything unusual?**  
**Any questions?**  
**Prediction?**
8. Watch the next part of the short film – Road’s End. Watch it from 1:26 and stop when the time is at 1:40 seconds.
9. Record your thoughts at this point,  
**What has happened?**  
**What do you think will happen next?**  
**Any questions about any of the characters or events in the plot?**  
**How do you feel watching the characters?**
10. Watch the last part of the short film – Road’s End. Watch it from 1:40 till the end.
11. Record your thoughts at this point,  
**What happened?**  
**Why did it happen?**  
**What are your thoughts about the character now?**  
**Any questions about any of the characters or events in the plot?**  
**How do you feel?**
12. Reflect –  
**Did you enjoy the short film?**  
**How did your opinions and thoughts change throughout the film?**  
**Which parts of the film made you think differently?**  
**Why?**

## Year 6 - Task two \* – reading focus (1 hour)

In this task we are going to looking:



**Parts of the film which build tension and suspense.**



**A character's thoughts and feelings during these parts.**

We are going to break the film into **three parts** so we can carefully analyse the characters and how they build tension.

We will do the first part together. I have watched the short film up to 0:40 seconds.

I will use the following questions to help me analyse the character of the **man with the scarf** so I can think about how he builds-up the tension:

### **Retrieve:**

How is the character behaving?

What is he doing?

What is happening around him?

What can he see?

### **Inference:**

What might the character be thinking at this point?

How does he feel?

How do you know?

### **Tension:**

How is the tension building?

What is the character doing to build tension?



**TLHT analyse a short film focusing on characters and tension.**

Retrieval:

The man with the scarf is not talking and is standing very still and staring.

The man with the scarf was slowly turning the wheel of the upside down car.

The wind is whipping his scarf around in the wind, he has a lot of clothes on and you cannot see much of his face.

Everything is still, apart from the wind. He does not seem hurt in anyway- was he in the crash?



Inference:

The character might be glad to have a lift to take him to the station.

He isn't really showing any emotions so it is like he doesn't really care about the crash or about having a lift.

Tension:

It is unusual to see a person not reacting to a crash – we would expect them to be in pain or crying because of the shock.

He does not interact at all with the other character- which is strange.

1. Write the date and title in your book
2. Stick part two image into the center of your page
3. Watch the short film from 0:40 to 1:34
4. Focusing on the man with the scarf answer the retrieval, inference and tension questions just like I did in my example.
5. Repeat with the last part of the film.
6. Stick part three image into the center of your page



Part two image

7. Watch the short film from 1:34 – the end.

8. Focusing on the man with the scarf answer the retrieval, inference and tension questions just like I did in my example.



Part three image

### Year 6 - Task three \* – reading focus ( 1 hour)

Now we are going to look at the three different parts of the film again but **focusing on the driver** this time. You can complete this in two ways.

- You could use the images you have already stuck in from task two and add to this answering the same questions about the driver. Like this:

#### **TLHT analyse a short film focusing on characters and tension.**

##### Retrieval:

The man with the scarf is not talking and is standing very still and staring. *The driver is polite and talks to the stranger offering him a lift to the station.*

The man with the scarf was slowly turning the wheel of the upside down car. *The driver stops suddenly and looks the stranger up and down – has a good look at the man with the scarf.*

The wind is whipping his scarf around in the wind, he has a lot of clothes on and you cannot see much of his face. *The driver looks hot, he is wearing a shirt and a tie but it is loose around his neck.*

Everything is still, apart from the wind. He does not seem hurt in anyway- was he in the crash? *The driver is moving around in the car so he can see the driver, he moves across the passenger seat and opens the door for the stranger, welcoming him into his car. The car looks quite old fashioned.*



##### Inference:

The character might be glad to have a lift to take him to the station. *The driver looks a bit unsure about the stranger, he is stuttering a bit when he speaks.*

He isn't really showing any emotions so it is like he doesn't really care about the crash or about having a lift. *The driver is raising his eyebrows, looks a bit puzzled about what is going on.*

##### Tension:

It is unusual to see a person not reacting to a crash – we would expect them to be in pain or crying because of the shock. *The driver is acting as we would expect, he looks concerned for the stranger and offers him help, but seems to realise that something is not quite right.*

He does not interact at all with the other character- which is strange. *The driver is moving around and does not seem totally comfortable with what is happening but wants to help anyway.*

Or you could start a new page, focusing on the driver, like this:

**TLHT analyse a short film focusing on characters and tension.**

Retrieval:

The driver is polite and talks to the stranger offering him a lift to the station.

The driver stops suddenly and looks the stranger up and down – has a good look at the man with the scarf.

The driver looks hot, he is wearing a shirt and a tie but it is loose around his neck.

The driver is moving around in the car so he can see the driver, he moves across the passenger seat and opens the door for the stranger, welcoming him into his car. The car looks quite old fashioned.



Inference:

The driver looks a bit unsure about the stranger, he is stuttering a bit when he speaks.

The driver is raising his eyebrows, looks a bit puzzled about what is going on.

Tension:

The driver is acting as we would expect, he looks concerned for the stranger and offers him help, but seems to realise that something is not quite right.

1. Watch the short film from 0:40 to 1:34
2. Focusing on the driver answer the retrieval, inference and tension questions just like I did in my example.
3. Repeat with the last part of the film.
4. Watch the short film from 1:34 – the end.
5. Focusing on the driver answer the retrieval, inference and tension questions just like I did in my example.



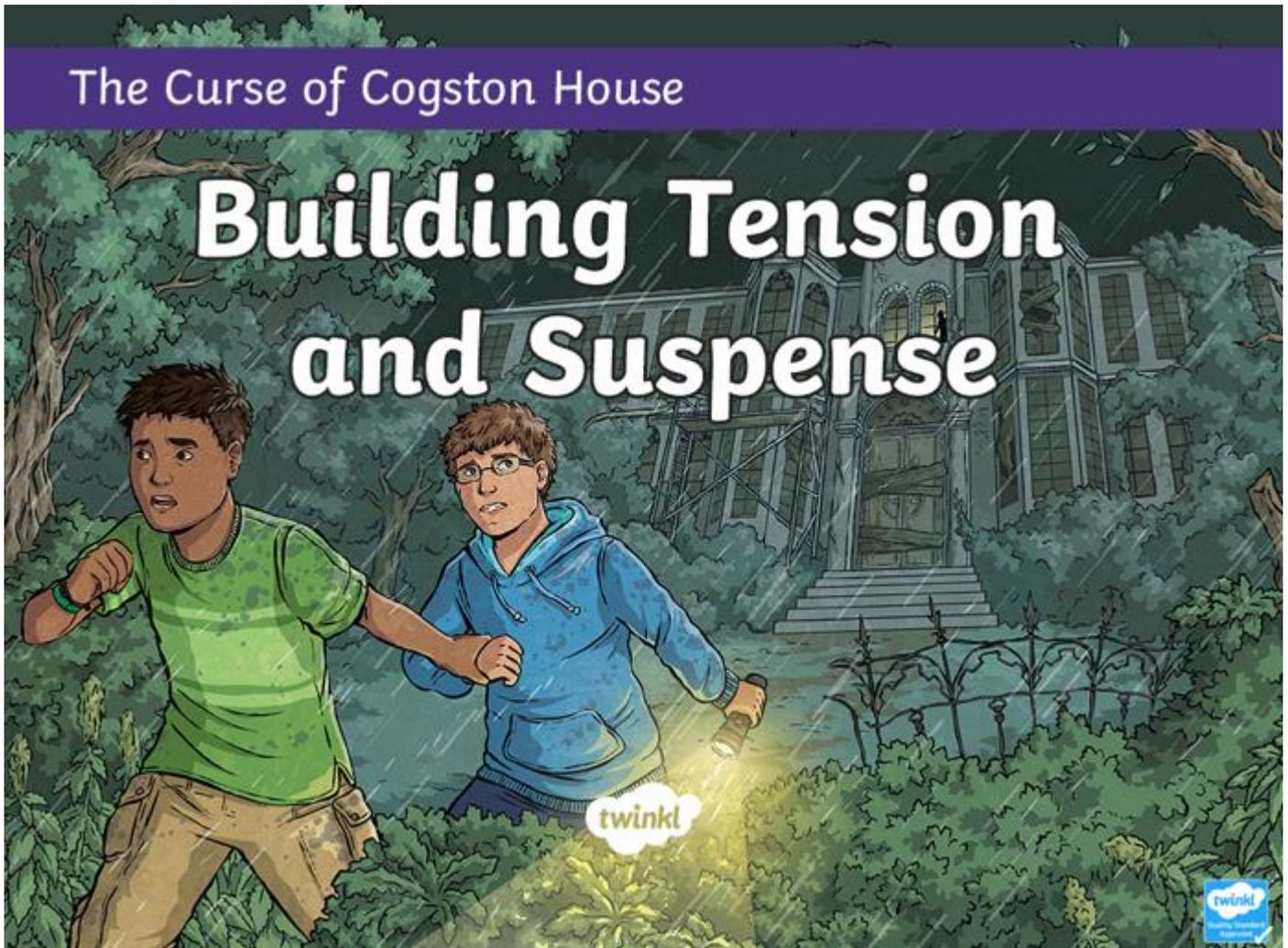
Part two image



Part three image

Year 6 - Task four – reading/writing focus (30 minutes)

Read the PowerPoint – How to build tension and suspense and think about the questions you are asked throughout the PowerPoint.



Have you read any books which build tension and suspense?

Can you find an extract (a part of a book) which has used some of the writing techniques mentioned in the PowerPoint?

Year 6 - Task five \* – writing focus (1 hour)

Authors use a range of different writing techniques to build tension and suspense.

Watch the Road’s End short film again and look back through all your previous tasks. How will you use these techniques in your writing? Can you think of a few examples for each technique?

Use the words in each box to guide your thinking.

<b>Detailed descriptions of surroundings</b>	<b>Physical reactions from the characters</b>	<b>Exciting synonyms</b>
Crash site  Road  Car  Mountain	Driver first time he sees stranger  Driver during the drive  Driver looking into googles	Staring  Still  worried  strange
<b>Similes and metaphors</b>	<b>Onomatopoeia</b>	<b>Subordinate and relative clauses</b>
Winding road  Silence  Car falling	Sound of the wheel  Sound of the scarf  Sound of the car falling	The crash site  The car  The driver  The stranger

Year 6 - Task six – writing focus (1 hour)

Now we are going to focus on our main characters.

A great way to get to know your characters is to study them closely. A carefully drawing proves you have studied your characters' appearance in detail.

Create a sketch of both the stranger and the driver. Use colours and textures as this will help you with your detailed descriptions.



**Please send any of your favourite home learning tasks this week to [Y6teachers@shirleyschools.co.uk](mailto:Y6teachers@shirleyschools.co.uk) we would love to see your amazing work.**