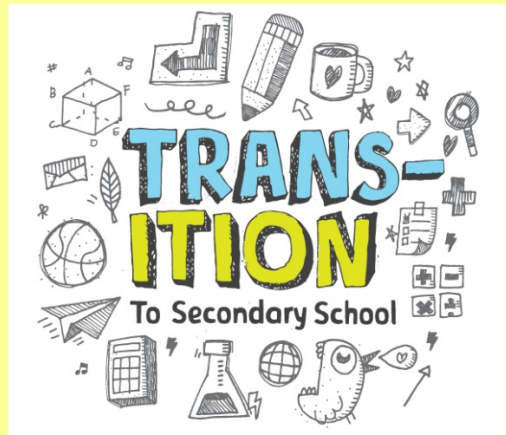


English Transition project

To support your move from SJS to secondary school we will be starting a text in year 6 which you will continue in year 7.



English Transition project

The next few slides will help you to 'get to know' the text you will be studying at USH.

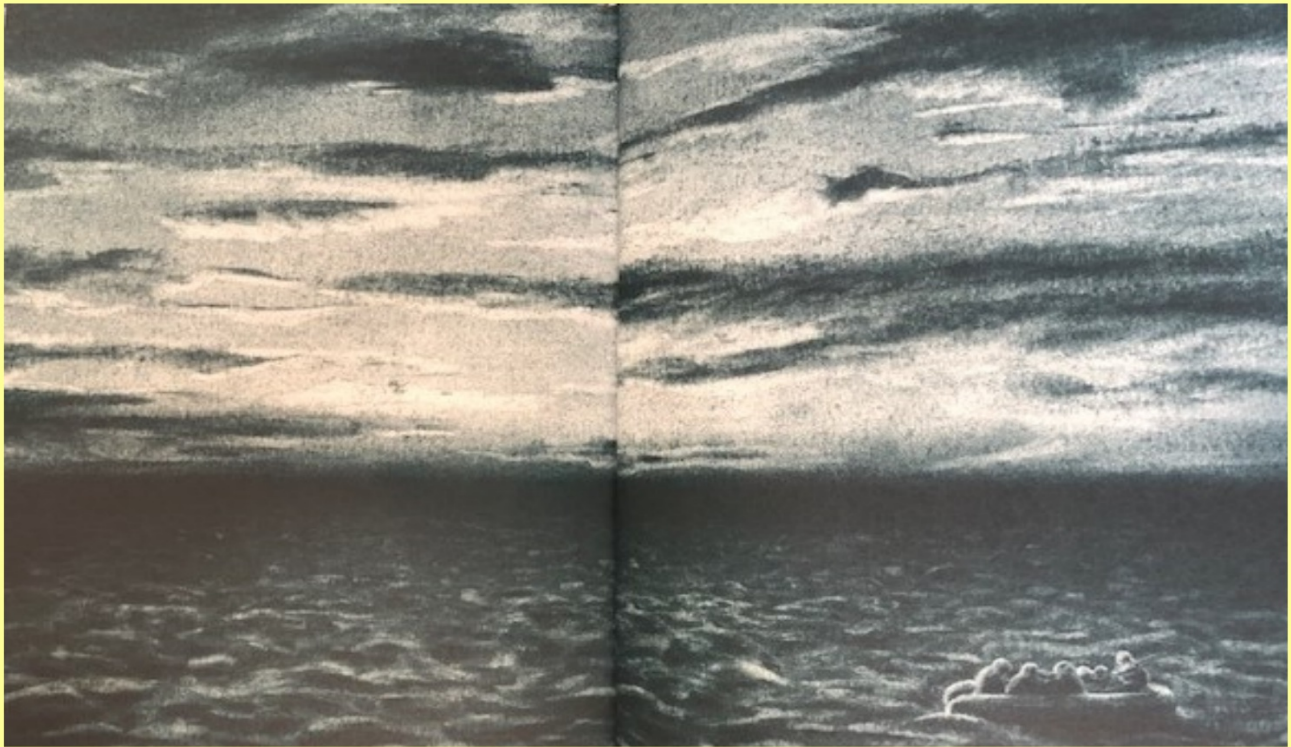
This is an illustration from within the text.

What clues can we gather about this story from the image?



This is an illustration from within the text.

What clues can we gather about this story from the image?



To make a prediction supported with evidence.

What do you think this story is about? Where is it set? Who are the characters?

Write a prediction using supporting evidence from the images.

Have I:

- thought about where the story is set and explained the reasons for my thoughts?
- thought about who the characters might be and explained the reasons for my thoughts?
- thought about the plot and explained the reasons for my thoughts?

What do you think is happening in this image?

2





What clues can we gather about this story from the following extracts?

2

A boy is slowly spinning through space.

For fourteen summers and thirteen winters he has lived on Earth.

He is tall and thin, his coltish legs too long for a body that has yet to catch up.

He has dark hair, dark eyes, and a mouth that once held a smile.

It is a boyish face, a thousand years old.

He wears jeans and a T-shirt, and a red silk scarf.

He cradles a long slim case against his chest.

It is all he has.

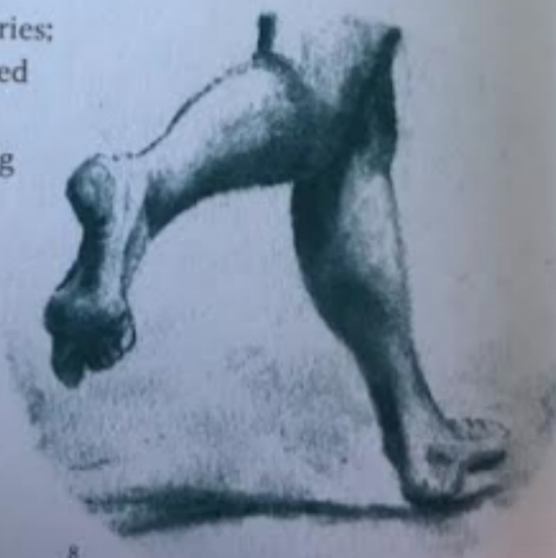
It is all he has left.



I am nothing, he thinks.
Just a handful of stardust.
But if I am nothing, how
can it hurt this much?
He can still see his
mother in bright morning
sunlight. His feet can
still run the maze of dusty
streets. He can still trace his
name etched in the top of his
school desk.

But all that is gone.

They are only memories;
moments of light locked
into his synapses and
pockets of time spilling
away to the stars.



Think about the language the author has used.
Why has she made these choices? What is he trying to make the reader think/feel?

2

'...his coltish legs too long for a body that has yet to catch up'

'...and a mouth that once held a smile'

'It is a boyish face, a thousand years old'

*'...moments of light locked into his synapses and pockets of time
spilling away to the stars'*

Which of these appeals to you the most? Why? What effect does the language have on you?

Think about the language the author has used here. What devices are used? Why has he made these choices? What is he trying to make the reader think/feel?

2

'It is all he has. It is all he has left.'

'I am nothing, he thinks. Just a handful of stardust. But if I am nothing, how can it hurt this much?'

*'He can still see his mother in bright morning sunlight. His feet can still run the maze of dusty streets. He can still trace his name etched on the top of his school desk.
But all that is gone.'*

'Maybe this is what it is like to die. To be ripped away. To leave behind everything you ever loved. Unable to return.'

Which of these appeals to you the most? Why? What effect does the language have on you?

To write in the style of an author

2

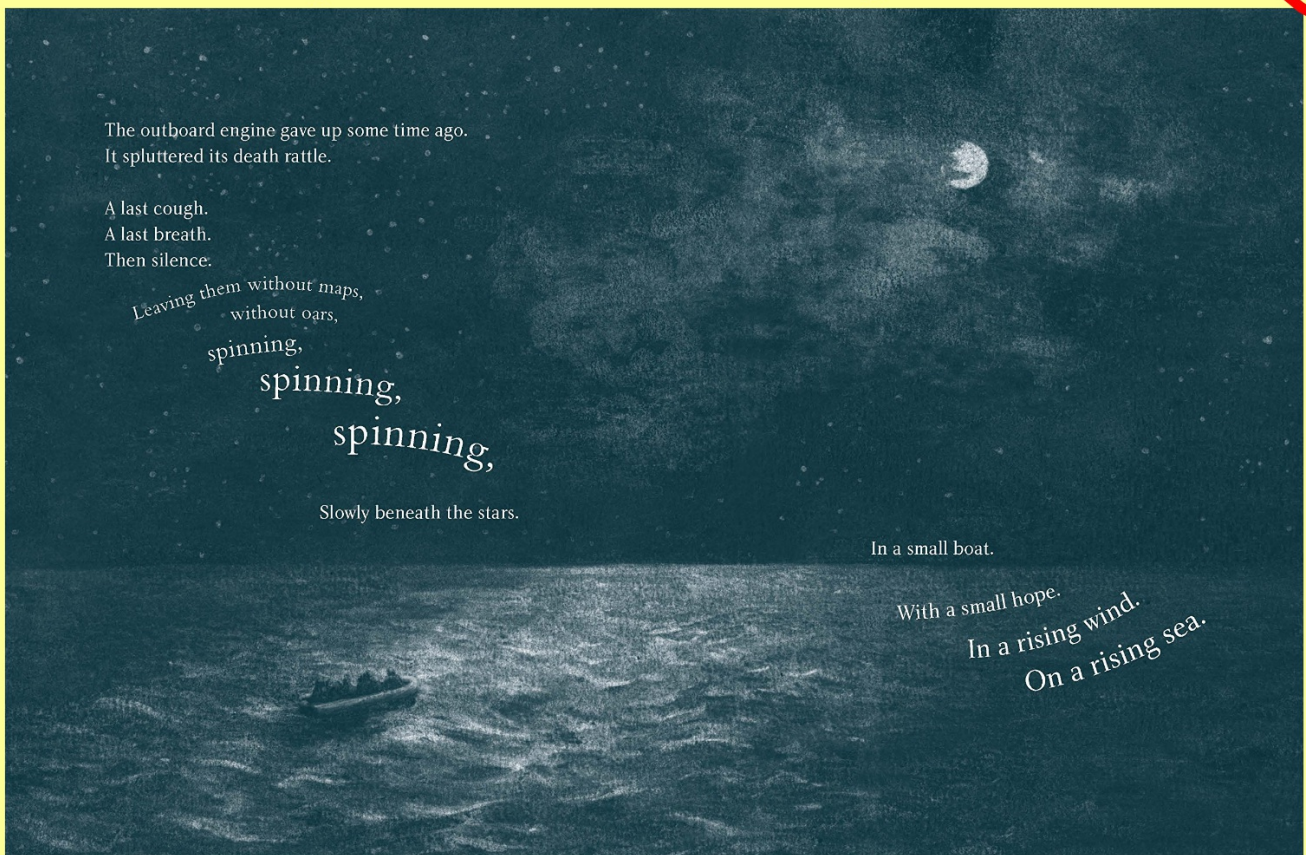
Rewrite the opening scene of your new text in the style of the author

Have I:

- provided my reader with similar information?
- tried to use some of the writing techniques used by the author?
- thought carefully about my language choices?

What can you see in this image?

3



The outboard engine gave up some time ago.
It spluttered its death rattle.

A last cough.
A last breath.
Then silence.

Leaving them without maps,
without oars,
spinning,
spinning,
spinning,

Slowly beneath the stars.

In a small boat.

With a small hope.
In a rising wind.
On a rising sea.

How does this link with what we have discovered?

GILL LEWIS

ILLUSTRATED BY JO WEAVER

A STORY LIKE THE WIND

A small boat.
A small hope.
A dream of freedom.

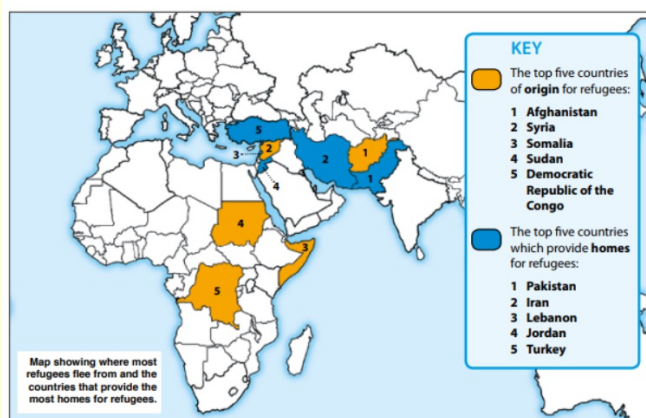
3
This is your
first year 7
text.
The main
theme of the
story
focuses on
Refugees

What does this
word mean?

Refugees

3

CELEBRATING REFUGEES ADDITIONAL FACTS AND FIGURES



Why do people become refugees?

People are forced to flee their homes when their way of life, human rights, even their lives are under threat. People become refugees because they feel they have no other choice.

Why might people feel they need to leave these countries?

<https://www.youtube.com/watch?v=GvzZGplGbL8>

Refugees

3

War & conflict

War is the main reason why people are forced to leave their homes. Afghanistan is the source of the largest number of refugees in the world because of the conflict and violence which has been going on in that country for decades. Syria is now a close second because of the brutal civil war which began there in 2011. By the end of 2013, 6.5 million people had been forced to move within Syria and 2.5 million had become refugees.

Persecution

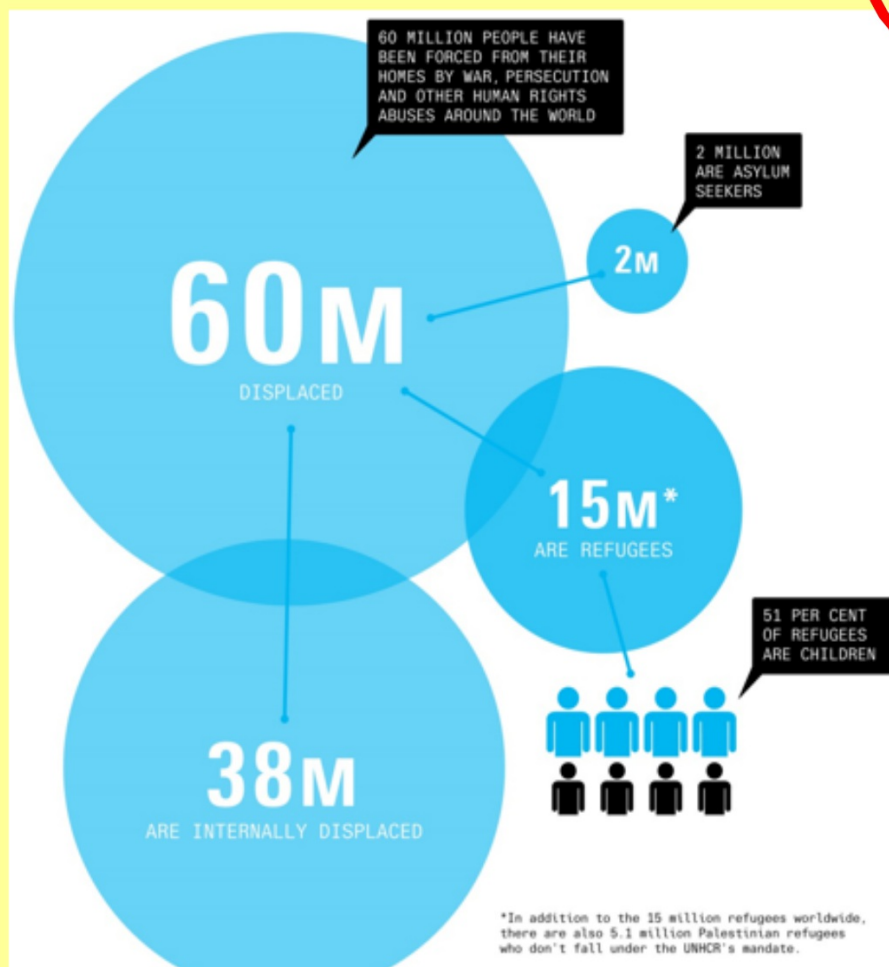
Many people become refugees because they suffer hatred and violence in their home country. This may be because of their political or religious beliefs, or because they belong to a particular ethnic or social group. The word refugee came into the English language in the 17th Century from the French, when around 50,000 French people fled to England. They were being persecuted in Catholic France for believing in a different kind of Christianity.

Natural disasters

People can also be displaced (forced to leave their home) because of natural disasters, such as earthquakes and typhoons. The UN estimates that 2.8 million people were displaced because of the recent earthquakes in Nepal.

Refugees

3



Refugees

3



<https://www.bbc.co.uk/newsround/36714334>

