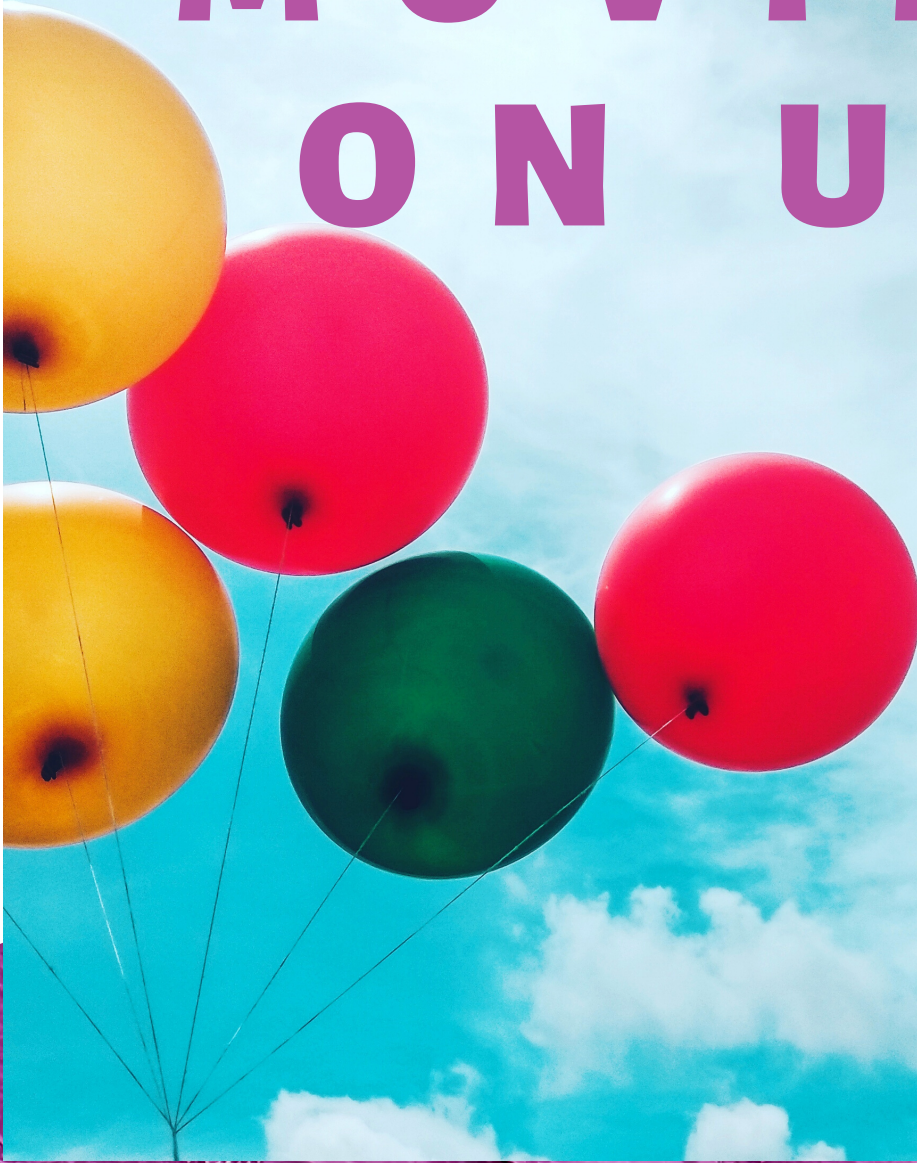


MOVING ON UP



English

Introduction

Parents and Carers

This pack has been designed to support your child with preparing to move up to their new year group in September. The activities included have been selected to encourage children to practise and develop a range of English skills in fun and motivating ways.

We suggest that you spread the activities out over the summer holidays, completing a variety of tasks each week. However, you may choose to use them in a different way to suit the needs of your family. Some children (particularly younger ones) may need parts of the pack read to them to help them get started.

Each section of the pack focuses on a different set of skills as illustrated below. A selection of useful resources can be found at the end of the pack.



COMMUNICATE

Speaking & Listening



NAVIGATE

Reading



CREATE

Writing



INVESTIGATE

Spelling

If you would like more activities and ideas to try this summer, visit:
<https://www.cambslearntogether.co.uk/home-learning/summer>

COMMUNICATE



Television Adverts

Adverts encourage people to buy things. They often use memorable words and short descriptions to try and persuade people to purchase their products.

Watch an advert on television. Can you identify any of the following features? Note down any examples that you find:

Rhetorical questions e.g.
would you like to get away?

Appealing adjectives e.g.
healthy, exclusive, perfect.

Alliteration e.g. my mate,
Marmite.

Rhyme e.g. once you pop,
you can't stop.

Catchy slogans/word play
e.g. gherkin or gherk-out?

Repetition e.g. have a
break, have a KitKat.

Exaggeration e.g. skin
softer than silk.

Maybe you could make your own advert? Choose one of your favourite products to advertise. Remember to include some of these features!

COMMUNICATE



Speeches

A speech is a formal talk given to an audience. The language of a speech usually targets and interests the listeners. Listen to a formal speech on television or online. You might choose:

- Martin Luther King's 'I have a dream' speech.
- Greta Thunberg's speech at the U.N. Climate Action Summit.
- A briefing from the Prime Minister.

Whilst you are listening to the speech, try to identify and comment on some of the following features:

Feature	Example	Notes/examples found
Facts (especially ones that are shocking or surprising)	'Sadly there are only around 7,000 Sumatran Orang-utans left in the wild.'	
Opinions	'I think that children up and down the country are going to get very bored.'	
Repetition of a key word or key point	'We have seen what we need to do. Now we need to do it and do it together.'	
Quotes from an expert or a statistic	'79% of adults used social media in 2019.'	
Alliteration (repetition of a particular sound)	'This situation should send shock waves across our society.'	
Rhetorical questions (a question that makes a point instead of seeking an answer)	'Why do we bother?'	
Rule of three	'Be sincere, be brief and be seated.'	
Powerful imagery	'Imagine a huge clock - the slow, steady tick filling this room. Counting away the seconds and minutes we have left to act.'	

You could even choose a topic that you're interested in and have a go at writing your own speech! Try to include some of these features.

COMMUNICATE



'Just a Minute' Game

A game for two or more players.

Players decide on the subjects they would like to talk about and write them down on some scrap pieces of paper. The first player selects a piece of paper at random and begins talking about that subject for one minute. If they hesitate, repeat something or deviate (go off-topic), another player can interrupt and take the subject.

Points are gained for speaking until the minute is up, correctly interrupting, or being wrongly interrupted.

1. When it is your turn, start talking immediately.
2. Try not to speak too quickly.
3. Don't speak too slowly either... that's called hesitation.
4. Avoid saying 'er', 'erm', 'um', or 'ahhhh'.
5. You won't lose points for repeating words, short words like 'I', 'you', 'a,' or 'the'.
6. Stick to your topic - it's deviation, otherwise!



COMMUNICATE



Barrier Game

A game for two players.





Barrier games are a fantastic language tool. They provide opportunities to develop receptive (understanding) and expressive (speaking) communication skills.

Both players start off by drawing 4 x 4 grids on their pieces of paper. They then sit opposite each other with a 'barrier' in between them - a large book or upturned tray will do.

Player 1 draws some symbols and/or pictures in some of the squares on their grid. They then give player 2 instructions on what to draw and where to draw it. When the players think that their grids match, they can compare what they have drawn.

The two players should take it in turns to be the instructor and the listener.

Example:



NAVIGATE





The Sinking of the Titanic



Why did the Titanic Sink?

"We have struck iceberg ... sinking fast ... come to our assistance."

The ship was doomed and it was slowly sliding into its watery grave. But why did the largest, most advanced ship of the century sink?

<p>It was Captain Smith's fault</p>  <p>This was Captain E.J. Smith's retirement trip. All he had to do was get to New York in record time. Captain E.J. Smith said years before the Titanic's voyage, "I cannot imagine any condition which would cause a ship to founder. Modern shipbuilding has gone beyond that."</p> <p>Captain Smith ignored seven iceberg warnings from his crew and other ships. If he had called for the ship to slow down then maybe the Titanic disaster would not have happened.</p>	<p>It was the shipbuilder's fault</p> <p>About three million rivets were used to hold the sections of the Titanic together. Some rivets have been recovered from the wreck and analysed. The findings show that they were made of sub-standard iron.</p>  <p>When the ship hit the iceberg, the force of the impact caused the heads of the rivets to break and the sections of the Titanic to come apart. If good quality iron rivets had been used the sections may have stayed together and the ship may not have sunk.</p>
<p>It was Bruce Ismay's fault</p>  <p>Bruce Ismay was the managing director of the White Star Line and he was aboard the Titanic. Competition for Atlantic passengers was fierce and the White Star Line wanted to show that they could make a six-day crossing.</p> <p>To meet this schedule the Titanic could not afford to slow down. It is believed that Ismay put pressure on Captain Smith to maintain the speed of the ship.</p>	<p>It was Thomas Andrew's fault</p> <p>The belief that the ship was unsinkable was, in part, due to the fact that the Titanic had sixteen watertight compartments. However, the compartments did not reach as high as they should have done.</p>  <p>The White Star Line did not want them to go all the way up because this would have reduced living space in first class. If Mr Andrews had insisted on making them the correct height then maybe the Titanic would not have sunk.</p>

Answer the following questions:

1. Look at the message "We have struck iceberg ... sinking fast ... come to our assistance." Where did it come from? Who wrote it and why?





NAVIGATE

The Sinking of the Titanic



2. Explain why each of these people/this company might have been to blame for the sinking of the Titanic?

E.g. Bruce Ismay was to blame for the sinking of the Titanic because ...

It was Captain Smith's fault	It was the shipbuilder's fault
 _____ _____ _____ _____ _____	 _____ _____ _____ _____ _____
It was Bruce Ismay's fault	It was Thomas Andrew's fault
 _____ _____ _____ _____	 _____ _____ _____ _____

3. Captain Smith was past his prime - he was too old. Say whether you agree or disagree with this statement and then explain your answer.

NAVIGATE

The Sinking of the Titanic



4. Is there anything to suggest that money was a key factor in the Titanic disaster? Explain your answer.

4. Using evidence from the text, why do you think that there was such a huge loss of life when the Titanic sank?

5. What do you think should have happened following the disaster, to avoid something like it happening again? Give at least three recommendations.

NAVIGATE



Song Lyrics Reading Comprehension

Read the song lyrics carefully, then use them to answer the questions shown.

You may even be able to sing along to the words, if you're familiar with the song!

Titanium by David Guetta ft. Sia

You shout it out, but I can't hear a word you say
I'm talking loud, not saying much
I'm criticised, but all your bullets ricochet
Shoot me down, but I get up

I'm bulletproof, nothing to lose
Fire away, fire away
Ricochet, you take your aim
Fire away, fire away

You shoot me down, but I won't fall
I am titanium
You shoot me down, but I won't fall
I am titanium

Cut me down, but it's you who'll have further to
fall
Ghost town and haunted love
Raise your voice, sticks and stones may break
my bones
I'm talking loud, not saying much

I'm bulletproof, nothing to lose
Fire away, fire away
Ricochet, you take your aim
Fire away, fire away

You shoot me down, but I won't fall
I am titanium
You shoot me down, but I won't fall
I am titanium
I am titanium
I am titanium

Stone hard, machine gun
Firing at the ones who run
Stone hard, as bulletproof glass

You shoot me down, but I won't fall
I am titanium
You shoot me down, but I won't fall
I am titanium
You shoot me down, but I won't fall
I am titanium
You shoot me down, but I won't fall
I am titanium

1. Find and copy the word that means 'rebound off a surface'.

2. What do you think the singer means when they say 'I'm bulletproof'?

3. Why do you think the singer has chosen to call this song Titanium?

4. What does the comment 'You shoot me down but I won't fall' tell you about the singer?

To watch the video and get more ideas about this song, why not go to The Music Video Shed using this link: <https://www.literacyshed.com/the-music-video-shed.html>

NAVIGATE

Understanding What You Read



Using any text that you have read recently (you could use the Titanic text or Titanium song lyrics) have a go at these activities.

SUMmarise It

Identify key details that explain or support main ideas from a text. See if someone else can guess what the text is about from your summary.

How to SUMmarise ...

Short explanation of the text

Using your own words

Main points/ideas only

Making Comparisons

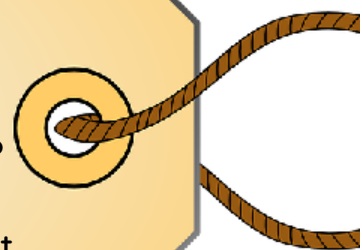
Reflect on characters, settings and themes from texts that you know. Think about how you can compare them to other texts, different media (e.g. film) and your knowledge of the world.

Making comparisons ...

This means that you are able to identify similarities and differences between at least two things.

Exploring Language

- Identify any words that interest you, or that you are unfamiliar with, from a text and consider these questions:
- Do you know what the word means? Can you think of a synonym or antonym for this word? Why might the author/poet/songwriter have chosen this specific word? What impact does it have on the reader? What might you infer from its use?



NAVIGATE

Reading Challenges



The most important activity that you can spend time doing over the holidays is reading. Even if you are a skilled and independent reader, it's always good to talk to someone else about what you are reading to make sure that you fully understand. So, this page contains a series of reading challenges that you can carry out over the summer holidays. How many can you complete? Tick them off as you go!

Sharing the Love of Reading

Do share with your teacher or on bit.ly/OURfP-Padlet
#OURfP



Why not make up your own challenges? Invent your own for numbers 6 and 8 and, if you can, look at the Summer Reading Challenge 2020 - it may give you some additional inspiration!

<https://summerreadingchallenge.org.uk/>



CREATE

Short Burst Writing Activities



Use these prompts to inspire your writing.

Look carefully at someone you are living with. Describe them, starting with a simple sentence such as **Mum had black hair**. Drop in a relative clause to give more information e.g. **Mum, who was watching TV, had black hair**. Extend your description by adding another sentence.

This time, start it with a fronted adverbial, e.g. **Hungrily, she was munching popcorn**. Add to your description, including small details that allow your reader to 'picture' your person.

With the permission of your parent/carer, phone or video-call someone that you care about but cannot see at the moment. Ask them to tell you the story of their life. Write it up as a biography.

Choose a natural object from outside e.g. a tree. List five ordinary words to do with the object. Make each word into a poetic line:

TRUNK - serious and silent, sturdy and strong.

Perhaps include some personification:
LEAVES - whispering secrets to the breeze.

Invent a series of tweets or Instagram posts by your favourite celebrity.

CREATE

Writing Challenge



Take inspiration from this image and get writing!



Here are some ideas that you might like to try...

Suggestion	Useful words	Example
Add in a relative clause.	Who, which, where, when, whose, that.	The bottle that appeared was slowly tilting.
Include modal verbs.	Might, should, could, will, must.	The whale thought he might be stuck inside the bottle forever.
Use time adverbials to link ideas within a paragraph.	At first, until then, meanwhile, after that, all of a sudden, moments later.	All of a sudden the bottle started to rock and shudder under the force of the wind. Moments later , dazzling arrows of lightning streaked across the horizon.

After writing, remember to check your work. Does it make sense?
Have you remembered basic sentence punctuation?

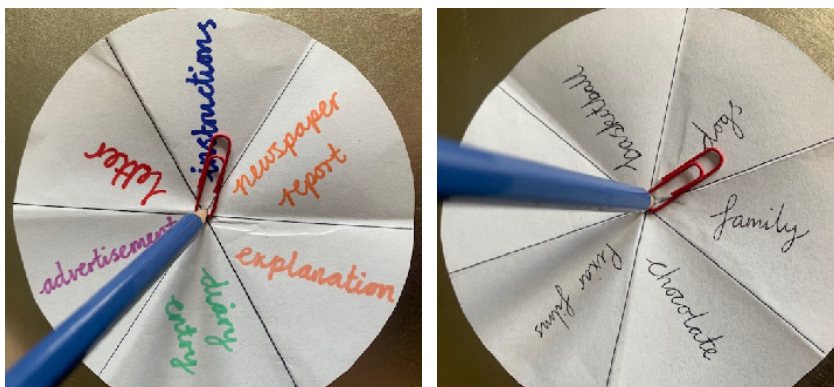


CREATE

Non-fiction Spinner



Make a paper spinner and use it to generate ideas for some non-fiction writing. Follow the instructions below...



You will need two spinners for this game (templates can be found at the end of the pack).

Start with the text-type spinner (a selection of different text-types are included in the template).

Next choose six topics that interest you and write one in each segment of the topic spinner. For example: basketball, dogs, family, chocolate, Pixar films, space.

Place the tip of a pencil in the centre of the text-type spinner. Slide a paper clip over the pencil and carefully spin it to randomly select a text-type. Repeat this process with your topic spinner.

In the photographs shown, the paperclip has landed on 'instructions' and 'dogs'. This person might choose to write some instructions on 'How to Give Your Dog a Bath' or 'How to Set Up an Agility Course for a Border Collie'. They could even choose to write some instructions written by a dog on how to train a human!

Be clear about the purpose and audience of your writing. Adapt the language you use to suit the reader.

Think back to your previous learning. What are the main features of the text-type you have landed on? What sorts of sentences and vocabulary will you include? How will you organise and present your writing?

CREATE

Origami Story Generator



Do you sometimes find it difficult to think of ideas for a new story? These origami fortune tellers are a really fun way to get you started. All you need is a piece of paper, some scissors and a pen or pencil.



Each story-generator contains a random selection of characters, settings and plot ideas that have been chosen by YOU!

Go to the resources section of this pack to find instructions on how to make your origami story generator.

How to play:

1. First, choose the setting for your story and spell out that location name. Make sure you move the fortune teller in and out each time you say a letter. For example, if you choose 'city', you would move it four times, 'c... i... t... y...'.
2. Next, select a character from the four that are displayed. This will be the main character in your story.
3. Then, choose a number from the ones displayed and move the fortune teller in and out as you count that many times.
4. Finally, choose another number from the ones that are shown. Lift up the triangular flap with your chosen number on it to find out what your story plot will be.
5. Use the results to plan and write your own story!

INVESTIGATE



Homophones

Homophones are words that sound the same but are spelled differently, e.g. to, two and too.

Look at the homophones below and complete some or all of the activities that will help you to remember when to use these confusing spellings correctly.

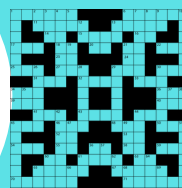
Homophone pairs and their meanings			
aisle	A long narrow gap that people can walk along between rows of seats.	isle	An isle is another word meaning island, e.g. the Isle of Wight.
aloud	When you say something so that other people can hear you.	allowed	When you are given permission to do something.
farther	Used to describe if something is far away. E.g. Farther along the hall is the living room.	father	A more formal word for 'dad'.
guest	Somebody who is visiting you at home or at school.	guessed	The past tense of guess . If you guess at an answer, you do not know for sure if you are correct.
cereal	Food made from grain that is often eaten at breakfast.	serial	A story or events that happen over a period of time.

1. Design some cards to help you remember the meanings of the words. Shuffle them, turn them upside down and find the matching pairs.



Father

A more formal word for 'dad'.



2.

Make your own crossword on the squared paper in the back of this booklet. You can use the definitions above to help with clues. Once you have made it, see if an adult in your house can solve it.

3. Write a sentence with as many homophone pairs in as you can.

INVESTIGATE




'Word Map' Spelling Activity

Choose some spellings that you would like to learn from the statutory word list at the end of this pack. You might want to ask someone to quiz you first and then decide which spellings to focus on. Work on around six words at a time.

Choose a word and complete a 'word map' like the one shown. There are some templates at the end of this pack.

Word map

Draw



Define

A vegetable is a plant or part of a plant that is used as food.

Sentence

I carefully chopped the vegetables before I cooked them.

Vegetable

Similar words

produce, salad, legume, greens

INVESTIGATE

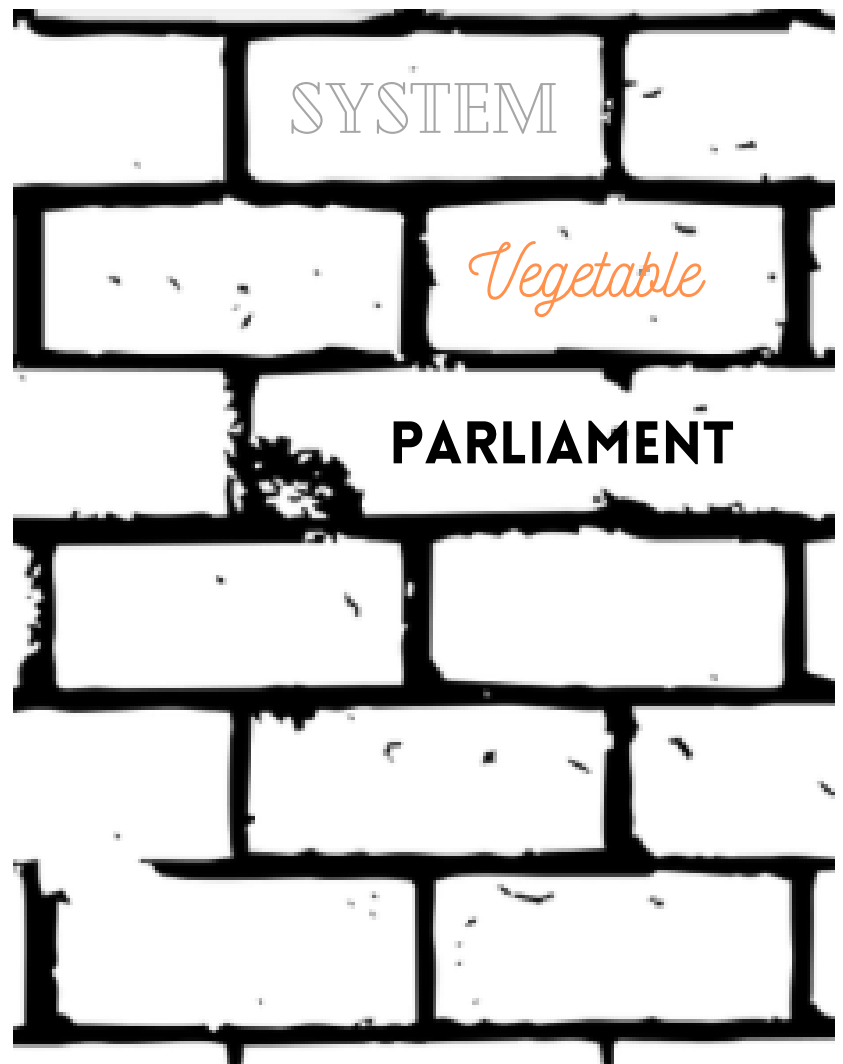


'Graffiti Wall' Spelling Activity

Choose some spellings that you would like to learn from the statutory word list at the end of this pack. You might want to ask someone to quiz you first and then decide which spellings to focus on. Work on around six words at a time.

Write your chosen spellings on the wall template that is provided in this pack. Try and choose a style of writing that reflects the meaning of each word, if you can. Some examples are shown here.

Afterwards write a sentence containing each word. Can you remember the correct spellings without looking?



INVESTIGATE



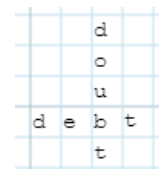
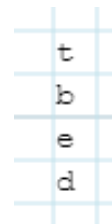
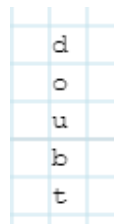
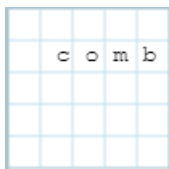
Spellings with Silent Letters

Some spellings that you need to know have **silent letters**. These are letters that you cannot hear when you say the word aloud, e.g. island (in this word you cannot hear the 's'). Design your own word-search to hide the following spellings with silent letters:

**comb autumn doubt island solemn lamb
knight thistle debt answer**

Making a word-search

1. On the square paper provided in the back of the booklet, draw a square about 15 squares wide.
2. Start by writing in the spellings that you want to hide. They can be written forwards, backwards, upwards, downwards and sometimes crossed over.



3. Once you have written all the spellings onto the grid, it's time to hide them by writing other letters around them. Use the alphabet sequence to help with this:

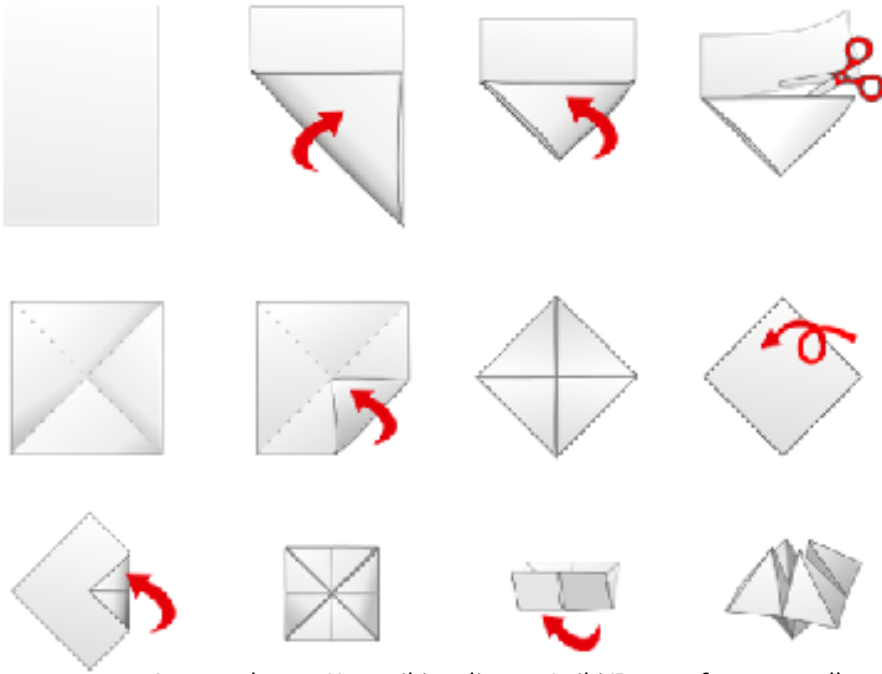


4. Now your word-search is ready. Who will you ask to solve it?

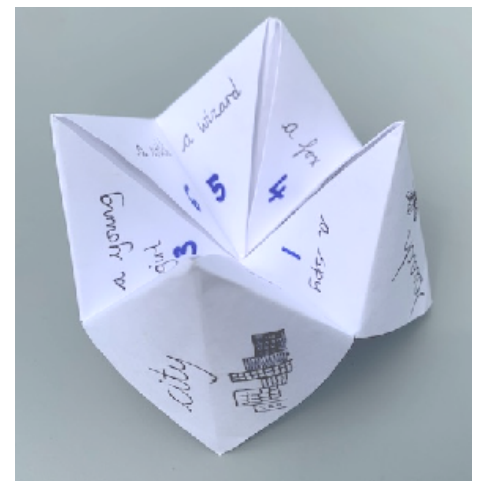
MOVING ON UP

RESOURCES

Origami Story Generator Instructions

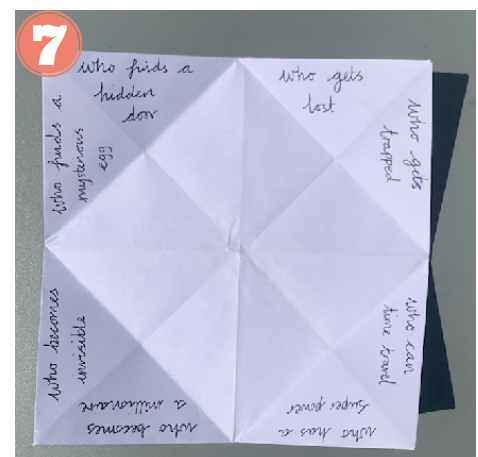
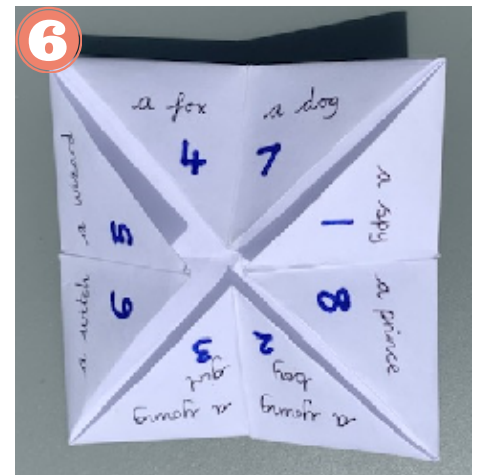


Source: https://en.wikipedia.org/wiki/Paper_fortune_teller

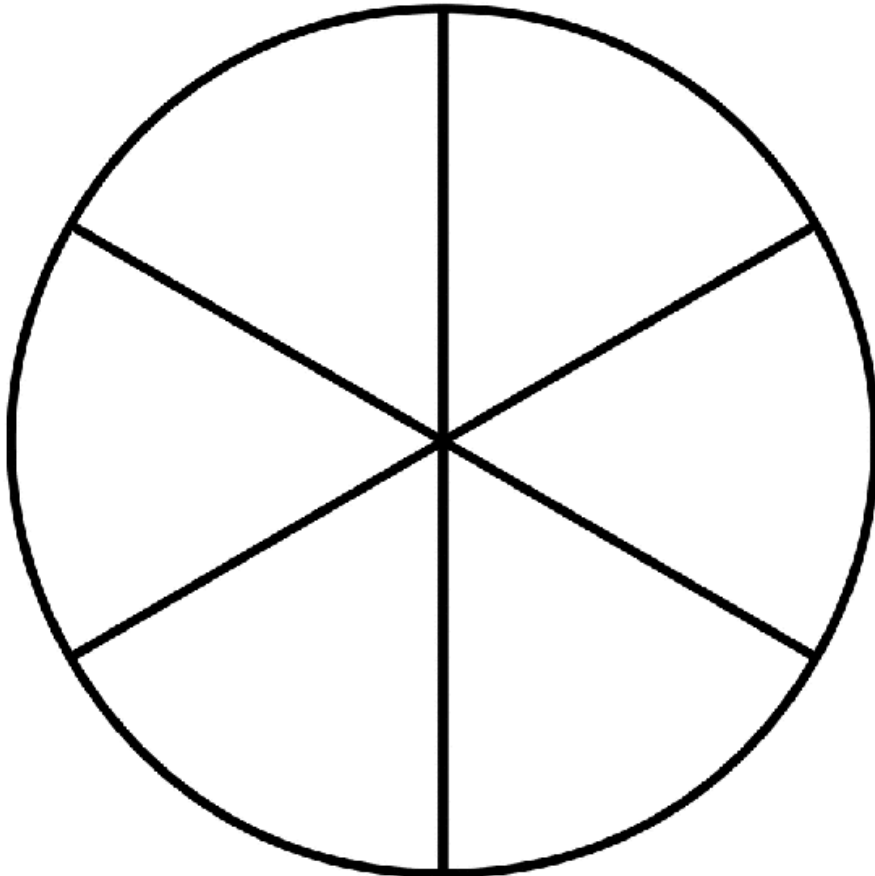


How to make an origami story generator (also known as a 'fortune teller'):

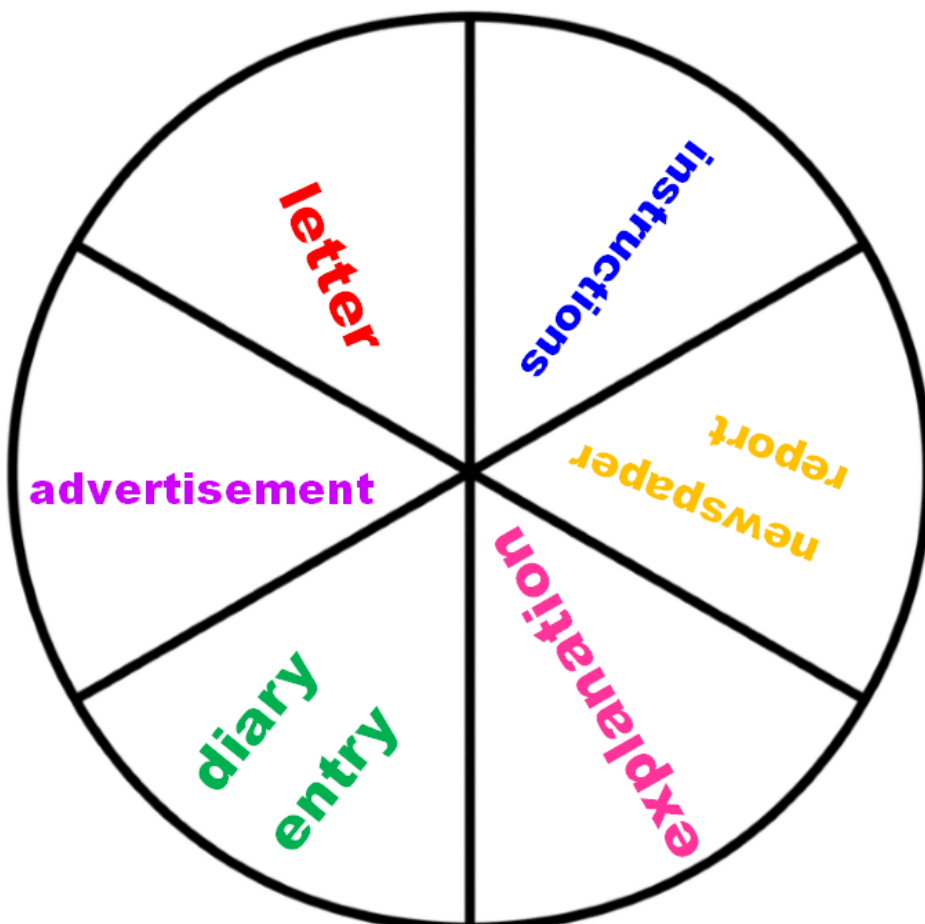
1. Start off with a squared piece of paper and fold it diagonally into four quarters.
2. Fold the four corners of the square into the centre to make a smaller square.
3. Turn the resulting smaller square over and fold the four corners into the centre again.
4. Fold up the four corners so that the points meet in the middle. Work your fingers into the pockets of paper in each of the four corners.
5. Choose four settings to write on the squares that are positioned on the outside of your fortune teller.
6. Then decide on eight characters to write on the triangles that are inside the fortune teller. Randomly write the numerals 1-8 on the triangles.
7. Open up the fortune teller and write down eight different plots. Top tip: use 'who...!'.



Non-fiction Spinner Templates



Choose 6 topics that interest you and write one in each section.



The text-types have already been chosen for you.

Statutory Spellings

Unstressed vowels

accommodate
bruise
category
cemetery
definite
desperate
dictionary
embarrass
environment
exaggerate
marvellous
nuisance
parliament
privilege
secretary
vegetable

Unstressed consonants
government

Suffixes and prefixes

according
attached
criticise
determined
equip (+ equipped, equipment)
especially
existence
frequently
immediate (+ immediately)
sincere (+ sincerely)

i before e except after c when the sound is 'ee'

achieve
convenience
mischievous

Other words

amateur
average
awkward
bargain
conscious
controversy
curiosity
develop
familiar
forty
guarantee
harass
hindrance
identity
individual
interfere
interrupt
language
leisure
lightning
muscle
neighbour
persuade
privilege
programme
queue
recognise
relevant
restaurant
rhyme
rhythm
shoulder
signature
stomach
temperature
thorough
twelfth
yacht

-tion words

competition
explanation
profession
pronunciation

Adjacent i and e (ie or ei words)

ancient
conscience
foreign
soldier
sufficient
variety
ancient
foreign

Double consonants

accommodate
accompany
according
aggressive
apparent
appreciate
attached
committee
communicate
community
correspond
immediate (+ immediately)
occupy
occur
opportunity
recommend
suggest

y makes the i sound (as in bin)

physical
symbol
system

-ous words

disastrous
marvellous
mischievous

-le words

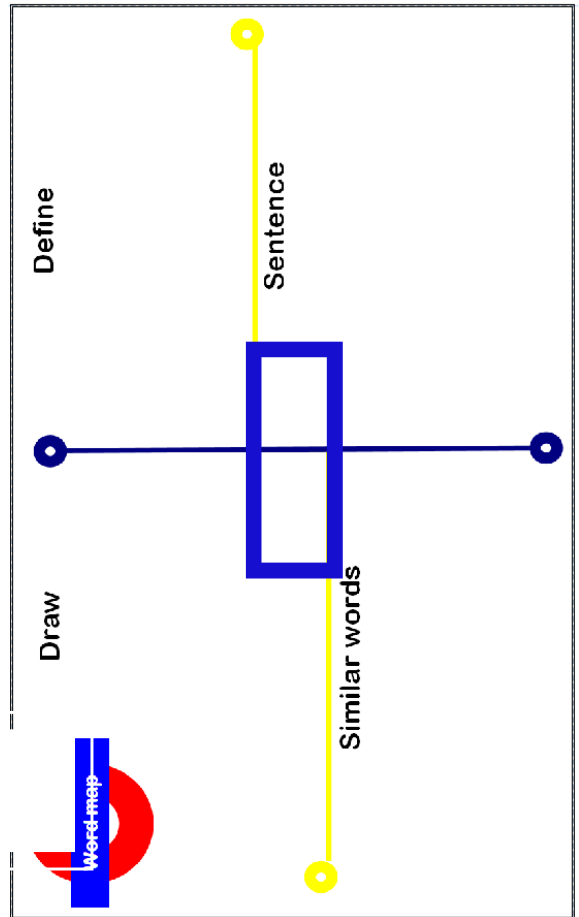
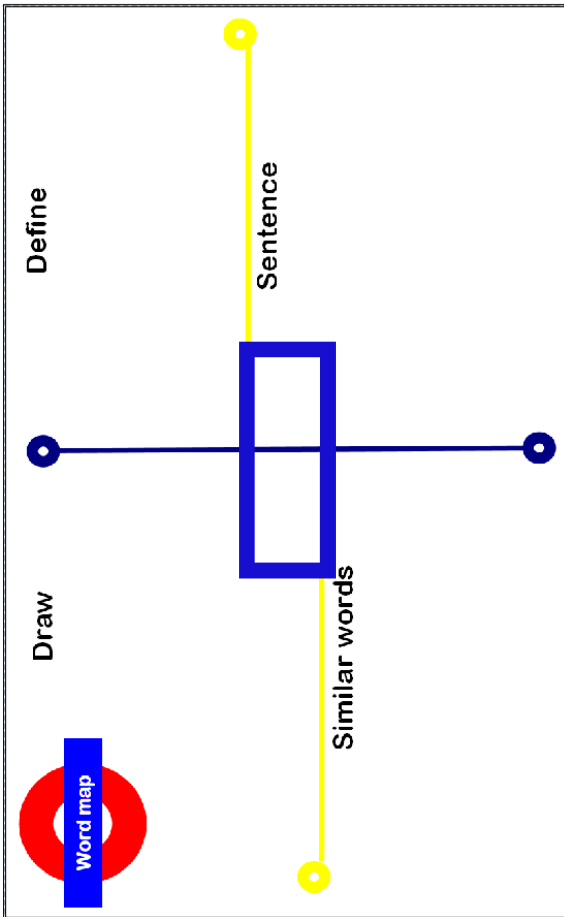
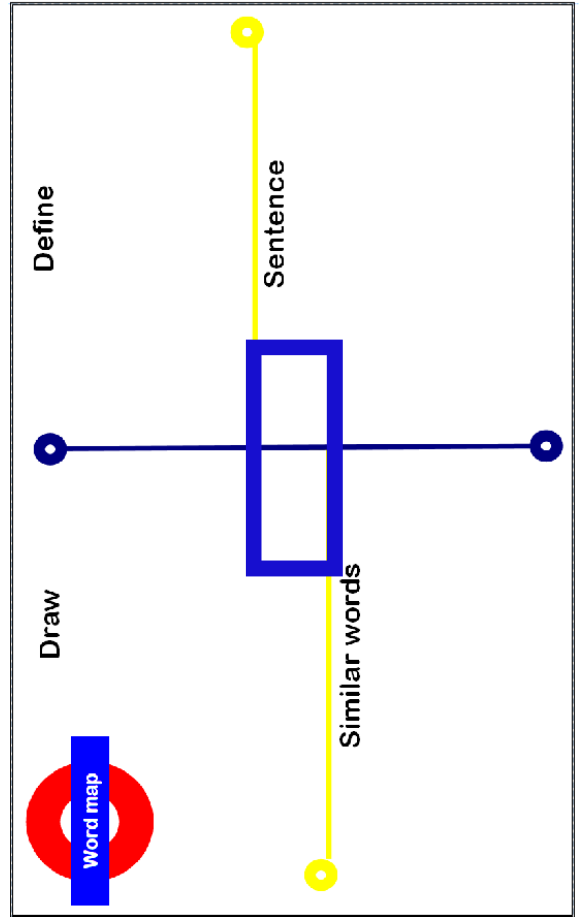
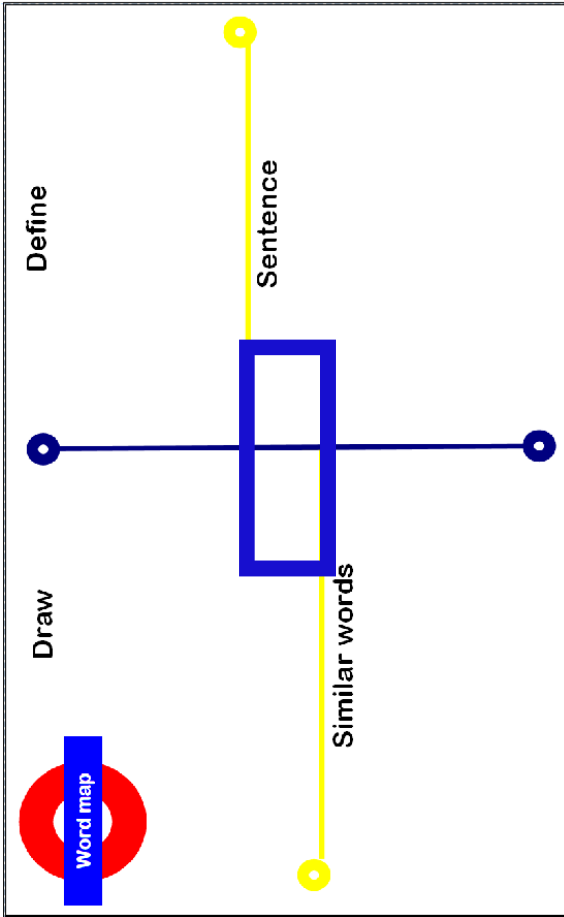
available
muscle
vegetable
vehicle

c makes s sound before i, e and y

cemetery
convenience
criticise
excellent
hindrance
necessary
prejudice
sacrifice

Words in red have been included in a previous category.

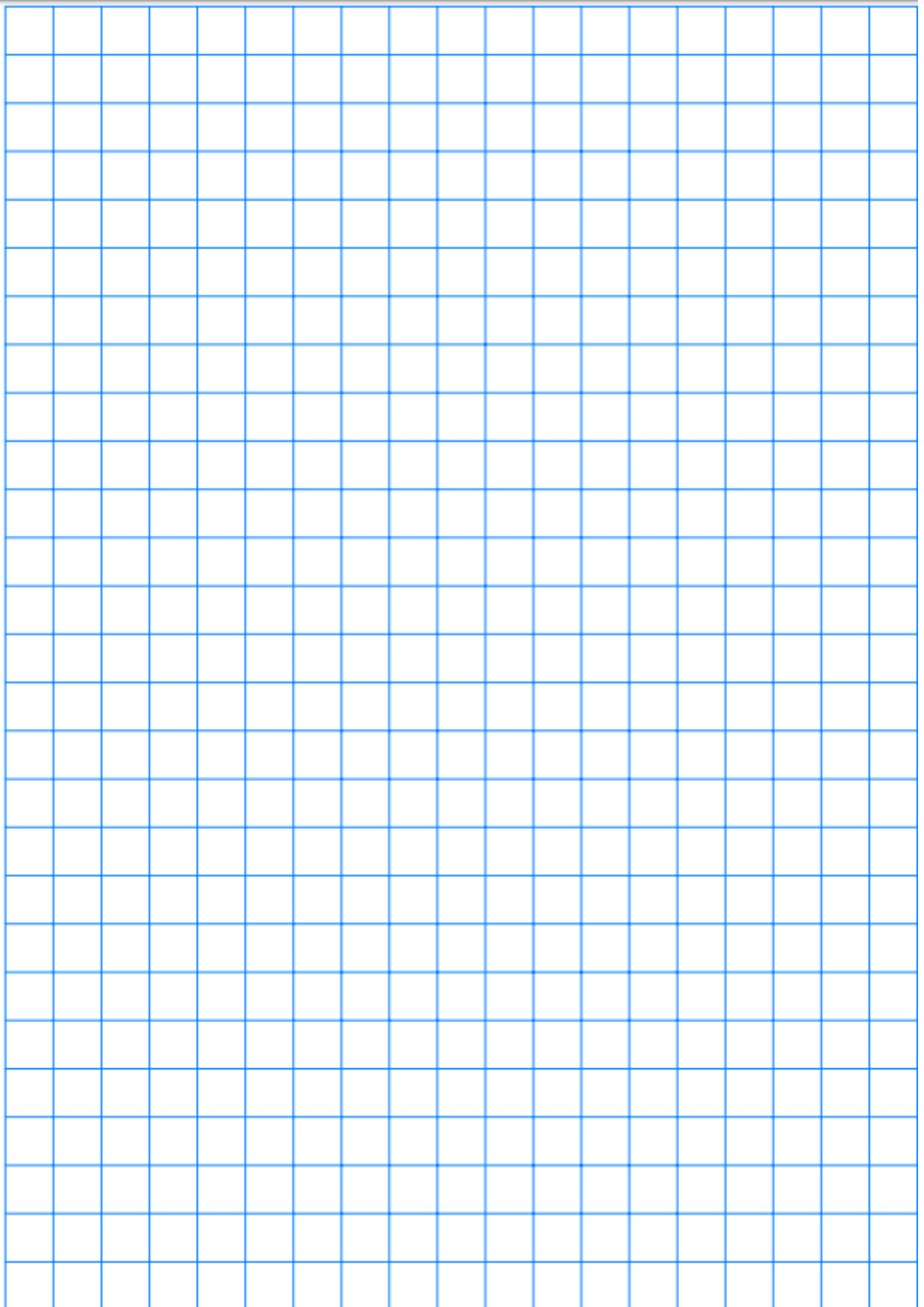
Word Map Templates (Spelling)



Graffiti Wall Template (Spelling)



Do your crossword here



Do your word-search here

