

Year 6 Transition



Castle View
Enterprise
Academy



English



Classroom Rules

DO NOT TALK DURING WHOLE CLASS EXPLANATIONS.

DO NOT SPEAK OUT OF TURN.

HAVE FULL EQUIPMENT READY.

OBSERVE UNIFORM RULES AT ALL TIMES.

BE AT YOUR OWN DESK AND FACE FORWARD.

ATTEMPT ALL THE WORK SET.

NO CHEWING.

What We Do

COMPLETE THE STARTER ACTIVITY IN SILENCE.

TAKE PRIDE IN THE PRESENTATION OF OUR WORK.

SHOW KINDNESS AND EMPATHY TOWARDS OTHER PEOPLE.

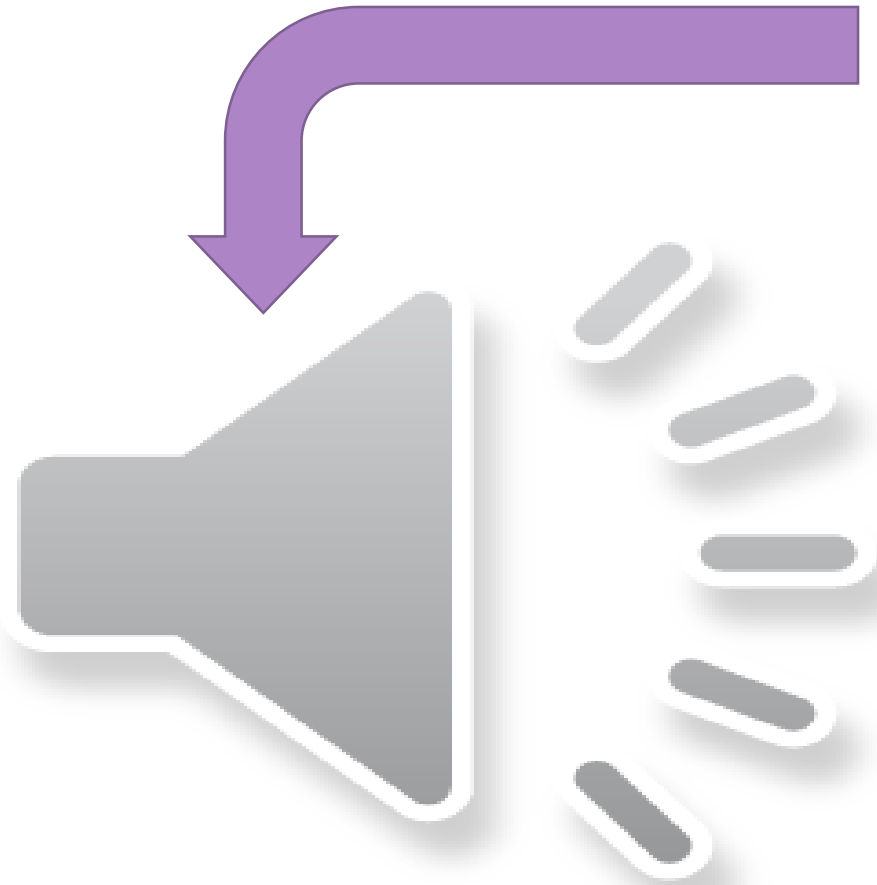
ENJOY EACH OTHER'S SUCCESS.

NOT BE AFRAID TO GET SOMETHING WRONG.

BE RESILIENT.

Respect each other

There have been lots of changes!



Click this icon to hear a member of the English department speak to you.

Voice over lessons have been a vital part of online learning during the pandemic.

As things aren't quite back to normal, we have included them in this power point.

Click to listen.



Starter Task – SPaG Starters

In all lessons at CVEA,
they begin quietly and
calmly with a STARTER
TASK.

Your English starters will
look like this



YEAR 8

NAME _____

Quiz One

Noun	Sally was nervous as she had to visit the dentist after school.	3
Verb	Yesterday we went to grandma's house and watched a film.	2
Adjective	The aquamarine lake glistened in the sunshine.	1
Adverb	Cheerfully, the children sang on their way home.	1
Article	The popstar came on to the stage in a glamorous red dress.	3
Determiner	That book next to the table is mine.	2
Preposition	The cat jumped off the table and curled up on the sofa.	2
Coordinating conjunction	The dog was clever but lacked motivation when it came to doing tricks.	1
Pronoun	I think that blue is the best colour but she thinks red is, which do you prefer?	3
Subordinating conjunction	After they had finished their homework, Dylan and Josh played on their PlayStation.	1
Noun phrase	Have you ever tried those bananas from Hawaii?	1

This is the **word type** you are looking for in the sentence.

Starter Task – Your Turn



This is the sentence you need to find the word type in.

Quiz One

This is how many of those word types you are looking for.

Noun	Sally was nervous as she had to visit the dentist after school.	3
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The first one has been done for you.
Can you try some of the others?



The Iron Man by Ted Hughes

During your English lessons you will explore a wide range of texts, from plays, poems, to great works of literature.

This session looks at the first chapter of *The Iron Man* by Ted Hughes.

The full chapter is on the next slide.

We also use audiobooks to support reading and understanding.

<https://www.youtube.com/watch?v=ycgfA-7udHs>

THE IRON MAN

Ted Hughes

Chapter 1

The Coming of the Iron Man

The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed.

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.



Chapter 1 – The Coming of Iron Man

The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows. Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea. He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff. And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness. CRRRAAAASSSSSH! Down the cliff the Iron Man came toppling, head over heels. CRASH! CRASH! CRASH! From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed. His iron legs fell off. His iron arms broke off, and the hands broke off the arms. His great iron ears fell off and his eyes fell out.

His great iron head fell off. All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below. A few rocks tumbled with him. Then Silence. Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving. Only one of the iron hands, lying beside an old, sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still. While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff top and the sea went on boiling and booming. Nobody knew the Iron Man had fallen.

Night passed. Just before dawn, as the darkness grew blue and the shapes of the rocks separated from each other, two seagulls flew crying over the rocks. They landed on a patch of sand. They had two chicks in a nest on the cliff. Now they were searching for food.

One of the seagulls flew up - Aaaaaark! He had seen something. He glided low over the sharp rocks. He landed and picked something up. Something shiny, round and hard. It was one of the Iron Man's eyes. He brought it back to his mate. They both looked at this strange thing. And the eye looked at them. It rolled from side to side looking first at one gull, then at the other. The gulls, peering at it, thought it was a strange kind of clam, peeping at them from its shell. Then the other gull flew up, wheeled around and landed and picked something up. Some awkward, heavy thing. The gull flew low and slowly, dragging the heavy thing. Finally, the gull dropped it beside the eye. This new thing had five legs. It moved. The gull thought it was a strange kind of crab. They thought they had found a strange crab and a strange clam. They did not know they had found the Iron Man's eye and the Iron Man's right hand. But as soon as the eye and the hand got together, the eye looked at the hand. Its light glowed blue. The hand stood up on three fingers and its thumb, and craned its forefinger like a long nose. It felt around. It touched the eye. Gleefully it picked up the eye, and tucked it under its middle finger. The eye peered out, between the forefinger and thumb. Now the hand could see. It looked around. Then it darted and jabbed one of the gulls with its stiffly held finger, then darted at the other and jabbed him. The two gulls flew up into the wind with a frightened cry. Slowly then the hand crept over the stones, searching. It ran forward suddenly, grabbed something and tugged. But the thing was stuck between two rocks. The thing was one of the Iron Man's arms. At last the hand left the arm and went scuttling hither and thither among the rocks, till it stopped, and touched something gently. This thing was the other hand. This new hand stood up and hooked its finger round the little finger of the hand with the eye, and let itself be led. Now the two hands, the seeing one leading the blind one, walking on their fingertips, went back together to the arm, and together they tugged it free. The hand with the eye fastened itself on to the wrist of the arm. The arm stood up and walked on its hand. The other hand clung on behind as before, and this strange trio went on searching. An eye! There it was, blinking at them speechlessly beside a black and white pebble. The seeing hand fitted the eye to the blind hand and now both hands could see. They went running among the rocks. Soon they found a leg. They jumped on top of the leg and the leg went hopping over the rocks with the arm swinging from the hand that clung to the top of the leg. The other hand clung on top of that hand. The two hands, with their eyes, guided their leg, twisting it this way and that, as a rider guides a horse.

Soon they found another leg and another arm. Now each hand, with an eye under its palm and an arm dangling from its wrist, rode on a leg separately about the beach. Hop, hop, hop, hop they went, peering among the rocks. One found an ear and at the same moment the other found the giant torso. Then the busy hands fitted the legs to the torso, then they fitted the arms, each fitting the other, and the torso stood up with legs and arms but no head. It walked about the beach, holding its eyes up in its hands, searching for its lost head. At last, there was the head - eyeless, earless, nested in a heap of read seaweed. Now in no time the Iron Man had fitted his head back, and his eyes were in place, and everything in place except for one ear. He strode about the beach searching for his lost ear, as the sun rose over the sea and the day came.



Learning Opportunities in English Lessons



Once you have read a text or extract, you will complete a series of tasks based upon it to develop your knowledge and skills, whilst making progress.

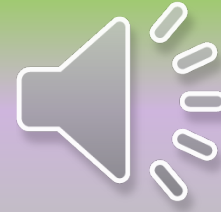
The next FOUR slides will show you examples of the different types of tasks that you could complete when you are in your English lessons at CVEA.

Please look at the tasks and give them a try.

Writing

Reading

Summarise

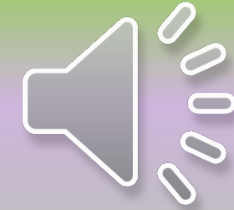


Now that you have READ the extract,
SUMMARISE the first chapter in no more
than 5 sentences.

Challenge Task – Questioning the Text

What 3 questions do you have after reading the opening chapter?
Write them down and we can see if the information you want is revealed in the novel.

Comprehension Task



Students work at different levels – this is fine – as teachers we plan for this.
Tasks in lessons are designed to help EVERYONE make progress.

<p>These questions are suitable for ALL students.</p> <p>They are challenging for progress but should be straightforward.</p>	<p>These questions are more difficult and should challenge you.</p>	<p>These questions will be the hardest on the screen will challenge and extended your skills.</p>
<ol style="list-style-type: none"> 1. What is the Iron Man compared to? 2. What does 'on the very brink' mean? 3. What time of day is it and how do you know? 4. Why does he move his head slowly? 5. What are the Iron Man's eyes compared to? 	<ol style="list-style-type: none"> 1. How does the start of the chapter create a sense of excitement? 2. Identify and example of personification. 3. Why does the Iron Man sway? 4. Which way is the wind coming from? 5. What is infra-red? 	<ol style="list-style-type: none"> 1. Why is the Iron Man compared to as house? 2. How does 'on the very brink' create tension in the opening? 3. Why is the personification effective? 4. What can you infer about the wind if the Iron Man is swaying? 5. Identify 3 verbs that reveal how the Iron Man moves

Opening Exploration Task



The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows. Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

What methods have been used by the writer to make the opening interesting to readers?

How are the methods effective for the opening of a story?

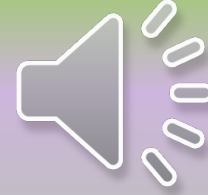
Why has the writer decided to begin the story this way?

The tasks increase in difficulty





Creative Writing



Now that you have explored the opening, you can create your own.

Base your writing on the following:

A piece of technology comes to life.

Write the opening paragraph to your story that will HOOK the reader.

Do you need help?

You can use the sentences below to help you get started.

It disappeared on the night before my twelfth birthday.

Standing alone in the woods I cried. Until I heard it.

Far in the distance the light from the setting sun blinded me.



Challenge Tasks



During lessons, some students may work faster than others – this is a normal part of learning.

In your English lessons, staff will provide CHALLENGE tasks to EXTEND the learning of students.

Here are 2 examples, please try them yourselves.

THE IRON MAN Super Similes

In Chapter 1, Ted Hughes describes how the Iron Man's '...eyes, like headlamps, glowed white, then red, then infrared, searching the sea.'

Can you write 5 super similes of your own to describe the Iron Man?



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THE IRON MAN

In Chapter 1, the Iron Man steps forwards off the cliff into 'nothingness'. His metal body breaks up and is 'scattered far and wide, silent and unmoving'.

Write your own short description of a robot falling from a great height and breaking up into its different parts.

This could be an imaginary robot or one you are familiar with from TV, film or reading, e.g. C-3PO, R2-D2, WALL-E, Transformers

Your description should begin with:
CRRRAAAASSSSSH!

Scattered!



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Thank
you

We hope you enjoyed a glimpse into the
English lessons as CVEA.

We look forward to meeting you in real
life in September 2021!



Castle View
English
Department

