



# SURBITON

HIGH SCHOOL

## Pre Year 7: English Summer Catch Up Work

### Reading Fiction

#### Skills

- Empathetic writing
- Exploring character
- Making predictions using textual evidence

#### Suggested Activities

Read a novel like 'Wonder' or 'The Boy Who Hit Play'.	Write a diary entry in role as one of the characters – perhaps at the end of the novel or before/after a significant event.	At the end of each chapter, write a sentence or two predicting what might happen next.	Keep a reading log – what did you read? What did you like about the books? What didn't you like?
---	---	--	--

#### Websites

['Wonder' – Paperback](#)

['The Boy Who Hit Play' – Paperback](#)

[English Literature KS3: How To Write - BBC](#)

## Reading Non-Fiction: Leaflets

#### Skills

- Presentation for clarity
- Facts and opinions
- Research skills



# SURBITON

HIGH SCHOOL

## Suggested Activities

Collect leaflets as they come through the post. What features do they have in common? How do these help to guide the reader? Where do you look first? Why?	Fact check some of the information on the leaflets using the internet – can you spot any false facts?
--	---

## Websites

[KS2 English: Fact or Opinion with Martin Dougan - BBC](#)

[English KS1 / KS2: Literacy Text Types: The Facts About Non-Fiction - BBC](#)

## Creative Writing

### Skills

- Using figurative language
- Using dialogue

### Suggested Activities

Go on a hunt for figurative language – look at books and listen to music. What can you 'imagine'?	Using an image as inspiration – write a description that appeals to all of the five senses.	Learn and practice writing your own examples of: alliteration, onomatopoeia, simile, metaphor, personification.	Learn how to use inverted commas to demarcate speech.
---	---	---	---

## Websites

[Examples of Figurative Language in Popular Songs – Literacy Devices](#)

[Pobble 365](#)

[KS2 English: Inverted commas with Mr Smith - BBC](#)

## Analytical Writing



# SURBITON

HIGH SCHOOL

## Skills

- Point, Evidence, Explain (PEE) method. NB: this becomes Point, Quotation, Analysis (PQA) in Year 7
- PEE/PQA paragraphs

## Suggested Activities

Write paragraphs which follow the PEE/PQA structure.	<b>Point:</b> what is your answer to the question?	<b>Evidence/Quotation:</b> what evidence do you have? Find a short quotation.	<b>Explanation/Analysis:</b> Practice 'word zooms'. Zoom in on a single word in your quotation – the one that most helps you prove your point. What type of word is it? What do you associate with that word?
--	--	---	---

## Appendices

Appendix One: Reading Comprehension Questions

## Spelling, Punctuation and Grammar (SPaG)

## Skills

- Learn / consolidate Y5 & Y6 spellings
- Learn and be able to use a range of punctuation

## Appendices & Websites

Appendix Two: Spelling Word List

[English KS2 / KS3: Punctuation Rules - BBC](#)

[ICT Games](#)

[Classroom Secrets: SPAG Test](#)

## Appendix One: Reading Comprehension Questions



# SURBITON

HIGH SCHOOL

## *For Parents to Ask*

After reading with your child each night, help them understand the book by asking some questions. It is important students read the book independently, and then discuss the book after reading. Here are some questions to help facilitate discussions and understanding.

1. Could this story be true? Why or why not?
2. Where is the setting of this story?
3. Who is this story about? Tell about him or her.
4. What words would you use to describe the main character?
5. Do you like the main character? Why or why not?
6. Does the main character have a problem? What is it?
7. How is the problem solved? What is the solution?
8. What is the scariest, funniest, saddest, most interesting, or most funny part of the story? Read it aloud.
9. Do you like this story? Why or why not?
10. Do you know any real people who are like the characters in this story? Who are the people? How are they the same? How are they different?
11. Did anything in the story happen that has happened to you? Tell about it.
12. Who is telling this story? Is there a narrator?
13. Why do you think the author chose the title for this story? How does it relate to the story?
14. Would you like to be a character from the story? Why or why not?
15. Would you recommend this book to a friend? Why or why not?

## Appendix One: Higher Level Comprehension Questions

### **Knowledge**

1. Identify the characters in the story by making a list of all the characters.
2. When and where does the story take place?
3. Tell what the story is about.
4. Locate facts in the story and list the main facts.
5. Find the two most interesting sentences in the story.
6. Make a list of the words in the story you do not know.

### **Comprehension**

1. Describe the characters in the story.
2. Describe how you think the main character feels in the beginning of the story. Describe the main character's feelings at the end of the story.
3. Explain the main idea of the story by retelling it in your own words.
4. Summarize the main facts in the story and discuss how they relate to the main idea of the story.
5. Locate sentences or phrases in the story you do not understand and infer the meanings

### **Application**



# SURBITON

HIGH SCHOOL

1. Give an example of someone you know who is like one of the characters in the story.
2. If you could have a conversation with one of the characters in the story, which character would you choose and what would you talk about?
3. Has anything in your life happened that is similar to the things that happened in the story?
4. What events in the story could not happen in real life?
5. Construct an illustration that shows the main characters in the story in a real-life situation.
6. Find words or phrases in the story you do not currently use and write a short story using these words or phrases.

## **Analysis**

1. Explain what part of the story was the most exciting to read and why.
2. Explain what part of the story was the funniest or the saddest and why.
3. Compare and/or contrast the facts in this story to facts in another story.
4. Examine and analyse the main character(s)' feelings at the beginning, middle, and end of the story.
5. Classify and/or categorize these feelings as the same or different.
6. Write a critique of the story, and highlight the main facts or main idea of the story.

## **Synthesis**

1. What changes would you make to the story?
2. Predict how your changes would transform or change the story.
3. Generate a new title for the story. Explain your new title.
4. Create a new ending for the story.
5. Combine two characters in the story in order to invent a new character, and write a short story with this new character as the main character in your story.
6. Rearrange or change one main fact in the story. Does this change the entire story? How?

## **Evaluation**

1. Was the main character(s) in the story good or bad? Support your opinion with words from the text.
2. What is your opinion of the story? Did you enjoy reading it? Explain.
3. Do you agree with all of the facts in the story? Explain.
4. Compare this story with other stories you have read in the past. Give evidence from the texts.
5. Would you read other stories like this story? Justify your opinion.
6. Rate the story on a scale of 1-10 with 10 being the highest. Defend your rating.



# SURBITON

HIGH SCHOOL

## Appendix Two: Spelling Word List for Year 5 & 6

There are 100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht