



Writing: Year 6 – Summer 1 Week 5

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	<p>1. Watch teacher recap of what has happened in the story so far.</p> <p>For numbers 2 -6 below, use Resource 1A to help you answer the questions.</p> <p>2. Listen and read along with Chapter Twenty. Predict what you think Max will do next.</p> <p>3. Listen and read along with Chapter Twenty-one. Summarise: what is the most important development (change) this chapter?</p> <p>4. Listen and read along with Chapter Twenty-two. Predict what you think Max will do next.</p> <p>5. Listen and read along with Chapter Twenty-three. Why do you think Max wanted Lori to read her note?</p> <p>6. Read the following paragraph from Max's note: Also to Lori, I miss her and Peggoty but not Dandybird. Tell her to keep up with the detective work. What message do you think Max is trying to give to Lori? Why is Lori confused by the letter being posted in London?</p>	<p>For numbers 1 – 4 below, use Resource 2A to help you answer the questions.</p> <p>1. Listen and read along with Chapter 24. Glossary: pessimist (noun) – a person who believes that the worst will happen. How does dialogue in this chapter move the story along? Summarise: what is the most important development (change) this chapter?</p> <p>2. Listen and read along with Chapter Twenty-five. Why do you think Lori laughs for a long time at the end of the chapter? Summarise: what is the most important development (change) this chapter? Predict what you think Lori will do next.</p> <p>3. Listen and read along with the Chapter Twenty-six Part One. What is different about this chapter compared to the other even-numbered chapters in the book?</p> <p>4. Listen and read along with Chapter Twenty-six Part Two and Chapter Twenty-seven. Summarise the main development (change) in each of these chapters.</p>	<p>1. Listen and read along with Chapter twenty-eight, Chapter Twenty-nine and Chapter Thirty.</p> <p>3. Watch teacher introduction to book review writing task: Audience and Purpose</p> <p>4. Listen and read along to teacher reading Resource 3A (Book Review of Street Child by Berlie Doherty): Resource 3A Reading. What is the purpose/ content of each paragraph?</p> <p>5. Make notes on/ annotate Resource 3A: this will help you to plan your book review of Lori and Max. Watch these videos: Street Child Book Review Part 1 Street Child Book Review Part 2 Street Child Book Review Part 3</p>	<p>1. Watch these videos to help you to organise and write your plan: Content and Structure.</p> <p>If you need a reminder about how to write persuasively, you could watch this video from last week (but remember you are writing a different text type this week): Persuasive Techniques.</p> <p>2. Plan a book review of Lori and Max for a peer using Resource 4A.</p> <p>Include some/ all of the following in your plan:</p> <ul style="list-style-type: none"> • Relevant and interesting details to inform and engage the reader (e.g. themes). • Your opinions/ reasons for them. • Vocabulary choices from the text to justify responses and to appeal to the reader. • Comparisons with other novels – what other books is Lori and Max like? 	<p>1. Watch teacher videos to help you with writing your book review. Some of you may wish to watch one clip and then write the relevant section; others may wish to watch all the videos before writing. Choose what you think will work best for you.</p> <p>Expectations</p> <p>Introduction</p> <p>Plot/ Character Summary</p> <p>Analysis of Characters</p> <p>Analysis of Plot</p> <p>Recommendation</p> <p>Model Book Review Reading</p> <p>2. Write a book review of Lori and Max for a peer. Read through the Remember to's in Resource 5A. Find a word bank in Resource 5B.</p>
Resources	Resource 1A: Comprehension support	Resource 2A: Comprehension support	Resource 3A: Book Review of Street Child and grid for making notes	Resource 4A: Plan	Resource 5A: Remember to Resource 5B: Word bank





Reading: Year 6 – Summer 1 Week 5

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Whole Class	Can You See Me? Chapter 15 Can You See Me? Chapter 16	Can You See Me? Chapters 17 and 18	Can You See Me? Chapter 19	Can You See Me? Chapter 20	Can You See Me? Chapter 21
	Independent *	Robot Rampage	Robot Rampage	Robot Rampage	Robot Rampage	Robot Rampage
	**	Over the Net	Over the Net	Over the Net	Over the Net	Over the Net
	***	Mountain Bike Hero	Mountain Bike Hero	Mountain Bike Hero	Mountain Bike Hero	Mountain Bike Hero
Spelling		Rhyme Restaurant Relevant Recommend Recognise				



Resource 1A: Comprehension support

[Chapter Twenty](#)

1. **Predict** what you think Max will do next.
I predict that Max will... because...

[Chapter Twenty-one](#)

2. **Summarise:** what is the most important development (change) in this chapter?
The most important development is that...

[Chapter Twenty-two](#)

3. **Predict** what you think Max will do next.
I predict that Max will... because...

[Chapter Twenty-three](#)

4. *Why do you think Max wanted Lori to read her note?*
I think Max wanted Lori to read it because she ...

5. **Read** the following paragraph from Max's note:

Also to Lori. I miss her and Peggoty but not Dandybird. Tell her to keep up with the detective work.

What message do you think Max is trying to give to Lori?
I think Max is trying to tell Lori ...

6. *Why is Lori confused by the letter being posted in London?* Lori is confused because she ...

Resource 2A: Comprehension support

[Chapter 24](#)

1. *How does dialogue in this chapter move the story along?*
It moves the story along because now Lori has found out that/who/why ...
2. **Summarise:** what is the most important development (change) this chapter?
The most important development is that...

[Chapter Twenty-five](#)

3. *Why do you think Lori laughs for a long time at the end of the chapter?*
I think Lori laughs for a long time because she has found ...
4. **Summarise:** what is the most important development (change) this chapter?
The most important development is that...
5. **Predict** what you think Lori will do next.
I predict that Lori will... because...

[Chapter Twenty-six Part One](#) - **first two paragraphs** of **Chapter Twenty-six**

6. *What is different about this chapter compared to the other even-numbered chapters in the book?* This chapter is about ...

[Chapter Twenty-seven](#)

7. **Summarise** the main development (change) in each of these chapters: Chapters Twenty-six and Twenty-seven.
The main development is that ...

Resource 3A: Book Review – Street Child by Berlie Doherty and grid for making notes

Poverty is one of the key themes of the tragic, thought-provoking, *Street Child*, set in Victorian England. This novel will be enjoyed by those who like historic fiction or tales of characters faced with adversity. However, it is important that potential readers be aware that the novel features tear-inducing sequences that are not for the faint-hearted.

Berlie Doherty's novel is built around the few facts known about Jim Jarvis, the London urchin, who is said to have inspired Thomas Barnardo to establish his homes for destitute boys (the first such places in Britain).

For Jim, suffering and peril are never far away; as a result, this book is a tense and gripping read. Becoming destitute and suffering one hardship after another, Jim finds himself in a succession of horrendous environments (readers who are familiar with *Oliver Twist* will recognise the dreaded workhouse), at the mercy of a range of grotesque characters whose names – such as Grimy Nick – hint at their deep unpleasantness. Early in the novel, Jim faces The Stick Man: this terrifying character is not to be confused with the creation of Julia Donaldson and Axel Scheffler.

Occasional relief for Jim is provided by friendships (his relationship with Shrimps is depicted movingly) and the kindness of strangers. Above all, Jim's resilience and desperation to survive will inspire readers.

Children interested in Victorian times and the stark differences between then and now will be engaged and educated by this vivid tale. This novel will be eye-opening for any child who believes that life today is difficult: it is shocking to think that young people were once treated like this.

Text mark in different colours (create a key) or record in this table examples in the text of the following features:

To whom this book might appeal	Themes covered by the book
e.g. those who like historic fiction	e.g. poverty
Persuasive words/phrases and emotive language	Words /phrases about the plot and characters of the book
e.g. thought-provoking	e.g. Jim Jarvis, the London mischief-maker

Resource 4A: Plan

Purpose: To persuade someone to read / not to read the book 'Lori and Max'.

To whom are you writing?		Someone who wants a book recommendation
Introduction	General: Type of novel	
	Specific: Plot / themes of this book	
	Viewpoint: Who it might appeal to	
Paragraph 2 Summary of plot and characters	Summary of plot	
	Description of Lori	
	Description of Max	
Paragraph 3 Description of characters in more detail	Description of Lori in more detail	
	Description of Max in more detail	
	Other characters/relationships	
Paragraph 4 Plot in more detail	Max being blamed	
	Lori's fifth and sixth cases	
	Effect on reader/themes	
Paragraph 5	Recommendation / Audience	
	Comparison with other novels / Awards	
	Messages	

Resource 5A: Remember to

Remember to:

- Write an introduction which addresses the reader and makes your viewpoint clear.
- Write 2/3 paragraphs giving details about the book (who/what/why) so the reader can decide whether or not they would like to read it.
- Avoid giving too much of the plot away.
- Focus on key parts of the story.
- Make comparisons with other books to help the reader make a decision.
- Use a range of sentence structures and a range of punctuation.
- Use effective topic sentences.

Resource 5B: Word bank

Rhetorical questions	Phrases using 'that'	Persuasive phrases/ clauses
Have you ever thought that ...? Wouldn't you think ...? What would you ...? Is it any wonder that ...? Will that be enough? Will they ever find ...? Would it ever be found ...?	I am convinced that I believe that It seems to me that It is clear that There is no doubt that (There can be no doubt that) This shows that This is supported by the fact that ...	As everyone knows As evidence proves / shows Clearly, Inevitably, Obviously, As you are aware, ... will be enjoyed

Initial phrases often followed by a comma	More examples of persuasive words/phrases	Emotive language
<p>For example,</p> <p>As a result,</p> <p>In addition,</p> <p>In fact,</p> <p>Above all,</p> <p>Surely,</p> <p>However,</p> <p>Early in the novel,</p>	<p>Gripping read</p> <p>Engaged / engaging</p> <p>Enthused</p> <p>Perfect for ...</p> <p>Excellent/outstanding novel</p> <p>Admire</p> <p>Determined</p> <p>Strong-minded</p>	<ul style="list-style-type: none"> • Weak, weakest /flimsiest, strong/ strongest evidence • Mistreated • Vulnerable • Injustice • Victim • Miscarriage of justice • Fairness / unfairness