



# Year 6 Transition

## English Work Booklet

**Name:** \_\_\_\_\_

**Form (if you know this):** \_\_\_\_\_

### Parents'/Carers' Information

This booklet is designed to help smooth your child's transition into the next academic year, for English. Research shows a 'dip' in a child's attainment occurs after a long summer break and we do not want that to occur. Please encourage your child to complete the tasks outlined over the summer holiday. Your child's new English teacher will look forward to seeing the work they have completed.

There are seven mini projects for each week of the summer holidays.

<b>Tasks to Complete:</b>	<b>✓ Completed? X</b>
Project One: Punctuation	
Project Two: Homophones	
Project Three: Sentence Structures	
Project Four: Vocabulary Choices	
Project Five: Reading Comprehension	
Project Six: Writing Tasks	
Project Seven: Mini Research Project	



## Project One: Punctuation

**Apostrophes** are used to show ownership or a contraction (two words pushed together).  
They are NEVER used to show a plural (more than one object).

**Task: Put apostrophes in the following 7 statements to indicate ownership.**

**Tip: Careful! No. 2 and No. 7 might be different...**

1. Look! There are Miss Pollards dictionaries.
2. These are Mr Wiles shoes.
3. The cricket players bat is broken.
4. Mrs Robinsons cakes are the best in West Yorkshire.
5. Mr Forrests lessons are always brilliant.
6. I was at Billys house last night.
7. This is Mr Cummins Burnley football shirt.

**Task: Put apostrophes in the following 5 statements to indicate a contraction.**

**Here is an example – Miss Pollard will not (won't) let her students sing in class.**

1. Miss Wild could not (\_\_\_\_\_) decide whether to take an umbrella to school.
2. Mr Cummins was not (\_\_\_\_\_) able to attend the party.
3. They have (\_\_\_\_\_) got a large swimming pool that they could have (\_\_\_\_\_) let us go in.
4. I will (\_\_\_\_\_) help you with your homework.
5. You are (\_\_\_\_\_) too late to apply for the drama Shakespeare auditions.

A **colon** is used to introduce things: ideas, items in a list, a quotation or an explanation:

Example: *He'd lost everything: his friends, his happiness and his pride.*

**Task: Insert a colon in the following 5 sentences.**

1. Miss Noor had a clear set of demands a giant super-computer, a brand new Ferrari and sack of gold coins.
2. Mr Miller's intentions were clear no one would be going anywhere.
3. Mrs Ouledi demanded 'Why are you here?'
4. Mr Hull announced the winners of the Fuse concert Aimee, Jacob, Blake, Jay and Ellis.
5. Miss Cook's words were powerful the message unforgettable.

A **semi-colon** can be used to separate main clauses in a compound sentence. It often replaces *and* or *but*. It can also be used to punctuate lists of long items (instead of commas).

**Task: Insert semi-colon(s) in the following 3 sentences.**

1. Plenty of girls had signed up for the team Mrs Radcliffe wanted to be one of them.
2. Mr Miller won the ball in the penalty area he turned quickly, almost losing control he shot and scored.
3. Mr Hardcastle's briefcase contained: a letter to his pen-pal an empty box of Thornton's chocolates three poems about his holiday and a study of Macbeth.

**Learning Objective:** You can ensure that your writing is technically accurate and well punctuated

## Project Two: Homophones

1. TO or TWO or TOO

If we go \_\_\_ the beach, would you like \_\_\_ come \_\_\_?

2. WHETHER or WEATHER

I am going \_\_\_\_\_ you like it or not!

3. THERE or THEIR or THEY'RE

I shall put \_\_\_\_\_ parcels over \_\_\_\_\_ .

4. HERE or HEAR

I come \_\_\_\_\_ because I like to \_\_\_\_\_ the latest gossip!

5. KNOW or NO

There is \_\_\_\_\_ paper left in the printer! Did you \_\_\_\_\_ that?

6. WOOD or WOULD

\_\_\_\_\_ you like to come to the party with us?

7. WRITE or RIGHT

I need to \_\_\_\_\_ a letter to the bank.

8. CHECK or CHEQUE

I need to \_\_\_\_\_ if he has cashed the \_\_\_\_\_.

9. FOUR or FOR or FORE

The chair is reserved \_\_\_\_\_ \_\_\_\_\_ customers.

10. SON or SUN

The \_\_\_\_\_ is shining it's a beautiful day.

**Task: Can you create a paragraph below using each of the examples?**

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**Learning Objective:** You can ensure that your writing is technically accurate and well punctuated

## Project Three: Sentence Structures

### Simple sentences

A simple sentence consists of one main clause. It must contain a verb (a doing word) and a subject (the person or thing who does the verb).



Write your own example here:

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Sometimes it has a subject, a verb and an object.



Write your own example here:

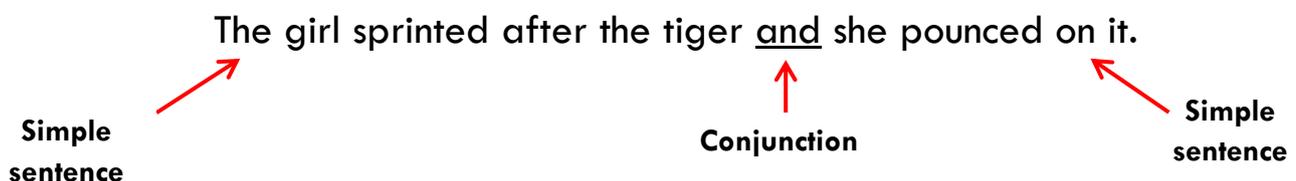
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### Compound sentences

A compound sentence consists of two main clauses. Two simple sentences are joined together with a conjunction. When you take away the conjunction, they should still make sense on their own as two separate sentences.

**Conjunctions:**  
and, but, or, so, because



Write your own example here:

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**Learning Objective:** You can use a variety of sentence lengths and structures

## Project Three: Sentence Structures

### Complex Sentences

A complex sentence contains a main clause and a subordinate clause. The subordinate clause is separated by a comma and does not make sense on its own. There are three main types of complex sentences: fronted, embedded and rear.

#### Fronted complex

Waiting patiently, she picked up the newspaper.



**Subordinate clause: does not make sense on its own**

**Main clause: makes sense on its own**

#### Task: complete the examples

Even though it was not raining, \_\_\_\_\_

Although she wanted to, \_\_\_\_\_

Because a lot depended on it, \_\_\_\_\_

#### Rear complex

He turned on the television, after he finished his dinner.



**Main clause: makes sense on its own**

**Subordinate clause: does not make sense on its own**

#### Task: complete the examples

\_\_\_\_\_, despite the cold weather.

\_\_\_\_\_, although it was late afternoon.

\_\_\_\_\_, even though he didn't want to.

#### Embedded complex

The sun, although it was late afternoon, still shone brightly through the window.



**Subordinate clause: does not make sense on its own**

**Main clause**

#### Task: complete the examples

The young boy, \_\_\_\_\_, argued with his mum.

David, \_\_\_\_\_, dragged himself to school.

\_\_\_\_\_, who was in a foul mood, \_\_\_\_\_.

**Learning Objective:** You can use a variety of sentence lengths and structures



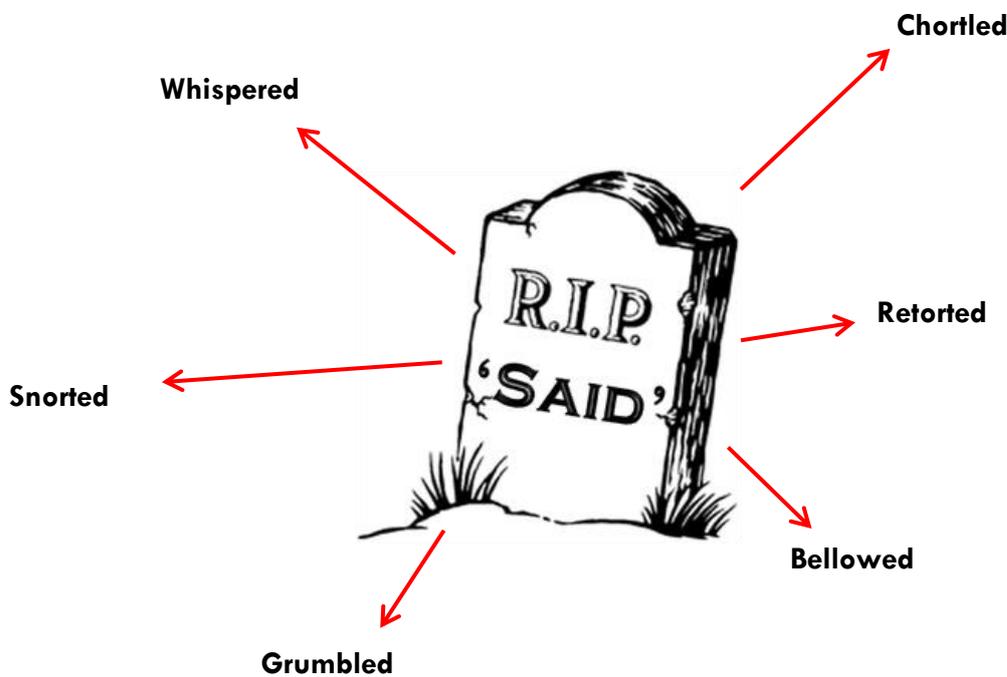
## Project Four: Improving Vocabulary Choices

### Synonyms: Said is Dead!

*Said* is an important verb. There are times when it makes sense to use it. Other times, it's a good idea to choose a synonym instead of *said*. A good writer makes many choices, often balancing his/her use of verbs.

**Task: Create a mind map of all the different synonyms (words that mean the same) for said, below.**

**Find as many examples as you can using books, the internet or a thesaurus.**



**Task: Read the extract on the following two pages from *Alice's Adventures in Wonderland*.**

**You should replace every said word with a synonym. Fill the gaps in the text.**

**Be careful if you use a thesaurus; check that your choice makes sense in that sentence!**

**Learning Objective:** You can select the most appropriate vocabulary for your text and purpose



## Alice's Adventures in Wonderland – Lewis Carroll

### Chapter VII: A Mad Tea-Party

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and the talking over its head. 'Very uncomfortable for the Dormouse,' thought Alice; 'only, as it's asleep, I suppose it doesn't mind.'

The table was a large one, but the three were all crowded together at one corner of it: 'No room! No room!' they cried out when they saw Alice coming. 'There's PLENTY of room!' \_\_\_\_\_ Alice indignantly, and she sat down in a large arm-chair at one end of the table.

'Have some wine,' the March Hare \_\_\_\_\_ in an encouraging tone.

Alice looked all round the table, but there was nothing on it but tea. 'I don't see any wine,' she \_\_\_\_\_.

'There isn't any,' \_\_\_\_\_ the March Hare.

'Then it wasn't very civil of you to offer it,' \_\_\_\_\_ Alice angrily.

'It wasn't very civil of you to sit down without being invited,' \_\_\_\_\_ the March Hare.

'I didn't know it was YOUR table,' \_\_\_\_\_ Alice; 'it's laid for a great many more than three.'

'Your hair wants cutting,' \_\_\_\_\_ the Hatter. He had been looking at Alice for some time with great curiosity, and this was his first speech.

'You should learn not to make personal remarks,' Alice \_\_\_\_\_ with some severity; 'it's very rude.'

The Hatter opened his eyes very wide on hearing this; but all he \_\_\_\_\_ was, 'Why is a raven like a writing-desk?'

'Come, we shall have some fun now!' thought Alice. 'I'm glad they've begun asking riddles.-I believe I can guess that,' she \_\_\_\_\_ aloud.

'Do you mean that you think you can find out the answer to it?' \_\_\_\_\_ the March Hare.

'Exactly so,' \_\_\_\_\_ Alice.

'Then you should say what you mean,' the March Hare went on.

'I do,' Alice hastily \_\_\_\_\_; 'at least - at least I mean what I say - that's the same thing, you know.'

'Not the same thing a bit!' \_\_\_\_\_ the Hatter. 'You might just as well say that "I see what I eat" is the same thing as "I eat what I see"!'

'You might just as well say,' \_\_\_\_\_ the March Hare, 'that "I like what I get" is the same thing as "I get what I like"!'

'You might just as well say,' \_\_\_\_\_ the Dormouse, who seemed to be talking in his sleep, 'that "I breathe when I sleep" is the same thing as "I sleep when I breathe"!'

'It IS the same thing with you,' \_\_\_\_\_ the Hatter, and here the conversation dropped, and the party sat silent for a minute, while Alice thought over all she could remember about ravens and writing-desks, which wasn't much.

The Hatter was the first to break the silence. 'What day of the month is it?' he said, turning to Alice: he had taken his watch out of his pocket, and was looking at it uneasily, shaking it every now and then, and holding it to his ear.

Alice considered a little, and then \_\_\_\_\_ 'The fourth.'

'Two days wrong!' \_\_\_\_\_ the Hatter. 'I told you butter wouldn't suit the works!' he added looking angrily at the March Hare.

'It was the BEST butter,' the March Hare meekly \_\_\_\_\_.

'Yes, but some crumbs must have got in as well,' the Hatter \_\_\_\_\_: 'you shouldn't have put it in with the bread-knife.'

The March Hare took the watch and looked at it gloomily: then he dipped it into his cup of tea, and looked at it again: but he could think of nothing better to say than his first remark, 'It was the BEST butter, you know.'

Alice had been looking over his shoulder with some curiosity. 'What a funny watch!' she \_\_\_\_\_. 'It tells the day of the month, and doesn't tell what o'clock it is!'

'Why should it?' \_\_\_\_\_ the Hatter. 'Does YOUR watch tell you what year it is?'

'Of course not,' Alice \_\_\_\_\_ very readily: 'but that's because it stays the same year for such a long time together.'

'Which is just the case with MINE,' \_\_\_\_\_ the Hatter.

Alice felt dreadfully puzzled. The Hatter's remark seemed to have no sort of meaning in it, and yet it was certainly English. 'I don't quite understand you,' she \_\_\_\_\_, as politely as she could.

## Antonyms

An antonym is a word opposite in meaning to another (e.g. *bad* and *good* ).

**Task: Fill in the table below using ambitious vocabulary and finding words that mean the opposite to the original word.**

Original Word	Synonym (Adventurous choice)	Antonym (Opposite)
Hated	Despised	Adored
Happy		
Walked		
Shouted		
Cheerful		
Calm		
Brave		
Hero		
Powerful		
Weak		
Bright		
Slow		
Noisy		
Messy		

**Learning Objective:** You can select the most appropriate vocabulary for your text and purpose



## Project Five: Reading Comprehension

### *Diagon Alley*

Harry had never been to London before. Although Hagrid seemed to know where he was going, he was obviously not used to getting there in an ordinary way. He got stuck in the ticket barrier on the Underground and complained loudly that the seats were too small and the trains too slow.

'I don't know how the Muggles manage without magic,' he said, as they climbed a broken-down escalator which led up to a bustling road lined with shops. Hagrid was so huge that he parted the crowd easily; all Harry had to do was to keep close behind him. They passed book shops and music stores, hamburger bars and cinemas, but nowhere that looked as if it could sell you a magic wand. This was just an ordinary street full of ordinary people. Could there really be piles of wizard gold buried beneath them? Were there really shops that sold spell books and broomsticks? Might this all not be some huge joke that the Dursleys had cooked up? If Harry hadn't known that the Dursleys had no sense of humour, he might have thought so; yet somehow, even though everything Hagrid had told him so far was unbelievable, Harry couldn't help trusting him.

'This is it,' said Hagrid, coming to a halt, 'the Leaky Cauldron. It's a famous place.'

It was a tiny, grubby-looking pub. If Hagrid hadn't pointed it out, Harry wouldn't have noticed it there. The people hurrying by didn't glance at it. Their eyes slid from the big book shop on one side to the record shop on the other as if they couldn't see the Leaky Cauldron at all. In fact, Harry had the most peculiar feeling that only he and Hagrid could see it. Before he could mention this, Hagrid had steered him inside.

For a famous place, it was very dark and shabby. A few old women were sitting in a corner, drinking tiny glasses of sherry. One of them was smoking a long pipe. A little man in a top hat was talking to the old barman, who was quite bald and looking like a gummy walnut. The low buzz of chatter stopped when they walked in. Everyone seemed to know Hagrid; they waved and smiled at him, and the barman reached for a glass, saying, 'The usual, Hagrid?'

'Can't, Tom, I'm on Hogwarts business,' said Hagrid, clapping his great hand on Harry's shoulder and making Harry's knees buckle.

'Good Lord,' said the barman, peering at Harry, 'is this- can this be?'

The Leaky Cauldron had suddenly gone completely still and silent.

'Bless my soul,' whispered the old barman. Harry Potter- what an honour.'

He hurried out from behind the bar, rushed towards Harry and seized his hand, tears in his eyes.

'Welcome back, Mr Potter, welcome back.'

Harry didn't know what to say. Everyone was looking at him. The old woman with the pipe was puffing on it without realising it had gone out. Hagrid was beaming.

Then there was a great scraping of chairs and, next moment, Harry found himself shaking hands with everyone in the Leaky Cauldron.

'Doris Crockford, Mr Potter, can't believe I'm meeting you at last.'

'So proud, Mr Potter, I'm just so proud.'

'Always wanted to shake your hand- I'm all of a flutter.'

'Delighted, Mr Potter, just can't tell you. Diggle's the name, Dedalus Diggle.'

'I've seen you before!' said Harry, as Dedalus Diggle's top hat fell off in his excitement.

'You once bowed to me in a shop.'

'He remembers!' cried Dedalus Diggle, looking around at everyone. 'Did you hear that? He remembers me!'

Harry shook hands again and again- Doris Crockford kept coming back for more.

A pale young man made his way forward, very nervously. One of his eyes was twitching.

'Professor Quirrell!' said Hagrid. 'Harry, Professor Quirrell will be one of your teachers at Hogwarts.'

'P-P-Potter,' stammered Quirrell, grasping Harry's hand, 'C-can't t-tell you how p-pleased I am to meet you.'

'What sort of magic do you teach, Professor Quirrell?'

'D-Defence Against the D-D-Dark Arts,' muttered Professor Quirrell, as though he'd rather not think about it. 'N-not that you n-need it, eh, P-P-Potter?' He laughed nervously. 'You'll be g-getting all your equipment, I suppose? I've g-got to p-pick up a new b-book on vampires, m-myself.' He looked terrified at the very thought.

But the others wouldn't let Professor Quirrell keep Harry to himself. It took almost ten minutes to get away from them all. At last, Hagrid managed to make himself heard over the babble. 'Must get on - lots ter buy. Come on, Harry.' Doris Crockford shook Harry's hand one last time, and Hagrid led them through the bar and out into a small, walled courtyard, where there was nothing but a dustbin and a few weeds.

Hagrid grinned at Harry.

'Told yeh, didn't I? Told yeh you was famous. Even Professor Quirrell was tremblin' to meet yeh- mind you, he's usually tremblin'.'

'Is he always that nervous?'

'Oh, yeah. Poor bloke. Brilliant mind. He was fine while he was studyin' outta books but then he took a year off ter get some first hand experience... They say he met vampires in the Black Forest and there was a nasty bit o' trouble with a hag- never been the same since. Scared of the students, scared of his own subject- now, where's me umbrella?'

Vampires? Hags? Harry's head was swimming. Hagrid, meanwhile, was counting bricks in the wall above the dustbin. 'Three up... two across...' he muttered. 'Right, stand back, Harry.'

He tapped the wall three times with the point of his umbrella.

The brick he had touched quivered- it wriggled- in the middle, a small hole appeared- it grew wider and wider- a second later they were facing an archway large enough even for Hagrid, an archway onto a cobbled street which twisted and turned out of sight.

'Welcome,' said Hagrid, 'to Diagon Alley.'

**Task: Use the 'Diagon Alley' extract from *Harry Potter and the Philosopher's Stone* to answer the questions below.**

**Tip: Look at how many marks have been allocated to each question.**

1. What did Hagrid complain about on the way to London?

- \_\_\_\_\_
- \_\_\_\_\_ (2 marks)

2. Which types of shop did Harry and Hagrid pass on their way through London?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ (4 marks)

3. What is the name of the pub they enter before going to Diagon Alley?

- \_\_\_\_\_ (1 mark)

4. How does J. K. Rowling describe the bartender?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ (3 marks)

5. What reason does Hagrid give for refusing a drink?

- \_\_\_\_\_ (1 mark)

6. Other than the barman, who did he meet in the pub?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ (3 marks)

7. What does Professor Quirrell say he needs to pick up from Diagon Alley?

- \_\_\_\_\_ (1 mark)

8. How many times does Hagrid tap the wall?

- \_\_\_\_\_ (1 mark)





## Project Six: Writing Tasks

**Task: Write a formal letter from a teacher at Hogwarts explaining why you should be accepted there. Ensure you write about the following:**

- Why you would make a good witch or wizard;
- What you would use magic for and how it could help the world;
- Your hopes for the future

**Tip: Use the template below to help you to structure your letter.**

HOGWARTS SCHOOL of WITCHCRAFT and WIZARDRY

Headmaster: Albus Dumbledore  
(Order of Merlin, First Class, Grand Sorc., Chf. Warlock,  
Supreme Mugwump, International Confed. of Wizards)



Hogwarts School of Witchcraft and Wizardry  
Hogwarts Castle,  
Scotland  
Great Britain  
Magical Kingdom  
MK66 1NQ

Mr H. Potter  
The Cupboard Under the Stairs  
Privet Drive  
Little Whinging  
Surrey

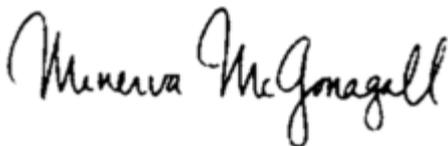
17<sup>th</sup> July 2015

Dear Mr Potter,

We are pleased to inform you that you have been accepted at [Hogwarts School of Witchcraft and Wizardry](#). Please find enclosed a list of all necessary books and equipment.

Term begins on [1 September](#). We await your owl by no later than [31 July](#).

Yours sincerely,



Minerva McGonagall  
Deputy Headmistress



## Project Seven: Mini Research Project Oliver Twist



Below is a list of activities. Each activity has a value. You must complete a number of tasks to the value of at least **100 points**. Anything you do online/on a computer can either be printed off or given to your teacher on a memory stick during your first lesson of English in Y7.

Ensure your work has both your name and your form group on it.

<p>Create a quiz on Charles Dickens. It must have at least 15 questions and an answer sheet. Your questions should be more than true or false. <b>20 points.</b></p>	<p>Do some research on the time in which Charles Dickens lived. What was different? Present it as a PowerPoint or booklet. <b>20 points.</b></p>	<p>Research the plot and characters in the famous novel 'Oliver Twist'. Present it as a PowerPoint or booklet. <b>20 points.</b></p>	<p>Research one of Charles Dickens' famous novels. Summarise the storyline and characters. <b>20 points.</b>  (This must not be 'Oliver Twist')</p>
<p>Produce two sketches of any character from 'Oliver Twist'. You may need to do some research on what the characters looked like and wore. Label them carefully and include details on colour, material etc. <b>30 points.</b></p>	<p>Create a diary entry from the point of view of a child living during the Victorian era. It could be a young chimney cleaner or a child from a rich family. Think about how different their lives would be compared to yours. <b>20 points.</b></p>	<p>Write a newspaper article, set during the Victorian era. You could write about the opening of a theatre, a review of a book, or any event that would be relevant, of your choice. 500 words min. <b>30 points.</b></p>	<p>Create a quiz book based on Charles Dickens' life, times and plays. At least 10 pages of activities and puzzles required. <b>30 points.</b></p>
<p>Research a Charles Dickens' story and produce a comic strip version of it. You can choose how to set it out but you must include key scenes and full colour. <b>30 points.</b></p>	<p>Create a word search using keywords related to the Victorian Times <b>10 points.</b></p>	<p>Choose one of Charles Dickens' novels and design a DVD case for it. You must set it out like a proper DVD case. Think about who you will cast to play the roles. <b>40 points.</b></p>	<p>Find an extract from 'Oliver' and rewrite it as if the story was set in the 21<sup>st</sup> Century. <b>20 points.</b></p>

# Self – Assessment

Tick the boxes below, showing what you enjoyed and what you found difficult.

If you found something difficult, can you explain why?

Task	Completed	What I enjoyed the most (tick one)	What I found difficult (tick one)
Project One: Punctuation			
Project Two: Homophones			
Project Three: Sentence Structures			
Project Four: Vocabulary Choices			
Project Five: Reading Comprehension			
Project Six: Writing			
Project Seven: Mini Research Project Oliver Twist			

Any comments?

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## Congratulations!



You have completed your summer challenge!

That shows a super attitude to learning that will really help you to make great progress when you join Crofton Academy.

We are so excited to meet you!