

Aim High... Fly High...

Hawks/Skylarks: English

1st June – 17th July – Way Home

Week 7 – 13th July

Activity 1

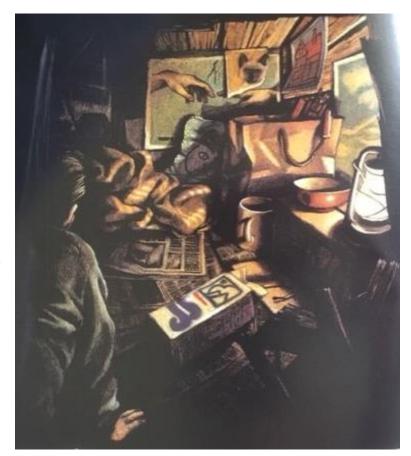
Listen to the final part of the book – looking carefully at the illustrations.

- What did you like/dislike about the ending of the book?
- Do you still have any questions about Shane/the cat/his home? Has anything puzzled you?
- Can you make any connections to the events in the book e.g. to other books, to films you've seen, to real-life experiences, etc?
- Compare and contrast the home revealed in the story with the home you imagined last week. Is this what you expected or was it a surprise? Why?

Activity 2

Look closely at the final illustration.

- What more can we find out about Shane from the contents of his 'place'?
- Add any final thoughts/reflections to your role on the wall from earlier on in the unit – remember to use a different colour!
- Were we (as readers) given any clues before this point which hinted at the fact that Shane was actually homeless?
- Listen to the book from the beginning. Note



down any phrases or evidence from illustrations which would give us clues.



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Activity 3

- Which character interested you the most? Why?
- Is that character the most important in the story? Why/why not? Is it really about someone/something else?
- Which character(s) didn't you like?
- Did any of the characters remind you of people you know? Or remind you of characters in other books?
- How do you think Shane became homeless? Why?
- What do you know about homelessness? What sort of problems might homeless people face?

Activity 4 -> multiple sessions (complete by 21st July)

You are going to write a prequel to the book 'Way Home'. It will describe what happened to Shane before he became homeless.

- What may have happened to Shane before each of the events shown in the book?
- Do you really know Shane from what has been shared with us in the book?
- What else would you like to find out about him?
- What do you imagine Shane was like as a younger child?
- How might Shane have behaved in different situations? What might he have said?
- What are some of the possible events which could have led to Shane becoming homeless?
- 1. Plan your prequel (remember the ending of your story will be the same as the beginning of 'Way Home').
- 2. Write a first draft focus on the storyline, the quality of your language etc.
- 3. Call a Hawk/Skylark and share your work. Help each other to edit it and make it even better (at this stage, <u>ignore</u> spelling mistakes, punctuation and grammar errors, and poor handwriting).
- 4. Call a different Hawk/Skylark and read your work aloud to each other. Help your partner to proofread their work <u>focus</u> on spellings, punctuation and grammar mistakes.
- 5. Write up neatly (hand-written or typed) and send to your teacher (Miss Hobbs or Miss Medley/Mrs Johnston). We will share them on Starz with your classmates.



Activity 1

• Listen to the final part of the book – looking carefully at the illustrations.

What did you like about the ending of the book? Why?	
What did you dislike about the ending of the book? Why?	
Do you still have any questions about Shane/the cat/his home? • Has anything puzzled you?	
Can you make any connections to the events in the book? • i.e. to other books, to films you've seen, to real-life experiences, etc.	
Compare and contrast the home revealed in the story with the home you imagined last week. • Is this what you expected or was it a surprise? Why?	



Activity 2

• Look closely at the final illustration.

What more can we find out about Shane from the contents of his 'place'?				
Add any final thoughts/reflections to your <u>role on the wall</u> from earlier on in the unit				
– remember to use a different colour!				
Were we (as readers) given any clues before this point which hinted at the fact that				
Shane was actually homeless?				
 Listen to the book from the beginning. 				
Note down any phrases or evidence from illustrations which would give us clues.				
Clues that Shane was homeless:				



Activity 3

Which character interested you the most? Why?	
Is that character the most important in the story? Why/why not?	
Is it really about someone/something else?	
Which character(s) didn't you like? Why?	
Did any of the characters remind you of people you know?	
Or remind you of characters in other books?	
If yes, please name them.	
How do you think Shane became homeless? Why?	
What do you know about homelessness?	
What sort of problems might homeless people face?	



Activity 4 -> multiple sessions (complete by 21st July)

You are going to write a prequel to the book 'Way Home'. It will describe what happened to Shane before he became homeless.

- What may have happened to Shane before each of the events shown in the book?
- Do you really know Shane from what has been shared with us in the book?
- What else would you like to find out about him?
- What do you imagine Shane was like as a younger child?
- How might Shane have behaved in different situations? What might he have said?
- What are some of the possible events which could have led to Shane becoming homeless?

Make a record of your notes on the mind map/spider diagram below:
Shane



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- 3. Call a Hawk/Skylark and share your work. Help each other to edit it and make it even better (at this stage, <u>ignore</u> spelling mistakes, punctuation and grammar errors, and poor handwriting).
- 4. Call a **different** Hawk/Skylark and read your work aloud to each other. Help your partner to proofread their work <u>focus</u> on spellings, punctuation and grammar mistakes.
- 5. Write up neatly (hand-written or typed) and send to your teacher (Miss Hobbs or Miss Medley/Mrs Johnston). We will share them on Starz with your classmates.

	spell all of the Year 5/ 6 spelling list words.		Spell all of the Year 3 / 4 spelling list words	Spell past tense of verbs (-ed)	Spell common exception words.		Spell CVC words correctly.	Start to segment the sounds in CVC words verbally.
		Self-edit spelling.		Spell all Year 2 common exception words.		Spell common exception words.	ğ	
	Use passive and active to affect the presentation of information.	set the action of artion.	Use standard English.	Spell common common homophones	Spell words so that they are phonetically plausible.	Spell	Spell phase 2 tricky words.	Recognize rhyming words.
		Apply spelling patterns taught.			Spell wor they are p plau	o that they etically ble.		
	Use appropriate layout devices.		Use paragraphs.		Start sentences with different starters.	Spell words so that they are phonetically plausible.	Consistently form lower case letters.	Recognize initial sounds of words verbally.
	Use appropriate to the special	Build cohesion in paragraphs (then, after, nearby, later, secondly)	Use p	Spell word families based on common words.	Start ser differe	Join words and clauses together using 'and.' Only use 'and' once in a sentence.	Consis	d tools od grip gs'.
ting	device	Build (paragr after, n	ded noun sittional ses.	Spell wo based o w	dination when, if) ation (or, ut).		l correctly.	Start to hold tools with a tripod grip " <u>froes</u> legs".
Non-negotiables for Writing		Use adverbs and modal verbs to indicate possibility.	Use expanded noun and prepositional phrases.	Use prepositions before, after, during, in)	Use subordination (because, when, if) and coordination (or, and, but).	Understand how words combine to make a sentence. To orally rehearse sentences.	Hold a pencil correctly.	Correctly form the Pre-writing shapes.
negotiab	d adj	Use adver verbs i pos	ophes to olural sion.	Use pr (before,	ophes for and for ssession. Understar combin senten rehears	Understar combin sentenc rehears	intences.	Correctly form the Pre-writing shapes.
Non-		Use relative clauses, starting with a relative pronoun (who, which, where, when, whose)	Use apostrophes to mark plural possession.	Use adverbials of time then, next, soon, after}	Use apostrophes for omission and for singular possession.	Start writing on the <u>left.</u> hand side of the page.	Speak in sentences.	Use a range of tools for mark making with control.
	r poir	Use relati starting wi pronoun (¹ where, wh	as after erbials.	Use conjunctions Use adverl (when, before, after, while, so, because)	is in a list.	vith	sit correctly at the table.	Use a ra for m with
		Use commas to clarify meaning and avoid ambiguity.	Use commas after fronted adverbials.		Use commas in a list.			Talk about the meaning of their marks and drawings.
	Use semi-colon, colon, dash and ellipsis.	and e and e certed ortusts	commas re direct h.	Use conj (when, ber while, so,	etters, full on marks mation s.	Separate words w finger spaces.	d what a use finger es.	
			Use commas for clauses	Use capital letters, full stops, question marks and exclamation marks.	Capital letters for names and the personal pronoun 1.'.	Understand what a word is and use finger spaces.	Recognize and write their first name.	
	Six	Use b dashes, (parei	-our		Two	Capital name: person:	ar ition	
	Year Six	Year Five	Year Four	Year Three	Year Two	Year One	Year Reception	Pre school



Prequel to 'Way Home'



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