



RUSKIN
A PRIORY ACADEMY

Year 6 - 7

English Transition Booklet

The English Department have put this booklet together to introduce you to us so that you know what to expect when you start with us.

We have also included some activities that you might find interesting/fun. You can bring this booklet along with you when you start at Ruskin.



Name:

English at Ruskin

What will you study?

There are three topics in Year 7:

- Term 1 - Myths and Legends
- Term 2 - War and Conflict
- Term 3 - Magic

All three units will focus on reading, writing and verbal skills. You will explore novels, plays, short stories and poems.

Rewards

You will receive rewards for your hard-work in English.

- You will receive achievement points for good classwork/homework
- You can also get Ruskin Respects awards for demonstrating the Priority Values (generosity, courage, curiosity, passion and wisdom).

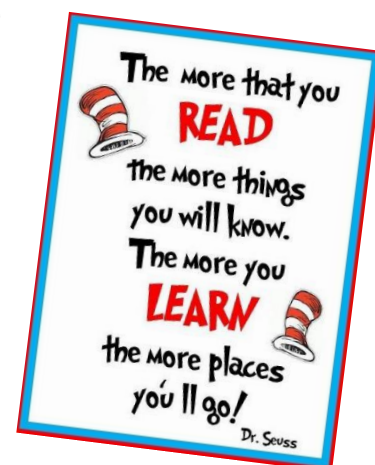


Reading

We are really lucky at Ruskin to have a wonderful Reading Room that is packed with lots of interesting books for you to borrow. Mrs Geeson (the school librarian) will help you choose exciting and challenging books to read.

When you arrive, your English teacher will take you to a computer room and you will do a reading test. This will tell us your reading age.

We also have a reading passport for you to complete which allows you to read for rewards.



Websites that may help you improve your English skills:

<https://www.educationquizzes.com/ks3/english/>

https://www.spellzone.com/word_lists/games-291697.htm

<http://www.primaryhomeworkhelp.co.uk/literacy/>

Letter to your new form teacher

All About Me

It might be a nice idea to write a letter to your form teacher so that they can get to know a bit about you. Use the plan below to help you.

Use the following sentence starters to help you write a letter to your new Form Tutor. You don't have to use all of them and you can add your own ideas!

[Today's date]

Dear ... [your tutor's name]

Paragraph 1

My name is ...

I went to ... Primary School.

My favourite thing in the whole world is ...

I live with ...

We also have a pet ...

Paragraph 2

I am really proud of the fact that this year I ...

I managed to do this because ...

In year 6 I enjoyed ...

I did not enjoy ...

Paragraph 3

I am a little bit worried about ...

One thing I don't want to happen is ...

I am really looking forward to ...

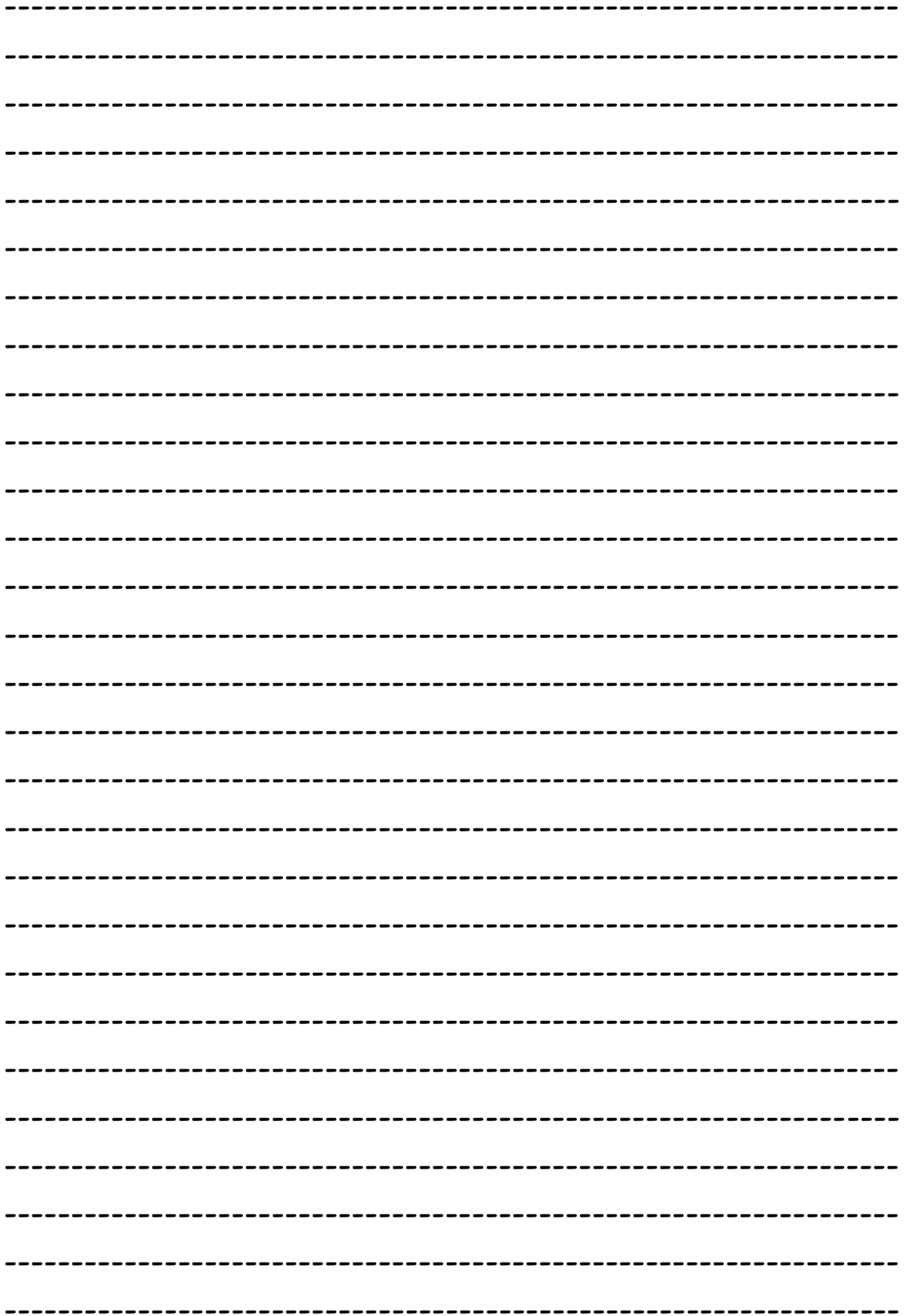
I can't wait to ...

I would like to get involved with ...

I look forward to meeting you and getting to know you too.

[Your full name]

You can write your letter on the next page.



SPaG

This acronym stands for spelling, punctuation and grammar. Your English teacher will talk about this a lot and it is so important that you know what this means.

Your teacher will also use symbols/codes when marking your work:

SP - this shows incorrect spelling

// - indicates where you should start a new paragraph

SS - used to indicate poor sentence structure

P - to indicate an error in punctuation.

WW - wrong Word (e.g. 'their' not 'there')

Voc – vocabulary - used to highlight where a better word could be used

CAP – capital letter needed

Here are some SPaG tasks for you to have a go at.

Spelling

Homophones (Part 1)

Homophones are words that sound alike, but are spelt differently. Read through the following sentences, correcting the homophone errors in each one. Some of them contain more than one error.

Section 1

1. The wait of the box was greater than he expected.
2. Their are particular differences between plant and animal sells.
3. She didn't right her essay until the last day of the holidays.
4. It was a beautiful day; the son was shining and everyone relaxed on the beech.
5. He tried to untie the sailor's not, but it was extremely tight.
6. It seemed that every Christmas she court the flew.
7. "I wouldn't have recognised you even if I past you on the street."
8. Their were far too many people on the train during the rush our.



Punctuation



Omissive Apostrophes

Omissive apostrophes are used in contractions (shortened words or phrases) to show where letters have been missed out. For example, *cannot* becomes *can't*.

Task A

Write the correct phrase beside the contraction.

- | | | | |
|------------|-------|-----------------|-------|
| 1) isn't | _____ | 11) there's (1) | _____ |
| 2) won't | _____ | 12) there's (2) | _____ |
| 3) mustn't | _____ | 13) it's (1) | _____ |
| 4) weren't | _____ | 14) it's (2) | _____ |
| 5) haven't | _____ | 15) you're | _____ |
| 6) I've | _____ | 16) I'd (1 & 2) | _____ |
| 7) let's | _____ | 17) wasn't | _____ |
| 8) we've | _____ | 18) couldn't | _____ |
| 9) daren't | _____ | 19) I'll | _____ |
| 10) I'm | _____ | 20) we'll | _____ |

Grammar

The definition of grammar is the study of the way words are used to make sentences

Which of these sentences is **grammatically correct**? Tick **one**.

Dave was the bestest dancer out of him and his brother.

Dave was a much betterer dancer than his brother.

Dave was bestest at dancing than his brother.

Dave was much better at dancing than his brother.

Comprehension skills

We also call this 'reading for meaning' in English. This is an example of a task you might be asked to compete in lesson. You can use the next page for your answers.

This is the famous section of the story where Oliver goes against all the rules of being in the workhouse and dares to ask for more food.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered to each other, and winked at Oliver; while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

"Please, sir, I want some more."

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds; and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear.

"What!" said the master at length, in a faint voice.

"Please, sir," replied Oliver, "I want some more."

The master aimed a blow at Oliver's head with the ladle; pinioned him in his arms; and shrieked aloud for the beadle ...

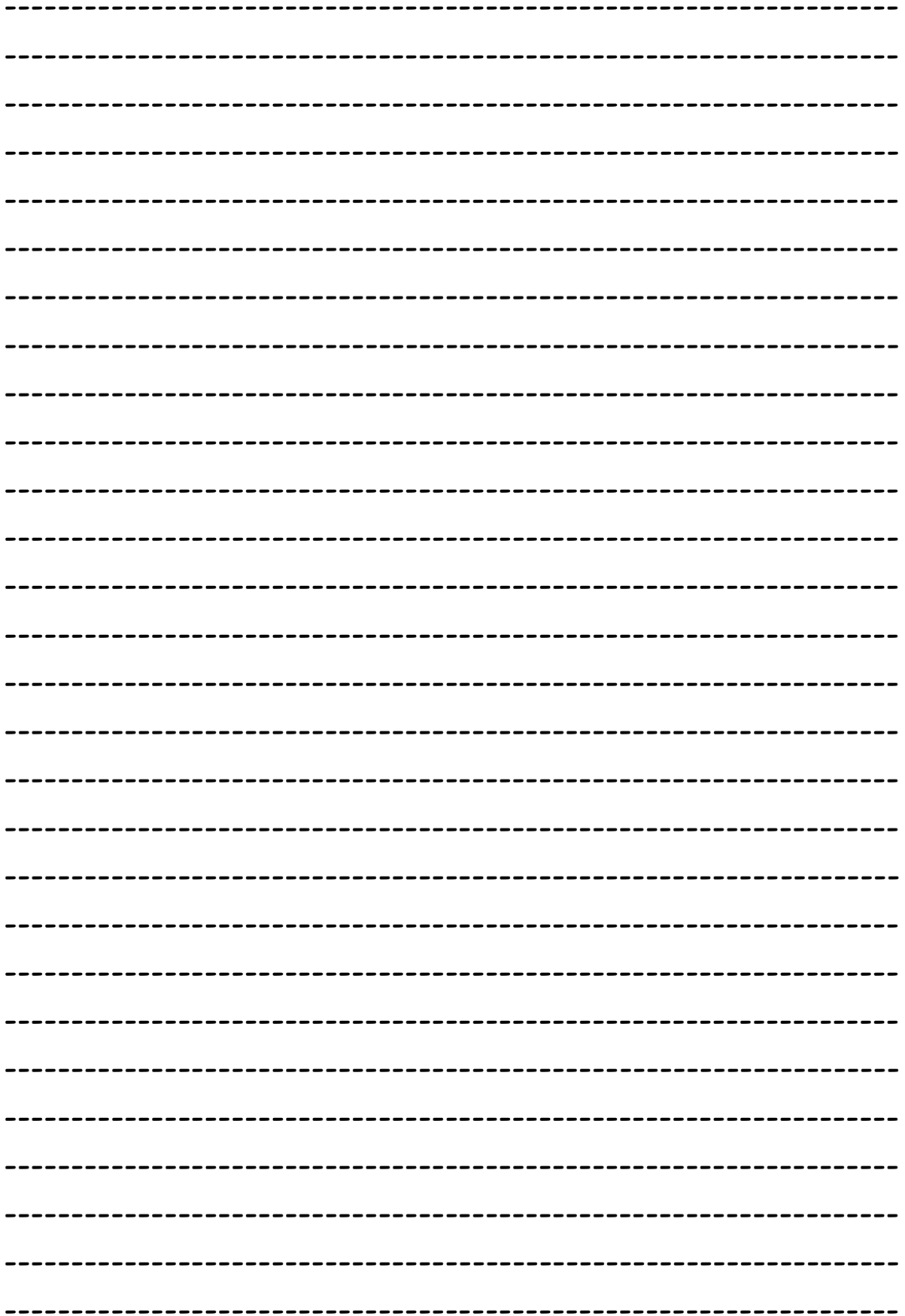
... Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish.

- a. Gruel = very thin tasteless porridge
- b. Copper - the huge pot that the gruel would be served from.
- c. Pauper = a poor person.
- d. Confinement = being locked away.



1. Explain two reasons why Oliver asks for more even though it is a dangerous thing to do.
2. How does Dickens use language to prove that the Master is in great shock when Oliver asks for more?
3. How does Dickens show that asking for more was absolutely against the rules and that Oliver is being treated as though he has done something very wrong?

With questions 2 and 3 write in detail using integrated quotations and explore the effects of the words chosen by Dickens to describe this scene and the characters' reactions.



Vocabulary

We will always encourage you to use the most ambitious word choices. This is the best way of communicating your ideas in a mature way.

1. The following list of words may add more dazzle to your own fiction writing. The words and their synonyms have been mixed up. Match each word to the correct synonyms.

winsome	infuriated, livid, incensed, riled
gruesome	energising, invigorating, astounding, scintillating
irksome	sufficient, satisfactory, acceptable, tolerable
glorious	brilliant, vivid, incandescent, illuminated
adventurous	shrewd, cautious, judicious, canny
luminous	dispiriting, disappointing, disheartening, discouraging
ominous	opulent, lavish, elaborate
electrifying	pleasing, appealing, captivating, alluring
demoralising	dazzling, magnificent, splendid, sublime
rueful	loathsome, monstrous, repugnant, odious
spiteful	malicious, unkind, vindictive, vicious
detestable	sorrowful, repentant, remorseful, regretful
irritable	amiable, approachable, genial, amicable
affable	boisterous, blatant, bold, determined
ornate	sinister, menacing, threatening, ill-fated
irate	impertinent, insolent, barefaced, brazen
adequate	tiresome, troublesome, aggravating, tedious
prudent	daring, audacious, intrepid, bold
impudent	cantankerous, petulant, fretful, peevish
strident	ghastly, grisly, appalling, hideous

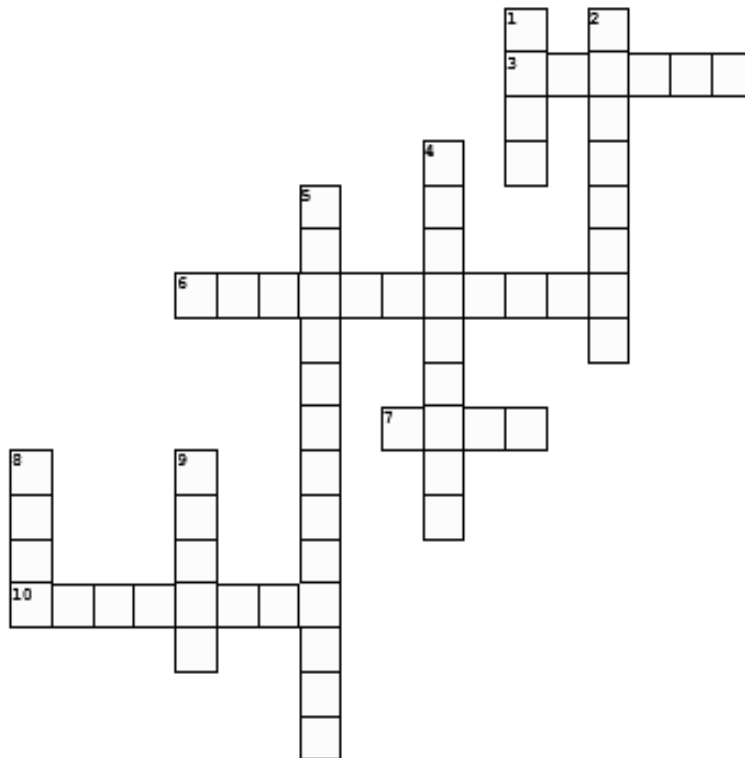
Crossword

These clues all relate to studying English at Ruskin. All of the answers are in this booklet.

Name: _____

English at Ruskin!

Complete the crossword puzzle below using the clues!



Created using the Crossword Maker on TheTeachersCorner.net

Across

3. The number of English teachers at Ruskin
6. If I do well, I may get an ... point.
7. The number of values there are at Ruskin.
10. You will be awarded Ruskin for going the extra mile.

Down

1. A doing word
2. The block that the English department is in.
4. A describing word
5. My new school is called ...
8. The number of English lessons you will have a week.
9. The Head Teacher is called Ms....





Create a new front cover for your favourite book.

It should be colourful and include key moments/ideas within the novel.

You could also include a short blurb. This captures the reader's interest by summarising what the book is about without giving the ending away.

What is your favourite book?

